



**School Curriculum Map
CYCLE B**

Class: Fitzwalter Year Group 3/4

	Autumn		Spring			Summer	
English (Hamilton Trust)	Fiction Stories on a Theme: Stories that Raise Issues Poetry Humorous Poems: Revolting Rhymes and Dirty Beasts	Fiction Humorous Stories: Grimwood Non-Fiction Letters: I'll Write to You: Animal Conversations	Non-Fiction Reports and Recounts: Real-life Mysteries Fiction Classic Fiction: Stig of the Dump	Non-Fiction Information Texts: Sport Poetry Poetic Forms: Acrostics and Haikus	Fiction Stories by the same author: Satoshi Kitamura Non-Fiction Letters and Postcards: Dragon post	Fiction Short Stories: Look Both Ways Non-Fiction Instructions and Explanations: How does it work?	
Spoken Language (Skills ongoing throughout the year)	Listening skills	Participating in discussion	Drama, performance and confidence	Asking and answering questions	Speaking for a range of purposes	Following instructions	Vocabulary building & standard English
	Year 3 To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	Year 3 To engage in discussions, making relevant points or asking relevant questions to show they have followed a conversation. To take account of the viewpoints of others when participating in discussions.	Year 3 To rehearse reading sentences and stories aloud, taking note of feedback from teachers and peers. To speak regularly in front of large and small audiences. To participate in role play tasks, showing an understanding of character by choosing appropriate words and phrases to indicate a person's emotions.	Year 3 To ask questions that relate to what has been heard or what was presented to them. To begin to offer support for their answers to questions with justifiable reasoning.	Year 3 To organise what they want to say so that it has a clear purpose. To begin to give descriptions, recounts and narrative retellings with added details to engage listeners.	Year 3 To follow instructions in a range of unfamiliar situations. To recognise when it is needed and ask for specific additional information to clarify instructions.	Year 3 To use vocabulary that is appropriate to the topic and/or the audience. To recognise powerful vocabulary in stories/ texts that they read or listen to and begin to try to use these words and phrases in their own talk. To discuss topics that are unfamiliar to their own direct experience.
	Year 4 To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.	Year 4 To engage in discussions, making relevant points and ask for specific additional information or viewpoints from other participants. To begin to challenge opinions with respect. To engage in meaningful discussions in all areas of the curriculum.	Year 4 To use intonation when reading aloud to emphasise punctuation. To practise and rehearse sentences and stories, gaining feedback on their performance from teachers and peers. To take on a specific role in role-play/drama activities and participate in focused discussion while remaining in character. To discuss the language choices of other speakers and how this may vary in different situations.	Year 4 To generate relevant questions to ask a specific speaker/audience in response to what has been said. To regularly offer answers that are supported with justifiable reasoning.	Year 4 To give descriptions, recounts and narrative retellings with specific details to actively engage listeners. To debate issues and make their opinions on topics clear. To adapt their ideas in response to new information.	Year 4 To follow complex directions/multi-step instructions without the need for repetition.	Year 4 To regularly use interesting adjectives, adverbial phrases and extended noun phrases in speech. To know and use language that is acceptable in formal and informal situations with increasing confidence. To recognise powerful vocabulary in stories/ texts that they read or listen to, building these words and phrases into their own talk in an appropriate way.
Maths	Number Place value Number Addition and Subtraction	Number Multiplication and division A Measurement Area	Number Multiplication and division B Measurement Length and perimeter	Number Fractions A Measurement Mass and capacity Number Fractions B	Measurement Time Numbers Decimals Measurement Money	Geometry Shape Geometry Position and direction Statistics	
Science	Animals Including Humans Healthy Eating	Living Things and their Habitats Grouping living things	Light	Plants	Electricity		
History	Romans and the Impact on Britain					Ancient Greece	
Geography			UK and Iceland (volcanoes and earthquakes)			Local area- fieldwork skills	
Design & Technology	Roman Empire Cooking and nutrition: healthy snack bars for others in school					(Graphic design and electrical engineering) A table-top game incorporating an electrical system	

Art	Roman Empire - Textiles (Roman weaving) - 3D Modelling (pots/clay) - collage (Mosaic) Sosus of Pergamon		Volcanoes - 3D Modelling (Paper Mache volcano) -Drawing (cross section of volcano, also parts in proportion). inspired volcano art	 <p>people with body Jackson Pollock</p>	Ancient Greece -Painting (architecture/watercolour Parthenon). - Printing (Ancient Greek patterns).	
MFL- Spanish	Unit 1- Describing me and others	Unit 2- Saying what I and others have Unit 3- Revision & Christmas	Unit 4a- Saying what I and others do Unit 4b- Saying what I and others do	Unit 5- Saying how many, describing things Unit 6- Revision & Easter	Unit 7- Describing things and people	Unit 8- Expressing likes and saying what I and others do Unit 9- Assessments
Computing (Teach Computing)	Strand: Computing systems and networks Unit: Connecting computers (Lesson 1-3) Strand: Computing systems and networks Unit: The internet (Lesson 4-6)	Strand: Creating media Unit: Stop-frame animation (Cross-curricular opportunity – Romans)	Strand: Programming Unit: Events and actions in programs	Strand: Data and information Unit: Data logging	Strand: Programming Unit: Repetition in shapes	Strand: Creating media Unit: Photo editing
RSHE	Sleep, rest and hygiene Pupils can explain why it is important to look after themselves. Pupils can demonstrate how to look after their teeth and their skin in the sun; can explain why this is important and what happens if people do not do this. Healthy Eating Pupils can plan a healthy diet and describe the dangers of an unhealthy one Friendship Pupils can describe what makes a good friendship, including trust, truth, respect, loyalty, kindness, generosity and shared interests. They can explain why it is important to welcome people who others might leave out and to make efforts to understand and enjoy people who are different to them.		Screen time and screen safety Pupils can explain how to make wise choices online and why limiting screen time is a good idea. Anti-bullying Pupils can describe how to be safe on the internet and how to avoid cyberbullies and cyberbullying. Families Pupils can explain that caring relationships are a key feature of positive family life and can describe the different ways in which people care for one another. Pupils can discuss and evaluate the different ways that they can show appreciation to those who care for them. Pupils can explain why it is important to recognise and give respect, that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents, multi-generational families). Pupils can demonstrate that they recognise shared characteristics of healthy family life, (commitment, care, spending time together, being there for each other in times of difficulty etc).	Relationships and marriage Pupils can explain that marriage is a formal and legal commitment which is intended to be lifelong. Pupils will be able to give examples of positive long-term relationships that bring joy and meaning to those involved.		First aid Pupils can explain how to make an emergency call and demonstrate how to apply basic First Aid (e.g. dealing with common injuries including head injuries).
RSHE Ongoing			Key Theology			
Spiritual practises Pupils can explain why having some sort of spiritual practice may improve physical, emotional and mental health. Exercise Pupils can describe different kinds of exercise, the impact on people's bodies and explain why exercise is good for your health. Mental health, wellbeing and emotional literacy Pupils can talk about how people can express their emotions such as anger and fear. Pupils can explain why feelings can affect the way people behave. Pupils can describe strategies to manage feelings so that they do not have a negative impact on others Anti-bullying Pupils can show understanding about the different types of bullying that people can encounter. Pupils can explain how people can keep themselves safe and ask for help when bullied.			Pupils will be able to explain the Christian belief about how humans are made in the image of God (Genesis 1:27); how it may be interpreted and lived out in people's regard for themselves and enjoyment of living in their bodies. Pupils will be able to explain the Christian concept of stewardship: that humans have been given a gift that they should take care of and how that might affect the way that Christians look after their own bodies and minds. Pupils can explain Christian (and other faiths') beliefs in an eternal Love, that cannot be broken, that pre-existed the world and carries on after death. Pupils can link this to the Christian idea of the Trinity and explain what difference it will make to Christians' lives if they believe they have a relationship with this God of eternal love. Pupils can explain that Christians believe in the sacredness and worth of every person and can describe how that might affect how Christians regard and protect themselves and others. Pupils can explain the Christian belief in the Fall and talk about how all people can make mistakes and treat others badly. Pupils can explore the consequences of bad behaviour and explain the Christian ideas about repentance, forgiveness reconciliation and peace. Pupils can explain what faithfulness and commitment means to family, friends, relationships and members of their community. They can explain why faithfulness is important for building security, trust and happiness, and what behaviours might endanger faithfulness			

	Pupils can describe how not to be a bystander when someone else is bullied. Pupils can explain how to report bullying and support someone who has suffered unkindness.					
R.E links Essex locally agreed syllabus	Where do religious beliefs come from? Christian	What do we mean by truth? Is seeing believing? Multi, Sikh	How do/have religious groups contribute to society and culture? Christian, Jewish, Sikh	Why is there so much diversity of belief within Christianity? Muslim	What does sacrifice mean? Multi, Humanist	
Music (Charanga)	Musical Structures	Playing in a Band	Compose with Your Friends	More Musical Styles	Expression and Improvisation	Opening Night
P.E	Gymnastics	Dance	Circuit Training	Dance	Gymnastics	Dance
	OAA	Invasion Games	Invasion Games: Tag Rugby	Net Wall Games	Striking and Fielding Games	Athletics
Christian Distinctiveness	Rules and community – class rules (See: What if learning – Rules and community) Harvest – honour and respect for the elderly (See: What if learning – Cooking and honouring”)	Red Nose Day - November Giving and receiving gifts (See: What If learning - “God’s World”)	Sports Relief	Foods grown around the world – famine – charity – Fair trade PE/Exercise - What we do with our bodies affects our minds, our emotions and our spirits. Seeing themselves in a holistic way. (See: What If learning – Bodies and People)	Interconnectedness of the creation of the world (See: What If learning – Seeing Connections)	Environment – littering - responsibility in our environment (See: What If learning – Words and Actions)
Suggested Visits					London	Local area visit