

Belmont C of E Primary School
YEAR 3/4 CURRICULUM MAP - Cycle A

		Autumn Stone Age to Iron Age (H) Exploring Europe	Spring Interesting Italy (G) Local History: Roman Britain(H)	Summer Romans and Daily Life (H) Regional focus on the North East
Re-reading	Word reading	NC Appendix 1 (NC p.35)		
	Comprehension	Texts include: wide range of fiction (including fairy stories and myths and legends), poetry, plays, nonfiction texts and reference books/ text books and dictionaries (NC p 35/36)		
Writing	Transcription	Spelling programme (NC Appendix 1)		
	Composition	Writing: narrative and non narratives (NC p 39)		
	VGP	NC Appendix 2		
Speaking and Listening		12 Statutory statements (NC p 17)		
Maths		Number and Place Value, Addition and Subtraction, Multiplication and Division, Fractions, (decimals and percentages), Measures, Geometry: properties of shape, Geometry: position, direction and motion, Statistics		
Science		<p>Rocks – Compare and group together different kind of rocks in the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when organisms have lived and have been trapped within rocks. Recognise that soils are made from rocks and organic matter.</p> <p>Animals, including humans (nutrition, skeletons and muscles) Identify that animals including humans need the right types and amounts of nutrition and that they cannot make their own food. They get nutrition from what they eat. Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Animals, including humans – describe the simple functions of the basic parts of the digestive system, identify the different types of teeth, purpose and locations.</p> <p>States of Matter- Compare and group materials according to whether they are solid, liquid or gas. Observe material change in state and research the temperature of this. Identify water cycle and evaporation and condensation.</p>	<p>Electricity – Identify common appliances; construct a simple series electrical circuit. Identify whether or not a lamp will work in a simple series circuit, recognise that a switch opens and closes and name some common conductors and insulators.</p> <p>Light – Recognise that we need light in order to see things and that dark is the absence of light. Notice that light is reflected from the sun can be dangerous and there are ways to protect their eyes, Recognise that shadows are formed when the light from a light source is blocked by an opaque object. Find patterns in the way that the size of shadows change</p>
		Working scientifically - on going across the year –provision linked to themes and children’s interests.		
Computing		<p>Computer Science - understand simple algorithms. Create simple programs e.g. (Beebot)forward/backwards, use pictures of ourselves/animals/plants Publishing- Word processing, graphics and text. (Introduction to Textease)</p> <p>Digital Literacy - keeping safe online</p>	<p>Computer Science - use digital devices to program simple journeys .Make sets of simple instructions. Correct obvious errors (debug).</p> <p>Digital Literacy - keeping personal information private Look at local environment for common uses of ICT outside school.</p> <p>IT - use technology purposely Create/store/retrieve Digital Imagery Cameras- take photographs of local area. Easispeak- playback for use in writing.</p>	<p>Computer Science Apps</p> <p>Digital Literacy Use technology safely Teacher led email- in purposeful contexts.</p> <p>IT - Communication, Publishing and collaborating Digital video Easispeak- interview Victorian characters in role, playback for use in writing Cameras- Create pic collages of trip to Beamish.</p>

Belmont C of E Primary School
YEAR 3/4 CURRICULUM MAP - Cycle A

	<p>IT Sound - use technology purposely iPads- photographs/video</p> <p>Create/store/ retrieve</p>		
History	<p>Who were Britain's first builders?</p> <p>Historical Knowledge: Children will develop a chronologically secure knowledge and understanding of British history. Children will make connections, contrasts and trends over time. They will begin to use and understand historical terms and use questions about change, cause, similarities difference and significance. Children will understand how knowledge of the past is constructed from a range of sources.</p> <p>What can we learn about life in Stone Age from the study of Skara Brae?</p> <p>How was the Stone Age separated and were dinosaurs around at the same time?</p> <p>Was Stone Age man simply a hunter and gathered concerned only with survival?</p> <p>Why is it so difficult to work out when Stonehenge was built?</p> <p>What were the key changes in life between the Stone Age and the Bronze Age?</p> <p>How much did life really change during the Iron Age and how can we find out?</p> <p>Why did the skeletons have earrings?</p>	<p>Why did the Romans march through County Durham?</p> <p>History knowledge: Children will place of Romans in chronology of UK and the connection of Iron Age and significant dates. Children will analyse key invasion looking for causes and consequences. Children will use a range of artefacts, written primary sources, buildings to identify key features of Roman life. They will learn to develop inference skills and combine information from sources. They will begin to make interpretations of the past that link to their primary sources.</p> <p>Who were the Ancient Romans and Ancient Britons?</p> <p>What happened in 55BC?</p> <p>Can we be sure what happened in 55BC?</p> <p>What happened when the Romans finally conquered Britain?</p> <p>What was so special about the Roman army?</p> <p>Why did Romans march through County Durham?</p>	<p>What was daily life like in Roman Britain?</p> <p>History knowledge: In this enquiry, the children will extend their chronological knowledge beyond their previous study of the Stone Age to iron Age and develop material studied in the 'Why did the Romans march through Country Durham unit'</p> <p>Children will consider key features of the daily life of the Roman era, consider similarity and difference for the different groups and use some primary sources. They will primarily focus on developing their use and understanding of historical interpretations. They will continue to develop timeline skills and use key historical terms, key feature descriptions, reading, inference and producing annotated diagrams, comparing interpretations</p>
Geography	<p>Me and My Europe Locational knowledge - exploring the UK and Europe – name and locate counties and cities of the UK, geographical regions and human/physical features.</p>	<p>Why does Italy shake and roar? Locational knowledge – describe the main human and physical features of the Bay of Naples. Geographical understanding – How are people living in the Bay of Naples affected by living close to Mount Vesuvius? Fieldwork – design the questions you would want to investigate if you were visiting the Bay of Naples.</p>	<p>Local fieldwork study.</p>
	Geographical skills and fieldwork using maps, atlases and globes - on going across the year		
D.T.	Control – Produce a book with moving parts	Structure – make a Roman Shield	Lighthouse Electrical and mechanical components
Art and Design	Drawing Cave paintings	Knowledge about artists High Renaissance : Michelangelo	Printing Roman Mosaics

Belmont C of E Primary School
YEAR 3/4 CURRICULUM MAP - Cycle A

Music		Durham Music Service Ukulele - Identify chords, play and perform solo, groups and whole class.	
	Music Express- skills development.		
French	Family Greetings Fruit + colours Revise farm animals+ colours Classroom labels	Family (extend) Pets Size Numbers to 12	Age+ Numbers revision Days of the week Months of the year Classroom instructions
PSE RRS	Rainbow Values Class Council	Rainbow Values Class Council	Rainbow Values Class Council
P.E.	Movement skills & Dance Gymnastics - including core task making shapes	Dance & Gymnastics (large apparatus) Games - rolling and bowling Games - roller ball core task	Striking and field games Bean bag - core task Athletics/basic tennis skills
R.E.	How do Hindus Worship? How and why is Advent important to Christians?	What can we learn about Christian Symbols? What do Christians remember on Palm Sunday?	What do Hindus believe and how does this affect the way they live their lives?
Statutory subject in all year groups Curriculum must be based on Durham Agreed Syllabus 2012 for all maintained schools			