Year 3 and 4 –Curriculum Map

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Scavengers & settlers (Stone Age, Iron Age, Bronze Age)		Active Planet		Treasure (Anglo-Saxons/Vikings)	
English	Stories by the same Author Recounts Poetic language Myths and legends Humorous poems		Classic Fiction Reports Poetic Forms Myths and legends Recounts		Stories on a theme Reports Poetic forms Modern Fiction Poems on a theme	
Maths	Place value and money Addition and subtraction Multiplication and division Measures and data		Place value and money Addition and subtraction Fractions Time and data		Addition and subtraction Fractions Shape Multiplication and Division Place Value	
Science	Forces and magnets	Animals including humans (nutrition, muscles and skeletons)	Rocks	Light	Plants	Plants
PSHE Jigsaw	Being Me in My World	Celebrating Difference (including anti-bullying)	Dreams and Goals	Healthy Me	Relationships	Changing Me (including Sex Education)
Music (Music Express 7-8)	Environment Building	Sounds Poetry	China Time	In the Past Communication	Human body Singing French	Ancient worlds Food and drink
French	Bonjour	En classe	Mon Corps	Les Animaux	La Famille	Bon anniversaire!
ART/DT	CUSP ART and DT Drawing and painting	CUSP ART and DT Printmaking Food and nutrition	CUSP ART and DT Textiles and collage Mechanism	CUSP ART and DT 3D Food and nutrition	CUSP ART and DT Painting Systems	CUSP ART and DT Creative response (painting and printmaking)

HANDFORD HALL PRIMARY SCHOOL

	Textiles					Structures
Computing	We are programmers	We are bug fixers	We are presenters	We are vloggers	We are communicators	We are opinion pollsters
PE **Val Sabin**	GAMES Ball skills Year 3 Unit 1 GYMNASTICS stretching and curling Year 3 Unit L	DANCE The Explorers Year 3 Unit 3 GYMNASTICS Symmetry/asymmetry Year 3 Unit M	GYMNASTICS Pathways Year 3 Unit N GAMES Creative games making Year 3 unit 2	DANCE Who am I? Year 3 Unit 1 GYMNASTICS Travelling Year 3 Unit O	ATHLETICS Year 3 Unit 1 GAMES Net games Year 3 Unit 3	GAMES Striking and fielding Year 3 Unit 4 ATHLETICS Year 3 Unit 2
RE	Religion and the individual Christianity-reconciliation	Religion and the individual Islam Obedience to Allah	Religion and the individual Hinduism – Good Karma	Christianity The cross	Christianity Kingdom of God	Judaism Symbols and stories

HANDFORD HALL PRIMARY SCHOOL

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Explorers & Adventurers		Temples, Tombs & Treasures (Ancient Egypt)		Saving the World (Rainforests)	
English	Fantasy Biographies Poems on a Theme Traditional tales and fables Poetic forms		Traditional tales and fables Recounts Poetic Forms Reports Narrative poetry		Stories on a theme Persuasive Writing Poetic forms Reports	
Maths	Place value addition or subtraction Measures and data Multiplication and Division		Decimals and fractions Multiplication and division Addition and subtraction Shape		Addition and Subtraction Decimals and Fractions Multiplication and division Place Value Measures and data	
Science	Sound	Living things and their habitats	States of matter	Electricity	Animals including humans (digestive system and teeth)	Animals including humans (Sex Ed)
PSHE Jigsaw	Being Me in My World	Celebrating Difference (including anti-bullying)	Dreams and Goals	Healthy Me	Relationships	Changing Me (including Sex Education)
Music (Music Express 8-9)	Poetry Environment	Sounds Recycling	Building Around the World	Ancient World Singing Spanish	Communication Time	In the past Food and drink
French	Encore!	Quelle heure est-il?	Les fetes	Qu Va-tu?	On Mange!	Le cirque
Computing	We are software developers	We are toy designers	We are musicians	We are HTML editors	We are co-authors	We are meteorologists
Art/DT	CUSP ART and DT Drawing	CUSP ART and DT Painting	CUSP ART and DT	CUSP ART and DT 3D and collage	CUSP ART and DT Painting	CUSP ART and DT

			Printmaking and textiles			Creative response (drawing and textiles)
PE	GAMES Net/court games Year 4 Unit 1 GYMNASTICS Balance Gym Year 4 Unit P	DANCE Musical statues Year 4 Unit 15 GAMES Inventing games Year 4 Unit 2	GYMNASTICS Receiving Body Weight Year 4 Unit Q GAMES Inventing games Year 4 Unit 3	DANCE Wimbledon Year 4 Unit 14 GAMES Striking and fielding Year 4 Unit 4	ATHLETICS Athletics Year 4 Unit 1 GYMNASTICS Change of direction Year 4 Unit R	GYMNASTICS Rolling Year 4 Unit S ATHLETICS Athletics Year 4 Unit 2
RE	Inspirational People Jesus inspires to save and serve	Inspirational People Muhammad the 'seal of the prophets'	Inspirational People Hinduism Rama and Sita inspire to follow dharma	Sikhism teaching of the gurus - Sikhs from dark to light	Christianity people on a mission	Sikhism Putting beliefs about equality into practice

History

Historical understanding

- He/she can identify and describe changes between specific periods of history
- He/she can use dates and vocabulary relating to the passing of time, including ancient, modern, century and decade, AD and BC
- He/she knows that the past can be divided into different periods of time
- He/she can create historically valid questions about similarities and differences
- He/she can give simple reasons as to why key events happened in history

Historical enquiry

- He/she can create historically valid questions about similarities and differences

- He/she is aware that the same time in history may be represented in different ways
- He/she can choose appropriate sources to answer questions about specific people and events; going beyond simple observations
- He/she can examine and compare artefacts

Periods in history

- He/she can discuss the impact of significant historical events, people and places in their own locality
- He/she can discuss historical changes in Britain; what caused them and the impact on life in Britain
- He/she can explain the achievements of ancient civilizations and their impact on the world in the past and today

Geography

Map Making

- He/she can make a simple scale drawing e.g. 1 sq cm = 1 sq m
- He/she can make a simple sketch map of the human and physical features in his/her local area
- He/she can take photographs of the local area to help them produce a simple map

Enquiry & Investigation

- He/she can create a survey to explore human or physical features in the local area
- He/she can use a range of sources to compare the similarities and differences between human and physical features of places studied at KS2

Locational Knowledge

- He/she can locate world continents/countries with a focus on Europe and Russia identifying key human and physical characteristics, countries and major cities
- He/she can name and locate counties and cities of the UK, identifying key human and physical features and land use
- He/she can locate the position of the Equator, Northern and Southern Hemispheres and the Arctic and Antarctic Circles

Human & Physical Geography

- He/she can understand similarities and differences in the human and physical differences with a region of the UK and the region of a European country

- He/she can describe and understand the workings of rivers, mountains, volcanoes and earthquakes
- He/she can describe and understand different types of settlement and land use

Following Directions & Maps

- He/she can locate places on an OS map using a 4 figure grid reference
- He/she can use 4 points on a compass; North, South, East and West
- He/she can follow a route on an OS map
- He/she can use the key to interpret symbols and marks on an OS map for routes
- He/she can read and interpret the globe as a flat map
- He/she can identify and interpret relief maps

PSHE

Health and Wellbeing

- To be able to explain what can affect his/her health positively and negatively including dental health.
- To be able to share personal successes and describe how they achieved them.
- To be able to use vocabulary to describe the intensity of good and bad feelings and discuss ways to manage those feelings.
- To be able to use vocabulary to describe the intensity of good and bad feelings and discuss ways to manage those feelings.
- To be able to describe a variety of ways to stay safe in different environments. e.g. On the street, at school, on the internet etc.
- To be able to understand when it is necessary to share secrets with others so they do not put themselves or others at risk.
- To be able to understand when it is necessary to seek help from others and who they can ask for that help.

Relationships

- To be able to explain how others are feeling and describe how they can support them.
- To be able to understand how his/her actions impacts on others and how they can address problems caused.
- To be able to recognise from his/her own and others actions what is fair and unfair, kind and unkind and right and wrong
- To be able to describe how they are important to others and how they can care for others.

- To be able to understand that differences and similarities arise from a number of factors. e.g. Family, culture, religion, age, sex, etc.
- To be able to recognise a dare and understands how to not give in to pressure.

Living in the Wider World

- To be able to understand his/her responsibilities at school.
- To be able to follow the classroom and school rules and works as a role model to younger children.
- To be able to understand how money plays a role in his/her own and other's lives.
- To be able to can explain different ways to manage his/her money.
- To be able to can describe the different cultural, ethnic and religious groups that make up the UK.
- To be able to can describe differences between different cultural, ethnic and religious groups.
- To be able to understand that our society has rules and laws which govern us.
- To be able to understand that the media may not always portray the truth.

Music

Composing

- To be able to use his/her voice and copy a given scale
- To be able to compose three note patterns.
- To be able to compose simple tunes using a pentatonic scale (a scale with 5 notes).
- To be able to improvise repeated patterns (ostinato).
- To be able to create his/her own symbols to represent different sounds and instruments in his/her compositions.
- To be able to reflect on, and improve his/her own work e.g. They can evaluate his/her piece against given criteria.

Performing

- To be able to sing expressively in time to the beat and rhythm.
- To be able to perform given compositions/songs from memory.
- To be able to take part in two-part songs.

- To be able to take part in two-part harmonies.
- To be able to perform simple rhythmic and melodic patterns on an instrument to accompany a song.
- To be able to perform as part of a group and individually to an audience.

Listening and Context

- To begin to identify how many beats are in a bar when listening to pieces of music.
- To be able to explain what they think a piece of music's purpose could be.
- To be able to compare pieces, thinking about pitch, mood, rhythm and tempo.
- To be able to evaluate others work, thinking about pitch, mood, rhythm and tempo.
- To be able to find similarities and differences in the work of a great composer/musician from history.
- To be able to express his/her opinions about music from the past.

Science – Working Scientifically

Planning Investigations

- To be able to ask relevant questions when prompted
- To be able to set up simple and practical enquiries, comparative and fair tests
- To be able to set up comparative tests
- To be able to plan Investigations and ask relevant questions
- To be able to plan different types of scientific enquiries to answer questions
- To be able to set up simple and practical enquiries, comparative and fair tests

Conducting Experiments

- To be able to make systematic observations, using simple equipment
- To be able to use standard units when taking measurements
- To be able to make systematic and careful observations using a range of equipment, including thermometers and data loggers

- To be able to take accurate measurements using standard units, where appropriate

Recording Evidence

- To be able to record findings in various ways
- To be able to, with prompting, suggest how findings may be tabulated
- To be able to, with prompting, use various ways of recording, grouping and displaying evidence
- To be able to record findings using simple scientific language, drawings and labelled diagrams
- To be able to record findings using keys, bar charts, and tables
- To be able to gather, record, classify and present data in a variety of ways to help to answer questions

Reporting Findings

- To be able to, with prompting, suggest conclusions from enquiries
- To be able to suggest how findings could be reported
- To be able to report on findings from enquiries, including oral and written explanations, of results and conclusions
- To be able to report on findings from enquiries using displays or presentations

Conclusions & Predictions

- To be able to gather and record data about similarities, differences and changes
- To be able to, with prompting, suggest conclusions that can be drawn from data
- To be able to suggest possible improvements or further questions to investigate
- To be able to identify differences, similarities or changes related to simple scientific ideas and processes
- To be able to use straightforward scientific evidence to answer questions or to support their findings
- To be able to use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Science – Biology

Living things can be classified according to observable features

- To be able to recognise that living things can be grouped in a variety of ways
- To be able to explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

Habitats provide living things with what they need

- To be able to explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- To be able to recognise that environments can change and that this can sometimes pose dangers to living things

Life exists in a variety of forms and goes through cycles – Plants & Animals

- To be able to identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- To be able to investigate the way in which water is transported within plants
- To be able to explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
- To be able to identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

The human body has a number of systems, each with its own function

- To be able to identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To be able to describe the simple functions of the basic parts of the digestive system in humans
- To be able to identify the different types of teeth in humans and their simple functions
- To be able to construct and interpret a variety of food chains, identifying producers, predators and prey

Science – Chemistry

Different rocks have different properties and the formation of soil & fossils can be explained

- To be able to describe in simple terms how fossils are formed when things that have lived are trapped within rock
- To be able to recognise that soils are made from rocks and organic matter

Materials have physical properties which can be investigated and compared

- To be able to compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- To be able to compare and group materials together, according to whether they are solids, liquids or gases

Materials can exist in different states and that these states can sometimes be changed

- To be able to identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature
- To be able to observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius / °C

Science – Physics

There are contact and non-contact forces; these affect the motion of objects

- To be able to compare how things move on different surfaces
- To be able to notice that some forces need contact between two objects, but magnetic forces can act at a distance
- To be able to observe how magnets attract or repel each other and attract some materials and not others
- To be able to compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- To be able to describe magnets as having two poles
- To be able to predict whether two magnets will attract or repel each other, depending on which poles are facing

Light & sound can be reflected & absorbed and enable us to see & hear

- To be able to recognise that they need light in order to see things and that dark is the absence of light
- To be able to notice that light is reflected from surfaces
- To be able to recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- To be able to recognise that shadows are formed when the light from a light source is blocked by a solid object
- To be able to find patterns in the way that the size of shadows change
- To be able to identify how sounds are made, associating some of them with something vibrating

- To be able to recognise that vibrations from sounds travel through a medium to the ear
- To be able to recognise that sounds get fainter as the distance from the sound source increases
- To be able to find patterns between the pitch of a sound and features of the object that produced it
- To be able to find patterns between the volume of a sound and the strength of the vibrations that produced it

Electricity can make circuits work and can be controlled to perform useful functions

- To be able to identify common appliances that run on electricity
- To be able to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- To be able to recognise some common conductors and insulators, and associate metals with being good conductors
- To be able to identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- To be able to recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit

Computing

Computer Science

- He/she can design and debug programs that accomplish specific goals
- He/she can design and create programs that use sequence
- He/she can control physical systems
- He/she can use logical reasoning to detect and correct errors in programs

Information Technology

- He/she can choose from a variety of software and internet services to accomplish given goals
- He/she can collect and combine information and data
- He/she can design and create content to accomplish a given goal

Digital Literacy

- He/she can use technology responsibly
- He/she can recognize acceptable / unacceptable behaviour and content

- He/she can appreciate how search results are selected
- He/she is selective when using digital content
- He/she understands how computer networks can provide multiple services, such as the world wide web
- He/she understand the opportunities computer networks offer for communication

PE

Dance

- To be able to choreograph short routines in time with a given piece of music.
- To be able to explore different styles of dance and copy steps from them with increasing accuracy.
- To be able to perform basic dance actions with greater control over each element.
- To be able to choreograph motifs using repetition, direction ,level, speed & space
- To be able to choreograph motifs using repetition, direction, level, speed & space
- To be able to perform given routines from memory, performing all the elements in the correct order.

Gymnastics

- To be able to perform a range of rolls with a good level of accuracy e.g. forwards, backwards.
- To be able to create his/her own stretching routine to prepare for gymnastics.
- To be able to balance on pads and points.
- To be able to make a range of different shapes when balancing.
- To be able to combine shapes and balances in a performance.
- To be able to use all parts of his/her body when travelling in different ways.

Games

- To be able to control of a range of different throws / passes e.g. Over arm, underarm, chest pass.
- To be able to move to catch a ball within a game, maintaining eye contact with the ball.
- To be able to pass a ball accurately when moving around during a game.
- To be able to hit a ball with a range of different bats/racquets.
- To be able to dribble a ball in a straight line. E.g. With his/her feet or a hockey stick.
- To be able to find space to move into within a game.
- To be able to use a range of techniques to help keep possession of the ball in a team game.

OAA

- To be able to follow a school map to navigate around a simple course designed by themselves and others.
- To be able to read basic symbols on an orienteering map and start to create his/her own appropriate symbols.
- To be able to use verbal communication within group activities to help solve problems/complete challenges.
- To be able to use non-verbal communication strategies to help solve problems/complete challenges.
- To be able to follow the instructions of others when working within a team.
- To be able to evaluate his/her own performance within a group or individual challenge.

Athletics

- To be able to sprint up to 100m.
- To be able to run 200m
- To be able to use the correct action to throw a javelin without a run up.
- To be able to use a push throw to throw a discus and shot put.
- To be able to jump: one foot to the other (high jump); one foot to two feet (long jump)

Swimming

- To be able to swim a complete length of the pool, on his/her front and back without stopping.

- To be able to use the correct arm and leg movements to swim breaststroke.
- To be able to tread water for at least 2 minutes.
- To be able to put his/her head in the water when using different strokes.

Design and Technology

Design

Design

- To be able to generate and develop his/her ideas through discussion.
- To be able to design products that are functional and designed for purpose.
- To be able to create a cross sectional drawing of his/her design.
- To be able to use given shapes on a computer program to create a design. e.g. Use a computer-aided design program to create a net for packaging.

Make

- To be able to create a shell or frame structure, strengthening with diagonal struts.
- To be able to join fabrics using a wider range of stitches. e.g. Back stitch, chain stitch.
- To be able to choose the most appropriate joining technique to add a decoration to a piece of fabric.
- To be able to cut slots.
- To be able to create simple joins with wood. e.g. Butt joint, dowel joint.
- To be able to use given sewing patterns or printing blocks to add detail to his/her designs.
- To be able to include a simple electrical circuit in his/her product that produces one outcome e.g. Light or sound.
- To be able to use simple mechanical systems in his/her products e.g. Gears, levers and cams.
- To be able to measure and mark a square section & dowelling to the nearest cm
- To be able to use a bradawl to mark hole positions

- To be able to use a hand drill to make tight holes and loose holes.
- To be able to use a computer program to create a sequence to produce a repeating pattern. e.g. A light flashing on and off.

Evaluate

- To be able to explain strengths and weaknesses of existing products.
- To be able to evaluate his/her work against his/her own design criteria,.
- To be able to discuss and describe well known designers and inventors and their work.

Food

- To be able to understand all sections of the EatWell plate and why they differ in size.
- To be able to use the right tools to slice, mix, spread, bake and knead.
- To be able to weigh ingredients to an appropriate level of accuracy.
- To be able to understand that different foods are produced in different areas of the world.
- To be able to understand that food is processed into different ingredients e.g. Milk into butter.

Art

Developing/ Applying Ideas

- To be able to use a sketchbook to record his/her observations and develop ideas.

Drawing

- To be able to use different types of lead pencil to scribble, shade (hatch & cross hatch), dot, dash, circle, spiral.
- To be able to with pencil, use pressure to create hard and soft lines and use soft lines to plan a drawing.

- To be able to, with coloured pencil, block colour by applying pencil strokes in the same direction.
- To be able to, with coloured pencil, control depth of colour by applying different pressures on the pencil tip.
- To be able to, with wax crayon, plan and use different pressure to produce a picture working from light to dark.
- To be able to, with pastel/charcoal, vary the thickness of lines.
- To be able to, with pastel/charcoal, use the side to build up layers of colour.
- To be able to, with pastel/charcoal, work on a soft paper to create an image with a set coloured background.
- To be able to, with pastel/charcoal, work on top of a background to create detail.
- To be able to, with pen, make a variety of lines free-flowing, sweeping, broken, faint & hard.
- To be able to work with a variety of pen types.

Painting

- To be able to select the brush size and type depending on the task.
- To be able to mix and match colours for purpose: skin tones, backgrounds.
- To be able to mix different thicknesses of paint for different purposes e.g. Thin for a wash and increasing in thickness to show images at in the background and foreground.

Independent Artist

- To be able to choose a suitable surface to work on.
- To be able to take responsibility for preparing, organising and clearing away his/her painting area.

Sculpture

- To be able to make a 3D sculpture using clay or a range of materials. e.g. modroc, papier mache.

Art in Context/History

- To be able to create images in the style of an artist from history.
- To be able to discuss and describe well known artists' work and explain how their work is similar/different

- To be able to discuss and describe well known architects'' work and explain how their work is similar/different.

RE

- To be able to use his/her developing religious vocabulary to describe some key features of religions, including religious celebrations and worship.
- To be able to recognise similarities and differences in the key features of religions.
- To be able to make links between religious stories and sacred texts.
- To be able to describe a range of beliefs, symbols and actions within different religions.
- To be able to suggest meanings for a range of forms of religious expression and note similarities and differences between religions.
- To be able to ask important questions about religion and beliefs, making links between his/her own and others'' responses.
- To be able to identify the impact of religion on believers'' everyday lives.
- To be able to explore similarities and differences in how religion is expressed in different world religions.
- To be able to make links between values and commitments, and his/her own attitudes and behaviour.
- To be able to respond to questions that cause wonder, staying respectful to others' beliefs and ideas.