

**Sheering School Curriculum Map**  
**CYCLE A 2020**  
**Class: Fitzwalter      Year Group 3/4**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Main Theme	<b>History</b> Who first lived in Britain?	<b>History</b> Why were the Romans so powerful?	<b>Geography</b> Where would you choose to build a city? Europe-cities	<b>History</b> What would you have done after school 100 years ago?	<b>Geography</b> Why is planet Earth in danger?	<b>Geography</b> Why do so many people go abroad for their holidays?
English	<b>Narrative: Quest (Focus: Setting)</b> Stone Age Boy  <b>Non-fiction: Information</b> Early Britons- shelters, food, huner-gathers	<b>Narrative: Warning Tale (Focus: Action)</b> Captive Celt  <b>Non-fiction: Instructions</b> Instructions for a making a Roman weapon	<b>Narrative: Change (Character)</b> Oliver  <b>Poetry</b> <b>Shape/list poetry</b> Can you write a list poem?	<b>Narrative: Tale of fear (Focus: Action)</b> War Horse  <b>Non-fiction: Explanation</b> What was life like 100 years ago?	<b>Non-Fiction: Persuasion</b> Climate Change  <b>Narrative: Finding Tale (Focus: Suspense)</b> Why the Whales Came	<b>Non-Fiction: Recount in the form of a letter</b> Beach Trip  <b>Poetry</b> <b>Free verse</b>
Maths	<b>Place Value</b> <b>Addition and Subtraction</b> <b>Consolidation</b>	<b>Addition and Subtraction</b> <b>Multiplication and Division</b> <b>Consolidation</b>	<b>Multiplication and Division</b> <b>Measurement: money</b> <b>Statistics</b>	<b>Measurement: length and perimeter</b> <b>Fractions</b> <b>Consolidation</b>	<b>Fractions</b> <b>Measurement: Time</b> <b>Geometry: Properties of Shape</b>	<b>Measurement: mass and capacity</b> <b>Consolidation</b>
Spoken Language	<b>Following Instructions</b> Yr 3- To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers.  Yr 4- To follow complex directions/multi-step instructions without the need for repetition.	<b>Asking &amp; Answering Questions</b> Yr 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.  Yr 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.	<b>Drama, Performance &amp; Confidence</b> Yr 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.  Yr 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.	<b>Vocabulary Building &amp; Standard English</b>  Yr 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.  Yr 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.	<b>Speaking for a Range of Purposes</b> Yr3- 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.  Yr 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.	<b>Participating in Discussion</b> Yr 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.  Yr 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.
	<b>Listening Skills- ongoing</b> To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. (Yr 3&4)					
Science	What happens to the food we eat? (Year 4) Animals, including humans.	Research a scientist	How far can you throw your shadow? (Year 3) Light	Why is the sound that one direction makes enjoyed by so many? (Year 4) Sound	Are you attractive enough? (Year 3) Forces and magnets	Which animals and plants thrive in your locality (Sheering)? (Year 4) Living things and their habitats.
History	Who first lived in Britain?	Why were the Romans so Powerful?		What would you have done after school 100 years ago?		
Geography			Where would you choose to build a		Why is planet Earth in danger?	Why do so many people go abroad

			city? Europe-cities			for their holidays?
Design & Technology	Model Digestive System	Plan and design a working model of a Roman Weapon	Shadow Theatre Production Design and make a tall building.		Create a product made from waste product.	Design and make a Mediterranean food dish.
Art	Study early art found in caves.	How will mosaics improve the look of our school?	Drawings of tall buildings.			Capture beauty of native birds and plants in paint. Paint in the style of a well-known Mediterranean artist.
MFL- French (Lightbulb Languages)	Unit 1: Greetings and name, family, numbers 0-12, age	Unit 2: The farmer's in his den, numbers 11-20, favourite playground games	Unit 3: Look at me, Happy Birthday, Come to my party, party games		Unit 4: Body parts, colours, monsters	
Computing (Purple Mash)	Unit 3.1- Coding Unit 3.2- Online Safety Unit 3.3- Spreadsheets		Unit 3.4- Touch Typing Unit 3.5- Email Unit 3.6- Branching databases		3.7- Simulations 3.8- Graphing (MS PowerPoint) 3.9- Presenting (Google Slides)	
R.E links Essex RE syllabus	What do people believe about God?-LCC	What does worship mean?-LCC	Sikhism using the Essex agreed syllabus Explore. <b>2 units:</b> THE FIRST AND LAST HUMAN GURUS, THE KHALSA AND THE FIVE KS	What do we mean by commitment?-LCC	What is Judaism?-LCC MOSES THE JEWISH HOME THE SYNAGOGUE	
Music (Charanga)	Let your spirit fly	Stop!	Three Little Birds	Blackbird	Glockenspiel Stage 1	Reflect, rewind and replay
P.E	Lesson 1: Gymnastics	Lesson 1: Dance	Lesson 1: Gymnastics	Lesson 1: Dance	Lesson 1: Dance	Lesson 1: Orienteering
	Lesson 2: Games (Netball)	Lesson 2: Games (Rugby)	Lesson 2: Games (Dodgeball)	Lesson 2: Games (Football)	Lesson 2: Games (Hockey)	Lesson 2: Games (Speed, agility, quickness SAQ)
RSHE	<p><b>Sleep, rest and hygiene</b> 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.</p> <p><b>Healthy Eating</b> Pupils can plan a healthy diet and describe the dangers of an unhealthy one</p> <p><b>Friendship</b> 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.</p>		<p><b>Screen time and screen safety</b> Pupils can explain how to make wise choices online and why limiting screen time is a good idea.</p> <p><b>Anti-bullying</b> Pupils can describe how to be safe on the internet and how to avoid cyberbullies and cyberbullying.</p> <p><b>Families</b> 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).</p>	<p><b>Relationships and marriage</b> 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.</p>		<p><b>First aid</b> 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).</p>
	<b>RSHE Ongoing</b>			<b>Key Theology</b>		
	<p><b>Spiritual practises</b> Pupils can explain why having some sort of spiritual practice may improve physical, emotional and mental health.</p> <p><b>Exercise</b> Pupils can describe different kinds of exercise, the impact on people's bodies and explain why exercise is good for your health.</p> <p><b>Mental health, wellbeing and emotional literacy</b> 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</p> <p><b>Anti-bullying</b> 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 can describe how not to be a bystander when someone else is bullied.</p>			<p>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</p>		

	Pupils can explain how to report bullying and support someone who has suffered unkindness.	explain why faithfulness is important for building security, trust and happiness, and what behaviours might endanger faithfulness
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