



**Sheering School Curriculum Map CYCLE A 2015/16**  
**Class: Fitzwalter Year Group 3/4**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Main Theme	<b><u>History</u></b> Who first lived in Britain?	<b><u>Human Geography</u></b> Why do so many people go to the Mediterranean for their holiday?	<b><u>History</u></b> Why were the Romans so powerful and what did we learn from them?	<b><u>Human Geography</u></b> Why is transport system very important to the creation of major cities? Why do you think rivers were important to the creation of major cities?	<b><u>History</u></b> What do we know about Sheering's history?  (How did the Victorian period shape the Atherton we know today?)	<b><u>Physical Geography</u></b> Why is London such a cool place to live?
English	<b><u>Non Fiction</u></b> <b>Explanation</b> <b>Non-chronological reports</b> <b>Recounts</b> Can you report on people of Ancient Britain?  <b><u>Narrative</u></b> <b>Stories in unfamiliar settings (historical, geographical etc)</b> Can you write a letter to Om from the present day? <i>Stone Age Boy</i>	<b><u>Non-Fiction</u></b> <b>Non-chronological report</b> <b>Discussion</b> <b>Instructions</b>  <b><u>Narrative</u></b> <b>Adventure Stories</b> Can you write a letter from Atek to his aunt about his adventures. <i>The Boy with Pale eyes</i> <b>Plays into drama</b> <i>Story – link to Christmas (2 weeks)</i>  <b><u>Poetry</u></b> <b>Structured poetry</b> <b>Performance poetry</b>	<b><u>Non-Fiction</u></b> <b>Explanation</b> <b>Recounts (including newspaper reports)</b> Can you write a newspaper report – Happy Endings Stolen <i>The Lost Happy Endings</i>  <b><u>Narrative</u></b> <b>Fantasy</b> <b>Fairy stories and folk tales</b> Can you write a golden pen story about another villain? <i>The Lost Happy Endings</i>	<b><u>Narrative</u></b> <b>Fairy stories and folk tales</b> <b>Fantasy</b> <b>Fairy stories and folk tales</b> Can you compare Jamil's Clever Cat with Puss in Boots? <i>Jamil's Clever Cat</i>  <b><u>Poetry</u></b> <b>Shape/list poetry</b> Can you write a list poem about the Tin Forest? <i>The Tin Forest</i>	<b><u>Non-Fiction</u></b> <b>Explanation</b> <b>Instructions</b> <b>Recounts</b>  <b><u>Narrative</u></b> <b>Stories with familiar settings</b> Can you write Fox in a different setting? <i>Fox – by Margaret Wild and Ron Brooks</i>	<b><u>Non-Fiction</u></b> <b>Discussion</b> <b>Persuasion</b> Can you write a leaflet to persuade people to visit attractions in London?  <b><u>Poetry</u></b> <b>Free verse</b>
Maths	<b><u>Unit 1</u></b> <b><u>Number</u></b> Number and place value Addition and Subtraction <b><u>Geometry</u></b> Properties of shape <b><u>Unit 2</u></b> <b><u>Number</u></b> Multiplication and division Including number and place value Fractions <b><u>Geometry</u></b> Position and direction	<b><u>Unit 3</u></b> <b><u>Number</u></b> Addition and Subtraction Decimals <b><u>Measurement</u></b> Mass <b><u>Unit 4</u></b> <b><u>Number</u></b> Multiplication and division Including number and place value <b><u>Measurement</u></b> Time	<b><u>Unit 5</u></b> <b><u>Number</u></b> Number and Place value Addition and subtraction <b><u>Geometry</u></b> Properties of Shape <b><u>Unit 6</u></b> <b><u>Number</u></b> Multiplication and division including number and place value Fractions <b><u>Measurement</u></b> Length	<b><u>Unit 7</u></b> <b><u>Number</u></b> Addition and subtraction <b><u>Statistics</u></b> <b><u>Unit 8</u></b> <b><u>Number</u></b> Multiplication and division Decimals <b><u>Measurement</u></b> Perimeter and area	<b><u>Unit 9</u></b> <b><u>Number</u></b> Number and place value Addition and Subtraction including measurement (money) <b><u>Geometry</u></b> Properties of shape <b><u>Unit 10</u></b> <b><u>Number</u></b> Multiplication and division Fractions <b><u>Measurement</u></b> Volume and capacity	<b><u>Unit 11</u></b> <b><u>Number</u></b> Addition and Subtraction including measurement (money) Decimals <b><u>Geometry</u></b> Position and direction <b><u>Unit 12</u></b> <b><u>Number</u></b> Multiplication and division <b><u>Statistics</u></b>

Speaking & Listening	<p>Show they have listened carefully by asking relevant questions.</p> <p>Formally present ideas from non-fiction</p> <p>Speak fluently in sentences and without hesitation</p> <p>Justify a view by giving reasons and evidence</p>	<p>Show they have listened carefully by asking relevant questions.</p> <p>Retell a story using narrative language and added relevant detail.</p> <p>Create atmosphere through the use of voice and movement</p> <p>Annotate poems and stories and perform them</p> <p>Devise and act in plays showing character through voice and movement</p> <p>Articulate clearly and project the voice</p> <p>Address alternative opinions in discussion</p> <p>Choose vocabulary and movement to match the place and time in a scene</p> <p>In a group, present their own play by learning lines, making props and creating simple sound and light effects</p>	<p>Give an answer and justify it with evidence.</p> <p>Show they have listened carefully through making relevant comments.</p> <p>Speak fluently in sentences and without hesitation</p> <p>Address alternative opinions in discussion</p>	<p>Vary the use and choice of vocabulary dependent on the audience and purpose.</p> <p>Perform poems from memory adapting expression and tone.</p>	<p>Give an answer and justify it with evidence.</p> <p>Hold a conversation with peers and adults</p> <p>Disagree politely with peers</p> <p>Articulate clearly and project the voice</p> <p>Tell a story which is clear, structured and detailed</p>	<p>Show understanding of how and why language choices vary in different contexts.</p> <p>Speak fluently in sentences and without hesitation</p> <p>Justify a view by giving reasons and evidence</p> <p>Address alternative opinions in discussion</p>
Science	What happens to the food we eat?	Why is the sound that 'One Direction' makes enjoyed by so many?	Are you attractive enough?	How would we survive without water?	Which wild animals/plants thrive in our locality?	How far can you throw your shadow?
History	Who first lived in Britain?		Why were the Romans so powerful and what did we learn from them?		<p>What do we know about Sheering's history?</p> <p>(How did the Victorian period shape the Atherton we know today?)</p>	
Geography		<p><b><u>Human Geography</u></b></p> <p>Why do so many people go to the Mediterranean for their holiday?</p>		<p><b><u>Human Geography</u></b></p> <p>Why is transport system very important to the creation of major cities?</p> <p>Why do you think rivers were important to the creation of major cities?</p>		<p><b><u>Physical Geography</u></b></p> <p>Why is London such a cool place to live?</p>
Design & Technology	What would my dinner be back in time?	How can we help an egg survive the journey home from the shops?	Will our bag for life last that long?	How will we bridge that gap? (geography link)	How comfy is that cushion? (linked to art)	How interactive can we make our book? (linked to art)

Art	How can we string together a printed picture?	Would people send our greetings cards? (Christmas link)	How will our mosaics improve the look of our school?	(English link) Could we be book illustrators?	How cosy is our quilt? (patchwork?)	How can we bring our drawings to life? (linked to science)
Computing	Developing Communication		Bringing images to life		Authoring	
R.E links Essex RE syllabus	A time for thinking about belonging to each other. (Yr4)	Christmas is coming (Yr3)	A time for taking responsibility (Yr3)		Christian Symbols (Yr4)	
Music links	What is a melody?	Are we off the scale?	Could we be sound track editors in the film industry?	Can we be musical code breakers?	How musical is our playground?	Could you cope if someone passed you the baton?
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)
PSHE						
Christian Distinctiveness						
Suggested Visits						

Evaluate the effectiveness of others' performances

Use discussion to organise roles within a group

### **Drama**

Create characters in an improvised drama