

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

	Autumn		Spring 1	Spring 2	Summer	
Main Theme	History From the First stone age people to the end of the Roman occupation: How did Britain change? Chronology: Stone Age to 1066		Geography Why do so many people go to the Mediterranean for their holiday? Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country.	History How can we recreate the wonder of Ancient Egypt?	Geography Where would you choose to build a city? Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.	
English	Narrative: Quest (Focus: Setting) Stone Age Boy Non-fiction: Information Early Britons- shelters, food, hunter-gathers	Narrative: Warning Tale (Focus: Action) Captive Celt Non-fiction: Instructions Instructions for a making a Roman weapon	Non-Fiction: Recount in the form of a letter Beach Trip Poetry Free verse	Narrative: Tale of fear (Focus: Action) The Egyptian Cinderella Non-fiction: Explanation What was life like 100 years ago?	Narrative: Change (Character) Oliver Poetry Shape/list poetry Can you write a list poem?	
Spoken Language	Following Instructions 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.	Asking & Answering Questions 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.	Drama, Performance & Confidence 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.	Vocabulary Building & Standard English 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.	Speaking for a Range of Purposes 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.	Participating in Discussion 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.
	Listening Skills- ongoing To listen carefully in a range of different contexts and usually respond appropriately to both adults and their peers. (Yr 3&4)					
Maths	Number: Place Value Number: Addition and Subtraction	Number: Addition and Subtraction Number: Multiplication and Division	Number: Multiplication and Division Measurement: Length, perimeter and area	Number: Fractions Yr 3- Measurement: Mass and capacity Yr 4-Number: Decimals Consolidation	Number: Decimals (Including money) Measurement: Time	Statistics Yr 3- Geometry: Properties of Shape Yr 4- Geometry- Position and direction Consolidation
Science	Biology-Animals, including humans What happens to the food we eat?		Chemistry- States of Matter How could we survive without water?		Physics- Rocks and magnets How do rocks tell us about the	Physics- Electricity How could we cope without

	<ul style="list-style-type: none"> Identify and name the parts of the human digestive system Know the functions of the organs in the human digestive system Identify and know the different types of teeth in humans Know the functions of different human teeth Use food chains to identify producers, predators and prey 		<ul style="list-style-type: none"> Know the temperature at which materials change state Know about and explore how some materials can change state Know the part played by evaporation and condensation in the water cycle Group materials, based in their state of matter (solid, liquid, gas) 	way the Earth was formed? <ul style="list-style-type: none"> Compare and group rocks based on their appearance and physical properties, giving a reason Know how soil is made and fossils are formed Know about and explain the difference between sedimentary, metamorphic and igneous rock 	electricity for one day? <ul style="list-style-type: none"> Identify and name appliances that require electricity to function Construct a series circuit Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers) Predict and test whether a lamp will light within a circuit Know function of a switch Know the difference between a conductor and an insulator; giving examples of each 	
History	From the first stone age people to the end of the Roman occupation: How did Britain change?			How can we create the wonder of Ancient Egypt? <ul style="list-style-type: none"> Know about, and name, some of the advanced societies that were in the world around 3000 years ago Know that the Ancient Egyptians were a very advanced civilization 		
	<ul style="list-style-type: none"> Know how Britain changed between the beginning of the stone age and the Iron Age Know the main difference between the three period: the stone, bronze and iron ages Know what is meant by 'hunter-gatherers' 	<ul style="list-style-type: none"> Know how Britain changed from the end of the Iron Age to the end of the Roman Occupation Know how the Roman occupation of Britain helped to advance British society Know how there was resistance to the Roman occupation and know about Boudica Know about at least one famous Roman emperor 				
Geography			Why do so many people go to the Mediterranean for their holidays? <ul style="list-style-type: none"> Know at least five differences between living in the UK and a Mediterranean country Use maps to locate European countries and capitals 		Where would you choose to build a city? <ul style="list-style-type: none"> Know that most of the major cities of the world are located close to a river Know the names of many of Europe's capital and major cities Know the difference between living in a city, town or village 	
Design & Technology	Science link- How can we create a model of the digestive system with sound commentary? History link- How did the Early Britons make shelters?	History link- How can you create a working model of a Roman weapon?	Geography link- How can we organise a Mediterranean food festival?	History link- How can you recreate the wonder of the pyramids?	Geography link - Using paper, how can you create a skyscraper that is at least 2 metres high? Science link- What! No TV or PlayStation! what shall we do? (design and make a game) Science link- Could you create a meal that has not required electricity to prepare it?	
Art	History link- What do we know about the life styles of Early Britons through art they produced?		Geography link- Who are the famous artists of the Mediterranean and what can we learn from them?		Art link - Using photographs, can you create a painting of one of the bridges on the Thames? Science link- Can you collect some rocks to create a rock sculpture?	
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. 2 units: 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>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.</p> <p>Healthy Eating Pupils can plan a healthy diet and describe the dangers of an unhealthy one</p> <p>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.</p>		<p>Screen time and screen safety Pupils can explain how to make wise choices online and why limiting screen time is a good idea.</p> <p>Anti-bullying Pupils can describe how to be safe on the internet and how to avoid cyberbullies and cyberbullying.</p> <p>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).</p>	<p>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.</p>		<p>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).</p>
	RSHE Ongoing		Key Theology			
Christian Distinctiveness	<p>Spiritual practises Pupils can explain why having some sort of spiritual practice may improve physical, emotional and mental health.</p> <p>Exercise Pupils can describe different kinds of exercise, the impact on people's bodies and explain why exercise is good for your health.</p> <p>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</p> <p>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 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.</p>	<p>Red Nose Day - November</p> <p>Giving and receiving gifts (See: What If learning - "God's World")</p>	Sports Relief	<p>Foods grown around the world – famine – charity – Fair trade</p> <p>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)</p>	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			Travel agents		London	