

## CLASS 3 CURRICULUM MAP 2020-2021

		Autumn	Spring	Summer
<b>Reading</b>	Word reading	NC Appendix 1 (NC p 35)		
	Comprehension	Texts include : wide range of fiction (including fairy stories and myths and legends d books from other cultures and traditions), poetry, plays, non-fiction texts and reference books / text books and dictionaries (NC p 35/36)		
<b>Writing</b>	Transcription	Spelling programme ( NC Appendix 1)		
	Composition	Writing : narrative and non-narrative (NC p 39)		
	VGP	NC Appendix 2		
<b>Speaking and listening</b>		12 Statutory statements (NC p 17)		
<b>Maths</b>		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		
<b>Science</b>		For mixed age Y3/4 sets, we have ensured that children study a balance of biology, physics and chemistry each year. Some blocks (such as 'This Planet Rocks') are based on Year 3 curriculum content, but are stretched to incorporate teaching at the level of Year 4 children. Others (such as 'Habitat Helpers') are based on Year 4 curriculum content, but are adapted to be accessible to Year 3 children. In each set, the more difficult material is covered towards the end of the year to ensure progression for both sets of children.		
		HABITAT HELPERS Animals including humans ELECTRIC PERSONALITIES Electricity	SHINING THE LIGHT Light GREATLY GREEN GROWERS Plants: focus on plants and their needs and how they work	THIS PLANET ROCKS Rocks THE CIRCLE OF LIFE Year 4 States of matter
		Working Scientifically – on going across the year		
<b>Computing</b>		Computer Science - design, write and debug programs that accomplish specific goals. Use repetition in programs. Use logical reasoning to detect and correct errors in programs IT - collect data, analyse and evaluate information, select a variety of software to accomplish given goals Understand opportunities that computer networks offer for communication Digital Literacy - identify a range of ways to report concerns about content	Computer Science - use repetition in programs IT - presentation Digital Literacy - recognise unacceptable/unacceptable behaviour	Computer Science - control or simulate physical systems IT - select a variety of software to accomplish given goals, select, use and combine internet services  Digital Literacy - understand how computer networks can provide multiple services, such as the World Wide Web and appreciate how search results are selected
<b>History</b>		Who were Britain's first builders? NC ref: Changes in Britain Stone Age to Iron Age Focus: building and technology in earliest settlements, key features of an era, chronology (sequence and duration) change over time, using artefacts as primary sources, awareness of representations.	Why did the Ancient Egyptians build pyramids? NC ref: Achievements of earliest civilisations - Ancient Egypt Focus: key features of early civilisation, chronology (sequence, duration and contemporaneous development) causation, use of primary sources (supported inferences)	How have the Greeks shaped my world? NC Ref: Ancient Greece; achievements and influence Focus: Chronology (sequence and duration), key features and individuals of ancient civilisation, consequences, significance (legacy) use of primary sources, use of written interpretations.
<b>Geography</b>		UK Discovery – is the UK the same everywhere? Focus: Physical geography - hills, coasts, rivers.	Why do we have cities? UK towns, cities and countries. Focus: countries, counties, land use, settlement, contrasting cities.	We've got it all! Why is the North East special? Regional focus with lead on rivers and economic activity. Focus: Fieldwork, water cycle, rivers- their formation and impact.
		Geographical skills and fieldwork –on going across the year		
<b>D.T.</b>		Mechanism - make a moving character using pneumatics	Control - design and make an alarm– something which triggers a light or buzzer to come on	Cooking and Nutrition
<b>Art and Design</b>		Sculpture –Greek sculpture Printing - Greek designs	Artists - Italian art	Drawing and printing - mining
		Create sketchbooks to record observations		

<b>Music</b>	African Drumming Learn to play African drums and prepare a performance for an audience including parents	Word rhythms (counting syllables) repeat, create textures. (say – play in ensemble) Listen to and appraise Italian music notated rhythms: using Roman/Italian words (foods, places, features..)	Traditional songs: folk music – Lambton Worm, Bamburgh... Dun Cow... Tuned instruments: Anglo Saxon monks – plainsong: modes e.g. dorian – create chords/ melodic ideas
	Music Education Hub: First Access Programme Delivery – Integration with curriculum teaching – continuation – impact. (Durham Music Service)		
<b>MFL</b>	<b>On Y Va (QCA Unit 7)</b> <i>Talking about Transport</i> <i>Saying where you go</i> <i>Saying how you travel</i> <i>Describing the weather</i>	<b>The Four Friends (QCA Unit 5)</b> <i>Saying what animals you have</i> <i>Describing colours</i> <i>Reinforce giving opinions</i>	<b>Life and Health (QCA Units 6/10)</b> <i>Talking about food and buying food</i> <i>Saying what sports and activities you do</i> <i>More opinions</i>
<b>P.E.</b>	<b>Games &amp; Gymnastics</b> <b>Games &amp; Dance</b>	<b>Team Building</b> <b>Basketball</b>	<b>Athletics</b> <b>Cricket</b>
<b>R.E.</b>	<b>PEOPLE</b>  <b>BUILDING BRIDGES</b>  <b>GIFT</b>	<b>COMMUNITY</b>  <b>ISLAM</b>  <b>GIVING AND RECEIVING</b>  <b>SELF DISCIPLINE</b>	<b>NEW LIFE</b>  <b>CALLED</b>  <b>GOD'S PEOPLE</b>

## Additional information relating to Computing

<b>Computing</b>	<b>Computer Science - Design programs that accomplish specific goals. Design and create programs. Debug programs that accomplish specific goals. Use repetition in programs. Use logical reasoning to detect and correct errors in programs</b> Use Scratch to create an animation, linked to sport/literacy	<b>Computer Science - Use repetition in programs.</b> Scratch – produce game with reference to Roman topic. Include repetition and loops. Turtle – create/design simple patterns using procedures	<b>Computer Science - Control or simulate physical systems.</b> Use Flowol/Go or other flowcharting software to create control software to model an object e.g. lighthouse/ traffic lights
	<b>IT - Collect data analyse and evaluate information, select a variety of software to accomplish given goals</b> Survey on Health/Fitness. Take photos of what they are doing re health and fitness. Create promotional materials to advertise health/fitness/new gym opening in the area. Make a fitness video/TV advert to promote fitness	<b>IT - Presentation</b> to an audience of an aspect of Roman life. Create a menu for a Roman banquet <a href="http://cookit.e2bn.org/historycookbook/">http://cookit.e2bn.org/historycookbook/</a> Create a cookbook of recipes. Interview with a Roman God/character – IPADs/Morpho – record what they might say	<b>IT - Select a variety of software to accomplish given goals, elect, use and combine internet services.</b> Research the local area to produce a website/e-book or brochure for tourists explain the attractions of their area/region
	<b>Understand opportunities that computer networks offer for communication</b> Class blog about their health and fitness topic, (kiddblog.org). Collate results and produce graphs to show findings. Put graphs, photos and findings into movie/presentation/ebook	<b>Digital Literacy - Recognise unacceptable/unacceptable behaviour</b> SWGFL The Power of Words - Bullying	<b>Digital Literacy - Understand how computer networks can provide multiple services, such as the World Wide Web and appreciate how search results are selected</b> SWGFL Keywords – Learning to search (For information on the NE), Whose is it, Anyway – Plagiarism
<b>Digital Literacy - Identify a range of ways to report concerns about content.</b> SWGFL Rings of Responsibility. New Class – Netiquette. Personal & Private Information			