



# Fell Dyke Community Primary School

## Year 3 and 4 Curriculum Map 2018-19

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Theme ideas	<b>Under our Feet (earthquakes)</b>	<b>Under our Feet (volcanoes)</b>	<b>Time Travellers (Romans)</b>	<b>Incredible Inventions</b>	<b>Dark Times (Anglo Saxons)</b>	<b>Life's a Peach (geography)</b>
Educational visits	NA	RE link- Religions of India workshop at Durham University	Houseteads- Meet a real life soldier workshop (1- 1.5 hours)		Anglo Saxon workshop at Durham University	
Curriculum Experience	Fossils Box of Delight (Discovery Museum)		The History Bloke- Roman workshop in school			Invite members of various religious communities into school to talk to pupils.
Literacy Genre	Narrative: Stories by the Same Author (Anthony Browne) (4 weeks)  Non-Fiction: Non chronological Report (3 weeks)  (During guided reading expose children to a variety of reports)	Narrative: Traditional Tales – Alternative Fairy Tales (3 weeks) Dialogue and Playscripts (2 weeks)  Non-Fiction: Instructions (2 Weeks)	Non-Fiction: Persuasive Letter Writing (3 weeks) Persuading soldiers to join the Roman Army.  Recount (3 weeks) Commentate and write a news report (chronological) on a Roman sport  Poetry Linked to Romans (1 week)	Narrative: Traditional Tales – Fables (4 weeks) Aesops Fables  Structure: Poetry haiku, tanka and kennings (2 weeks)	Narrative: Stories with Familiar Settings/ Take One Book (4 weeks)  Non-Fiction: Recount (1 week) Bede's World Recount	Narrative: Adventure Stories (4 weeks)  Poetry (1 week)
Core Text	<b>Anthony Browne</b> Voices in the park Into the Forest Through the Magic Mirror Hansel and Gretal  (year 4- The Lost Happy Endings)  Non-Fiction books about volcanoes and earthquakes/ rocks and fossils.	<b>Traditional Fairy Tales:</b> Brothers Grimm Anthology Peter Pan Jack and the Bean Stalk Aladdin Hansel and Gretel (Anthony Browne)  Twisted Fairy tales: Red Riding Hood is Rotten Jack's Beanstalk Stinks Goldilocks Rocks The Wolfs Story	<b>Jeremy Strong</b> Romans on the Rampage-	Aesop's Fables	<b>C.S.Lewis</b> The Lion the Witch and the Wardrobe (visual text and book)  Beowulf tales	<b>Roald Dahl</b> James and the Giant Peach (visual text and book)
Follow up genre	Explanations from Y2. Cover as part of Science unit	Reports (non chronological report about volcanoes)	Persuasive Letter Why recruits from the Iceni	Instructions How to make a Roman	Dialogues and Plays – King Arthur acting and stories.	Report Travel Brochure on one of the

	this half term.	Write a report about a Fairy tale Character.	Tribe should join the Roman Army.	Invention.	Haiku, Tankas and Kennings– Anglo- Saxon objects.	countries visited in CC.
Maths	Understanding and investigating with number (3 weeks) Developing and applying calculation (2 week) Multiplication and Division (2 weeks)	Measurement (2 weeks) Geometry (2 weeks) Statistics (1 week)	Understanding and investigating with number (3 weeks) Developing and applying calculation (2 week) Multiplication and Division (2 weeks)	Measurement (2 weeks) Geometry (2 weeks) Statistics (1 week)	Understanding and investigating with number (3 weeks) Developing and applying calculation (2 week) Multiplication and Division (2 weeks)	Measurement (2 weeks) Geometry (2 weeks) Statistics (1 week)
Science	<p><b>Sc1-</b>  Can we plan different types of scientific enquiries to answer questions including recognising and controlling variables where necessary?  Can we identify scientific evidence that has been used to support or refute ideas or arguments?  Can we take measurements using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings were necessary?  Can we use test results to make predictions to set up further comparative and fair tests?  Can we record data and results o increasing complexity using scientific diagrams and labels, classification keys, tables and bar and line graphs?  Can we report and present findings form enquiries, including conclusions, casual relationships and explanations of and degree of trust in resulting oral and written forms such as displays and other presentations?</p>					
	<p><b>Animals Including Humans</b>  What keeps humans and animals healthy and fit? Are all animals the same? What makes things living?</p> <p>Skills</p> <p>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  Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Link keeping fit and healthy with World Cup/Olympic athletes.  Healthy diets with peaches and other fruit.</p>	<p><b>Rocks</b>  What are the main differences in types of rocks? How are rocks formed? How are volcanos formed? How do volcanos work? Where do we find fossils?</p> <p>Skills</p> <p>Compare and group together different rocks based on appearance and simple physical properties  Describe in simple terms how fossils are formed when things that have lived are trapped within rock  Recognise that soils are made from rocks and organic matter.</p> <p>Look at rocks and fossils formed in the local area.  Create volcanoes in the classroom from mentos/coke or bicarbonate of soda – links in art/DT.  Wormery – how worms affect the soil.  Classify and group rocks and fossils – selection from Boxes of Delight (Discovery Museum)</p>	<p><b>Forces and Magnets</b>  What is a force? How do forces act on objects? What are magnets? How do magnets work? What materials are magnetic? How do forces affect daily life? How can we measure forces?</p> <p>Skills</p> <p>Compare how things move on different surfaces.  Notice that some forces need contact between two objects, but magnetic forces can act at a distance.  Observe how magnets attract or repel each other and attract some materials and not others.  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.  Describe magnets as having 2 poles.  Predict whether two magnets will attract or repel each other, depending on which way poles are facing.</p> <p>Create Roman Inventions using levers and pulleys.  Move Roman carts/soldiers with magnets and forces.  Create a Roman Invention to help the army using forces and magnets.  Design an invention with magnets.</p>	<p><b>Light</b>  How is light formed? What happens when we don't have light? What are the dangers of sunlight? How are shadows formed?</p> <p>Skills</p> <p>Recognise that they need light in order to see things and that dark is the absence of light.  Notice that light is reflected from surfaces.  Recognise that light from the sun can be dangerous and there are ways to protect eyes.  Recognise that shadows are formed when the light from a light source is blocked by a solid object.  Find patterns in the way that the sizes of shadows change.</p> <p>Create shadow puppets to retell story of king Arthur.  Relate reflective objects to Saxon objects e.g. shields, swords, daggers etc.</p>	<p><b>Plants</b>  What are the functions of plants? What do plants need to live? What conditions do plants need to grow healthily? What is the life cycle of a plant?</p> <p>Skills</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers  Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, room to grow, temperature) and how vary from plant to plant  Investigate the way in which water is transported within plants  Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>At this time of year focus on evergreen plants and plants in the home e.g. poinsettias.  Grow a beanstalk in the classroom – link to literacy and</p>	
Humanities	<b>On going History skills</b>			<b>On going Geography skills</b>		

<p>I can describe events and periods using BC, AD, decade, century and ancient I can order key events on a timeline</p> <p>I use my mathematical knowledge to work out how long ago historical events happened</p> <p>I can use my mathematical knowledge to work out how long historical periods lasted I can observe or handle sources of information to answer questions about the past on the basis of simple observations.</p> <p>I can knowledge and understanding, pupils are beginning to evaluate sources of information and identify those that are useful for particular tasks</p>	<p>I can name a number of countries in the Northern Hemisphere</p> <p>I can name and locate some well-known European countries</p> <p>I can name and locate the capital cities of neighbouring European countries</p>				
<p><b><u>Earthquakes</u></b></p> <p>How and where are earthquakes formed? What effects do they have on people's lives? Can we name some famous earthquakes?</p> <p>I understand the role of an archaeologist I can observe or handle sources of information to answer questions about the past on the basis of simple observations. I can acknowledge and understanding, pupils are beginning to evaluate sources of information and identify those that are useful for particular tasks.</p> <p>I can describe how volcanoes impact on people's lives I can explain how the lives of people living in the Mediterranean are different from my own I can describe how volcanoes are created I can describe how earthquakes are created I can identify the key features of a locality by using a map I can accurately plot North, South, East and West on a map I can use maps and atlases appropriately by using contents and indexes I can recognise the eight points of the compass (N, NW, W, S, SW, SE, E and</p>	<p><b><u>Volcanoes</u></b></p> <p>How and where are volcanoes formed? What effects do they have on people's lives? Can we name some famous eruptions?</p> <p>Ideas: Pompeii</p>	<p><b><u>Roman Society, Sport and Leisure</u></b></p> <p>What was the role of a Roman soldier? How did Romans have fun? How did Romans keep fit? What were Roman customs and traditions? Why did Roman live vary from our live today? What lasting contributions did the Romans make in Britain?</p> <p>I can suggest why people invaded and settled in Britain I can suggest what effect the invaders and settlers had on Britain I am beginning to compare and contrast the lives of invaders and settlers I am beginning to appreciate why Britain would have been an important country to invade I understand the role of an archaeologist I can observe or handle sources of information to answer questions about the past on the basis of simple observations. I can knowledge and understanding, pupils are beginning to evaluate sources of information and identify those that are useful for particular tasks.</p> <p>I am aware of variations in weather in different parts of the world, especially Europe (e.g. Norway and Greece) I can confidently describe and locate human features in a locality</p> <p>Ideas:</p>	<p><b><u>Roman Inventions</u></b></p> <p>What effect did invaders and settlers have on Britain? Why did the Romans invade Britain? Why was the North East so important to the Romans?</p> <p>I can suggest why people invaded and settled in Britain I can suggest what effect the invaders and settlers had on Britain I am beginning to compare and contrast the lives of invaders and settlers I am beginning to appreciate why Britain would have been an important country to invade I understand the role of an archaeologist I can observe or handle sources of information to answer questions about the past on the basis of simple observations. 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Why are events like the World Cup/Olympics so important?</p> <p>I can order key events on a timeline</p> <p>I am aware of variations in weather in different parts of the world, especially Europe (e.g. Norway and Greece) I can explain how the lives of people living in the Mediterranean are different from my own I can locate the Mediterranean and explain why it is a popular destination I can use the correct geographical words to describe a place and the things that happen there I can identify the key features of a locality by using a map I can apply geographical skills to answer a question I am beginning to use four figure grid references I can accurately plot North, South, East and West on a map I can make accurate measurements of distance within 100km I can use maps and atlases</p>

	<p>NE)</p> <p>Ideas: San Francisco Hawaii</p>		<p>Life of a Roman Soldier Life of a Gladiator Women and Children in Roman Times Slaves Gods and religion</p>	<p>Roman Inventions Roads Baths Central Heating Democracy Numerals</p>	<p>King Arthur</p>	<p>appropriately by using contents and indexes I can recognise the eight points of the compass (N, NW, W, S, SW, SE, E and NE) I can name the seven continents, five oceans, countries of the United Kingdom and North, South, East and West</p> <p>Ideas: Travel around the world with James in the Giant Peach and visit World Cup/Olympic countries.</p>
RE	<p>Beliefs and practices of Hinduism (8 weeks) Children will learn: That Hindus believe in one god whose aspects are expressed in many gods The key features of Divali Some aspects of Hindu worship About the life of a Hindu priest What you would expect to find in a Hindu temple Some elements of what it means to be a Hindu</p>	<p>Beliefs and practices of Hinduism (2 weeks)  Light at Christmas (5 weeks) Children will learn: About the symbolism of light in Christianity What a Christingle Service is and will understand the symbolism The meaning and symbolism of Advent The events of Advent</p>	<p>Easter – Jesus as Servant and King (6 weeks) Children will learn: About the events of Palm Sunday and how different characters responded to this event The story of the Washing of the disciples' feet To reflect on Christian ideas about servant hood and Kingship in relation to Jesus To begin to consider their own ideas on serving others The symbolism of different crosses and how they demonstrate Christian convictions about the meaning of the death of Jesus</p>	<p>Jesus as an Adult (4 weeks) Children will learn: About the early life of Jesus To understand the concept of friendship About the 12 disciples and their personal qualities Some of the key Christian beliefs about Jesus That Christians believe that Jesus shows what God is like To identify some symbolic language used to describe Jesus What parable and miracles are The key message of 'The Good Samaritan' through in-depth study</p>	<p>Jesus as an Adult (3 weeks)  Local Saint (Bede) (4 weeks) Children will learn: About the life of St Bede during Anglo-Saxon times. The role of St. Bede in local Christianity.</p>	<p>Religions in our Community (7 weeks) Children will learn: That there are a diverse range of religions in our local community. To speak about and discuss religious beliefs in our community with members of other faiths.</p>
Expressive Arts and Design	<p><b>On going Art and Design Skills: Knowledge</b> I can link colours to natural and manmade objects I can say how other artists have used colour pattern and shape I can use another artist's work as a starting point for my own work</p> <p><b>Drawing</b> I can use three different pencils in my drawings (e.g. 4B, 8B and HB) I can use charcoal, pencil and pastels I can create different tones using light and dark I can show patters and texture in my drawings I can use a viewfinder to focus on a specific part of an object before drawing</p> <p><b>Sketching</b> I can begin to show my ideas using photographs or sketches I can set out my ideas and add notes in my sketchbook I can note the changes I have made to my work in my sketchbook</p>		<p><b>On going DT Skills:</b></p> <p><b>Design</b> I can show that my design meets a range of requirements. I can put together a step-by-step plan which shows the order and also what equipment and tools I need. I can describe my design using an accurately labelled sketch and words. I can say how realistic my plan is. I can take account of the ideas of others when designing.</p> <p><b>Make</b> I can use equipment and tools accurately. I can tell if my finished product is going to be good quality.</p> <p><b>Evaluate</b> I have thought of how I will check if my design is successful. I can begin to explain how I can improve my original design. I can practise my evaluation skills by evaluating existing products.</p>		<p><b>On going Music Skills Performing</b> I can sing in tune with expression I can control my voice when singing I can play clear notes on instruments</p> <p><b>Composing (inc. Notation)</b> I can use different elements in my composition I can create repeated patterns with different instruments I can compose melodies in songs I can create accompaniments for tunes I can combine different sounds to create a specific mood or feeling</p> <p><b>Appraising</b> I can improve my own work; explain how it has improved I can use musical words (the elements of music) to describe a piece of music and composition I can use musical words to describe what I like and dislike I can recognise the work of at least one famous composer</p>	

	<p><b>Anthony Browne- sketches using natural environment as a stimulus</b></p> <p><b>Skills</b> I can use three different pencils in my drawings (e.g. 4B, 8B and HB) I can use charcoal, pencil and pastels I can create different tones using light and dark I can show patterns and texture in my drawings I can use a viewfinder to focus on a specific part of an object before drawing</p> <ul style="list-style-type: none"> <li>- Observational sketch of trees</li> <li>- Develop into a scene from Into The Woods (gnarled trees with hidden symbols of other tales, strangely shaped leaves, lots of shades of black, grey)</li> </ul> <p>Natural Disasters</p>	<p><b>Volcanoes- papier Mache 3D Form art and design</b></p> <p><b>Skills</b> I can make my own collage I can help with a group collage I can use different types of materials in my collage and explain why I have chosen them I can use repeated pattern in my collage I can edit and improve my picture in a paint program I can take different photographs of myself showing different moods I can change my photographs on the computer</p> <ul style="list-style-type: none"> <li>- Make papier mache volcanoes.</li> <li>- Paint the erupting volcano model using a range of colours. Demonstrate colour mixing to represent lava flow.</li> </ul> <p>Natural Disasters</p>	<p><b>Nick the chef- Design and technology- cooking and nutrition</b></p> <p><b>Skills</b> I can mix paint to make all of the secondary colours I can mix and match colours and predict the outcome I can mix my own brown I can make tints by adding white paint I can make tones by adding black paint</p> <p>Cooking with Nick the chef (cooking for life)</p> <p>Romans</p>	<p><b>Roman catapults- Design and Technology- levers</b></p> <p><b>Skills</b> I can use the most appropriate materials. I can work accurately to make cuts and holes. I can join materials.</p> <p>Design and construct a Roman catapult to be used in battle and tested in the forest area.</p> <p>Romans</p>	<p><b>Anglo Saxon Art- Art and design- printing</b></p> <p><b>Skills</b> I can print using a variety of materials, objects and techniques including layering.</p> <p>I can talk about the processes used to produce a simple print.</p> <p>I can explore pattern and shape, creating designs for printing.</p> <p>Create Saxon objects using malleable material. Saxon woodcarvings. Saxon shields and swords. Create a Saxon house/village. Natural art work. Create Saxon clothing / weaving patterns.</p> <p>Saxons</p>	<p><b>Cushion of a piece of fruit/ to showcase a country or city- Art and Design and design technology both textiles</b></p> <p><b>Skills</b> I can join fabric together using glue I can sew fabrics together I can create part of a class patchwork I can create a print using pressing, rolling, rubbing and stamping I can create a print like a designer</p> <p>Cushion using textiles</p> <p>Life's a peach/ healthy living</p>
Physical Education	<b>Dance</b>	<b>Gymnastics</b>	<b>Games - Tennis Focus</b>	<b>Outdoor and Adventurous</b>	<b>Games - Football Focus</b>	<b>Athletics</b>
Computing	<b>Online Safety and Core Skills</b>	<b>Digital Literacy &amp; ICT</b>	<b>Computer Science</b>	<b>Digital Literacy and ICT</b>		
Online and E-Safety	To understand the school's eSafety rules and to know what to do in the event of an incident at home or school.		To be aware that many online games include chat facilities; to use these with care, protect their identity and only talk to those they know from home or school.		Use appropriate file-naming conventions and understandable folder structure to save, organise and retrieve their work.	
PHSE	Relationships/ Living in the wider world	Relationships	Health and Wellbeing	Relationships	Living in the wider world	