

**Year 3/4 – Curriculum Map – 2019-20  
(and alternate years subsequently)**

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Overall PSED focus</b>	Being Me: Focus on keeping myself safe online. How do I like to be treated?	My World: Focus on treating others around me well, looking at bullying in all forms.	Differences: Comparing my life to others. Focus on celebrating difference.	Being Safe and Healthy: Return to focus on keeping myself safe online.	It's Not Just Our World: Focus on growing up and changes that will happen to us over the next few years.	Changes: Why are things different? Focus on transition to next year group.
<b>Core Offer Outcomes for Children</b>	<p align="center"><i>Each child sees themselves as a learner. Children will collaborate with others in all contexts. Every child has comfort with who they are. Parents enjoy and share in children's lives.</i></p>					
<b>Topic</b>	<b>The Prehistoric World</b> The children journey across the years and will find out what the world was like millions of years ago. They'll discover and explore dinosaurs, early man and Ice Age animals, as well as investigating what life was like in Britain from the Stone Age to the Iron Age.		<b>Rainforest</b> The children will take a trek into the depths of the jungle as they explore the fascinating world of the rainforest. They will discover where the rainforests are, what they are like, who lives in rainforests (including animals, plants and indigenous peoples) and much more.		<b>Under the Sea</b> The children will take a journey to the deepest depths of the oceans as they discover weird and wonderful sea creatures, explore the major oceans and seas of the world, get creative with some fishy art and so much more!	
<b>Art / D&amp;T</b>	Wire Sculptures and Cave Paintings: The children will be using modelling wire and other materials to create dinosaur sculptures. They will then move onto exploring the history and style of cave paintings, and recreating cave paintings in a variety of ways.		Rousseau and the Rainforest: The children will be finding out who Rousseau was, when he lived and the kind of art he produced. Investigating the 'jungle' art of Rousseau and identifying common features. The children will compare the art work Rousseau with the wildlife in Newton Abbot and participate in observational drawing.		Sea Life Collages: Children will be using different materials to create pictures of underwater sea animals. They will be improving their skills of art techniques including drawing and painting with a range of material (pencil, paints and collages).	
<b>Science</b>	Rocks and Plants: Compare and group together different kinds of rocks. Exploring and researching how fossils are formed. 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 and how they 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.	Animals, including Humans: 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. Construct and interpret a variety of food chains, identifying producers, predators and prey.	Sound: Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases	Living Things and Their Habitats: Recognise that living things can be grouped in a variety of ways and the different variables that effect an animal's inhabitant. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	Lights: Notice that light is reflected from surfaces such as the ocean and recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Explore and find patterns in the way that the size of shadows change.	Forces and Magnets: Compare how things move on different surfaces using mechanical systems in their experiments. Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance and describe magnets as having 2 poles. Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet.
<b>RE</b>	Religion and the Individual: Explore aspects of, Christianity and Islam and to discover what is expected of a person who follows a religion. Important questions around 'faith' will provide children with opportunities to relate this concept to their own lives and people in the local community.		Religion, Family and the Community: Explore Religion, Family and Community within Christianity and Islam. It will introduce children to the concept worship and community and will enable them to explore the meanings both in their own lives and within the lives of Christians and Muslims.		Inspirational People Think about who inspires them and to consider Jesus and Muhammad as inspirational figures for Christians and Muslims in the world today. Children will also study key passages in the Bible and Hadith in order to discover more about Jesus and Muhammad and their significance for Christians and Muslims.	
<b>Music</b>	Mamma Mia: Music and styles of the 70s and 80s	Glockenspiels	Stop: Grime, Classical, Bhangra, Tango, Latin Fusion	Lean On Me: Gospel	Ukuleles	Reflect, Rewind, Replay
<b>PE</b>	High 5 Netball	Dance	Gymnastic	Golf	Dartmoor 3 Ball	Athletic
<b>Computing</b>	Keeping myself safe online Create digital artwork by photograph editing.	Plan, design and create and improve own presentation. Coding: Flashing Fish	Coding: design, write and debug. My First Game	Coding: work with variables including input and output.	Collect, find, organise and interpret information using graphing and a branching database.	Coding: Use logical reasoning to explain how algorithms work and detect mistakes.
<b>Maths</b>	Rising Stars pathway through Maths Curriculum noting any possible links that can be made to other curricular areas and using these within maths sessions					
<b>Languages</b>	Following Catherine Cheater Scheme of work in French enabling the children to practise the speaking,					

<b>English</b>	<b>Writing skills</b> Dictionary and Thesaurus: Practising our dictionary skills and creating themed posters to help with our writing throughout the year.	<b>Fiction</b> The Beasties by Jenny Nimmo: Creating our own short stories about the prehistoric world.	<b>Non-Fiction</b> Rainforest Rough Guide by Paul Mason: Creating a diary entry from a day in the rainforest.	<b>Fiction</b> Meerkat Mail by Emily Gravett: Create a story based on a voyage to the rainforest.	<b>Non-Fiction</b> Persuasive Letter/Advert: Encouraging people to save our sea creatures by not polluting our oceans.	<b>Poetry</b> Creating a poem, in the form of their choice, about 'Under the Sea'. The poems will be represented in groups with their persuasive letter/advert.
<b>Trips and Visits</b>	Torquay Museum: Prehistoric	Decoy: Rock Painting and Clay	Paignton Zoo: Tropical Rainforest	Buckland: Mare and Foal Sanctuary - looking after animals and their welfare.	Plymouth Aquarium: Sea Life Creatures and Plants	Newton Abbot: Trip to the key to explore and research its wildlife.