

## Year 3 and 4 Road Map 2024 to 2026

*This gives an outline of the curriculum. It is subject to change based on the emerging needs of the children. (For maths see the separate maths road map)*

	Cycle A			Cycle B		
	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER
	What was life like in Stone Age, Bronze Age and Iron Age Britain?	What are the mysteries of the Ancient World?	What is a legacy?	What would life be like without the Roman Empire?	Why do people settle in different places?	What is the impact of changes to our world?
English	<p><b>Writing:</b> Narrative, Poem, Information Text (factual guided tour)</p> <p><b>Reading:</b> Weekly reading will focus on comprehension skills. Opportunities to read for pleasure.</p> <p><b>Spelling and Grammar:</b> curriculum spelling rules and patterns will be taught weekly alongside grammar skills.</p>	<p><b>Writing:</b> Non-Fiction Recount, Diary Entry</p> <p><b>Reading:</b> Weekly reading will focus on comprehension skills. Opportunities to read for pleasure.</p> <p><b>Spelling and Grammar:</b> curriculum spelling rules and patterns will be taught weekly alongside grammar skills.</p>	<p><b>Writing:</b> Myths and Legends, Recount, Instructions</p> <p><b>Reading:</b> Weekly reading will focus on comprehension skills. Opportunities to read for pleasure.</p> <p><b>Spelling and Grammar:</b> curriculum spelling rules and patterns will be taught weekly alongside grammar skills.</p>	<p><b>Writing:</b> Narrative, Diary Extract, Fictional Recount, Poem, Non-Chronological report.</p> <p><b>Reading:</b> Weekly reading will focus on comprehension skills. Opportunities to read for pleasure.</p> <p><b>Spelling and Grammar:</b> curriculum spelling rules and patterns will be taught weekly alongside grammar skills.</p>	<p><b>Writing:</b> Fable, Narrative, Persuasive writing (Speeches)</p> <p><b>Reading:</b> Weekly reading will focus on comprehension skills. Opportunities to read for pleasure.</p> <p><b>Spelling and Grammar:</b> curriculum spelling rules and patterns will be taught weekly alongside grammar skills.</p>	<p><b>Writing:</b> Personal Narrative, Poetry (Calligrams), Persuasive writing (Letters).</p> <p><b>Reading:</b> Weekly reading will focus on comprehension skills. Opportunities to read for pleasure.</p> <p><b>Spelling and Grammar:</b> curriculum spelling rules and patterns will be taught weekly alongside grammar skills.</p>

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<b>Science</b>	<p>Theme: Forces and magnets Subject: <b>Physics</b></p> <p>Theme: Electricity Subject: <b>Physics</b></p>	<p>Theme: Animals, including humans Subject: <b>Biology</b></p> <p>Theme: Animals including humans Subject: <b>Biology</b></p>	<p>Theme: Sound Subject: <b>Physics</b></p> <p>Theme: Plants Subject: <b>Biology</b></p>	<p>Theme: Living things and their habitats Subject: <b>Biology</b></p> <p>Theme: Light Subject: <b>Physics</b></p>	<p>Theme: States of matter Subject: <b>Chemistry</b></p> <p>Theme: Rocks Subject: <b>Chemistry</b></p>	<p>Theme: Living things and their habitat - Conservation Subject: <b>Biology</b></p> <p>Scientific Enquiry</p>
<b>History</b>	<p><b>What was life like in Stone Age, Bronze Age and Iron Age Britain?</b></p> <p>Changes in Britain from the Stone Age to the Iron Age. <b>Lindow man</b> <b>Concept: continuity and change</b></p>	<p><b>What are the mysteries of the Ancient World?</b></p> <p>The achievements of the earliest civilizations: Ancient Egypt: focus on everyday life</p> <p><b>King Tutankhamun</b> <b>Concept: civilisation, empire</b></p>	<p><b>What was the Ancient Greeks most significant legacy?</b></p> <p>A study of Greek life and achievements and their influence on the world today.</p> <p><b>Alexander the Great</b> <b>Concept: trade, civilisation</b></p>	<p><b>What would life be like without the Roman empire?</b></p> <p>The Roman Empire and its impact on Britain.</p> <p><b>Boudicca</b> <b>Concept: continuity and change</b></p>	<p><b>Who were the Anglo Saxons?</b></p> <p>Britain's settlement by Anglo Saxons</p> <p><b>Alfred the Great</b> <b>Concept: invasion, King</b></p>	<p><b>How did the Viking raids impact the Kingdom of England?</b></p> <p>The Viking raids and invasion</p> <p><b>Concept: invasion, King</b></p>

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<b>Geography</b>	<p><b>What are rivers and how are they used?</b></p> <p>Exploring the different ways water is stored and moves, pupils develop an understanding of the water cycle and the course of a river.</p>	<p><b>Where does our food come from?</b></p> <p>Looking at the distribution of the world's biomes and mapping food imports from around the world.</p>	<p><b>Why are rainforests important to us?</b></p> <p>Focussing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics.</p>	<p><b>Why do people live near volcanoes?</b></p> <p>Learning how the Earth is constructed and about tectonic plates and their boundaries.</p>	<p><b>Are all settlements the same?</b></p> <p>Exploring different types of settlements and land use, pupils consider the difference between urban and rural.</p>	<p><b>Who lives in Antarctica?</b></p> <p>Learning about latitude and longitude, pupils consider how this links to climate.</p>
<b>Art</b>	<p><b>Painting and Mixed media</b></p> <p>Investigating making their own paints, making tools and painting on different surfaces, the children explore prehistoric art.</p>	<p><b>Craft and Design</b></p> <p>Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll. Ideas are extended to create a modern response by designing a 'zine'</p>	<p><b>Craft and Design</b></p> <p>Using flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to a design a repeating pattern suitable for fabric.</p>	<p><b>Drawing</b></p> <p>Using botanical drawings and scientific plant studies as inspiration, pupils explore the techniques of artists such as Georgia O'Keefe and Maud Purdy to draw natural forms, becoming aware of differences in the choice of drawing medium, scale and the way tonal shading can help create form.</p>	<p><b>Painting and Mixed Media</b></p> <p>Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.</p>	<p><b>Sculpture and 3D</b></p> <p>Exploring the way different materials can be shaped and joined, learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp and creating their own sculptures</p>

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<b>D.T</b>	<p><b>Textiles</b> Pupils apply their knowledge to the design, decoration and assembly of Egyptian collars.</p>	<p><b>Cooking and Nutrition</b> Pupils discover when and where fruits and vegetables are grown and learn about seasonality in the UK.</p>	<p><b>Mechanical Systems</b> Design and create a toy with a pneumatic system, learning how trapped air can be used to create a product with moving parts.</p>	<p><b>Electrical Systems</b> Pupils create an electric poster using a basic circuit to develop a museum display about The Romans.</p>	<p><b>Structures</b> Pupils identify and learn about the key features of a castle, before designing and making a recycled-material castle.</p>	<p><b>Mechanical Systems</b> Transform lollipop sticks, wheels, dowel and straws into a moving car. Pupils use a glue gun to construct, make the launch mechanism, design and create the chassis of a vehicle using nets.</p>
<b>Music</b>	<p><b>Writing Music Down</b> How Does Music Bring Us Closer Together?</p>	<p><b>Composing Using Your Imagination</b> How Does Music Make the World a Better Place?</p>	<p><b>Playing in a Band</b> What Stories Does Music Tell Us About the Past?</p>	<p><b>Musical Structures</b> How Does Music Bring Us Together?</p>	<p><b>Exploring Feelings When you Play</b> How Does Music Connect Us with Our Past?</p>	<p><b>Compose with your Friends</b> How Does Music Improve Our World?</p>
<b>R.E</b>	<p><b>Theme:</b> Diwali <b>KQ:</b> Would celebrating Diwali at home and in the Community bring a feeling of belonging to a Hindu child? <b>Religion:</b> Hinduism (concept of Atman)</p> <p><b>Theme:</b> Christmas <b>KQ:</b> Has Christmas lost its true meaning? <b>Religion:</b> Christianity (concept of incarnation)</p>	<p><b>Theme:</b> Hindu Beliefs <b>KQ:</b> How can Brahman be everywhere and in everything? <b>Religions:</b> Hinduism (concept of Atman)</p> <p><b>Theme:</b> Easter-Forgiveness <b>KQ:</b> What is "Good" about Good Friday? <b>Religion:</b> Christianity (concept of incarnation)</p>	<p><b>Theme:</b> Jesus' Miracles <b>KQ:</b> Could Jesus heal people? Were these miracles or is there some other explanation? <b>Religion:</b> Christianity</p> <p><b>Theme:</b> Pilgrimage to the River Ganges <b>KQ:</b> Why do Hindus visit the River Ganges? <b>Religions:</b> Hinduism (concept of Atman)</p>	<p><b>Theme:</b> Buddha's teachings <b>KQ:</b> Is it possible for everyone to be happy? <b>Religion:</b> Buddhism (concept of enlightenment)</p> <p><b>Theme:</b> Christmas <b>KQ:</b> What is the most significant part of the nativity story for Christians today? <b>Religion:</b> Christianity (concept of incarnation)</p>	<p><b>Theme:</b> The 8 Fold Path <b>KQ:</b> Can the Buddha's teachings make the world a better place? <b>Religion:</b> Buddhism (concept of enlightenment)</p> <p><b>Theme:</b> Easter <b>KQ:</b> Is forgiveness always possible for Christians? <b>Religion:</b> Christianity (concept of salvation)</p>	<p><b>Theme:</b> The 8 fold path <b>KQ:</b> What is the best way for a Buddhist to lead a good life? <b>Religion:</b> Buddhism</p> <p><b>Theme:</b> Prayer and Worship <b>KQ:</b> Do people need to go to church to show they are Christians? <b>Religion:</b> Christianity</p>

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<b>PSHE</b>	<p>Myself &amp; My Relationships Beginning and Belonging Citizenship Rights, Rules &amp; Responsibilities <b>No Outsiders:</b> This is our house/ We're all wonders</p>	<p>Citizenship, Diversity and Communities Myself &amp; My Relationships Anti-bullying First Aid – St John's Bites and Stings <b>No Outsiders:</b> Beegu/The truth about old people</p>	<p>Healthy &amp; Safer Lifestyles Relationships and Sex Education Healthy &amp; Safer Lifestyles Managing Safety and Risk Healthy &amp; Safer Lifestyles Drug Education <b>No Outsiders:</b> Super Duper you/ Planet Omar</p>	<p>Myself &amp; My Relationships My Emotions Myself &amp; My Relationships Family and Friends Citizenship Working Together <b>No Outsiders:</b> Along Came a difference/Dogs Don't do Ballet</p>	<p>Economic Wellbeing Financial Capability First Aid – St John's Asthma <b>No Outsiders:</b> Red/Aalfred and Aalbert</p>	<p>Healthy &amp; Safer Lifestyles Relationships and Sex Education Healthy &amp; Safer Lifestyles Personal Safety Myself &amp; My Relationships Managing Change <b>No Outsiders:</b> When Sadness comes to call/Julian is a mermaid</p>
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<b>MFL: French</b>	<p><b>A New Start</b> Greetings Asking how are you Numbers 1-10 Colours</p> <p><b>The calendar and celebrations</b> Autumn colours Classroom commands Days of the week Months of the year Christmas in France</p>	<p><b>Animals I like and dislike</b> Animal nouns Favourite animal Asking what is it? Sentences about animals</p> <p><b>Carnival and using numbers</b> French traditions Write numbers 1-15 Ask how old are you? Simple dialogue Dates Easter vocabulary</p>	<p><b>Fruits and Vegetables, Hungry Giant</b> Fruit and vegetables nouns Counting fruit Asking politely Sentences</p> <p><b>Going on a picnic/ Aliens in France</b> Foods on a picnic Picnic story Build your own story Use the phrase I live</p>	<p><b>A New Start</b> Greetings Asking how are you Numbers 1-10 Colours</p> <p><b>Welcome to school</b> Ask questions about myself Recall numbers 1-10 Read numbers 0-20 Days and months Rooms in school Classroom items</p> <p><b>My town, your town</b> Fireworks poem Commands Classroom instructions Places in town Name shops Ask 'where is it?'</p>	<p><b>Family tree and faces</b> Family members Personal information Parts of the face Describe an alien</p> <p><b>Face and body parts</b> Parts of the body and face Commands and yoga Plural of body parts Describe an alien</p>	<p><b>Feeling unwell/ Jungle animals</b> Explain what hurts/ body parts Doctor dialogue Jungle animals Describe animals Sentences on animals Jungle explorer story</p> <p><b>The Weather/ Ice Creams</b> Weather statements Seasons of the year Weather forecast Ice cream flavours I love, I like, I dislike flavours</p>
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<b>Computing</b>	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.	Use technology to present information	Collect and combine information and data Design and create content to accomplish a given goal	Understanding e-safety. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  Use sequence, selection, and repetition in programs, work with variables and various forms of input and output	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
<b>P.E</b>	Boogie Bounce/Healthy Lifestyles (cardiovascular fitness)  Games – Tag Rugby	Gymnastics  Dance	Games – Cricket Y3/Y4 Athletics	Dance Healthy Lifestyles (cardiovascular fitness)  Games – Netball	Gymnastics  Yoga/Mindfulness	Games – Tennis  Athletics  Swimming