

West Ashton Primary School Curriculum Map – Discoverers Y3/4 2018-2019

Discoverers Y3/4	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Topic	Native Americans	World War 1	Romans	Chocolate	Stone/Iron age	Meet the artists
English	Spelling Y3/4 words Catch up with common exception words See termly plan for whole year	Spelling Y3/4 words Catch up with common exception words	Spelling Y3/4 words Catch up with common exception words	Spelling Y3/4 words Catch up with common exception words	Spelling Y3/4 words Catch up with common exception words	Spelling Y3/4 words Catch up with common exception words
	Punctuation and Grammar Formation of nouns using a range of prefixes [for example <i>super-</i> , <i>anti-</i> , <i>auto-</i>] Use of the forms a or <i>an</i> according to whether the next word begins with a consonant or a vowel [for example, <i>a rock</i> , <i>an open box</i>] Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition	Punctuation and Grammar The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i>] Apostrophes to mark plural possession [for example, <i>the girl's name</i> , <i>the girls' names</i>]	Punctuation and Grammar Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)	Punctuation and Grammar Introduction to inverted commas to punctuate direct speech Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>]	Punctuation and Grammar Expressing time, place and cause using conjunctions [for example, <i>when</i> , <i>before</i> , <i>after</i> , <i>while</i> , <i>so</i> , <i>because</i>], adverbs [for example, <i>then</i> , <i>next</i> , <i>soon</i> , <i>therefore</i>], or prepositions [for example, <i>before</i> , <i>after</i> , <i>during</i> , <i>in</i> , <i>because of</i>] Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>] Use of commas after fronted adverbials	Punctuation and Grammar Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>] Word families based on common words , showing how words are related in form and meaning [for example, <i>solve</i> , <i>solution</i> , <i>solver</i> , <i>dissolve</i> , <i>insoluble</i>]
	Writing Non Chronological report Creation story Poetry – personification Biographies Instruction writing	Writing Letter writing Narrative Non fiction report	Writing Stories with historical settings Diary entries Information texts	Writing Stories set in imaginary worlds Story in the style of a significant author Balanced argument Persuasive texts	Writing Myths and Legends	Writing Adventure/flashback stories Information texts Biography
Reading North American Creation myths	Reading Private Peaceful Micheal Morpurgo Peace Lily Archies War A soldiers friend	Reading The thieves of Ostia Romans on the rampage	Reading Charlie and the chocolate factory Roald Dahl	Reading Stone age bog Ug Mysteries of Stonehenge Wolf Brother	Reading Auto and biographies	
Characteristics	Diligence in the presentation of work will encourage children to take interest in own learning					

Maths	1. Investigating Number Systems 2. Pattern Sniffing 3. Solving Calculation Problems 4. Generalising Arithmetic 5. Exploring Shape 6. Reasoning with Measures	7. Discovering Equivalence 8. Reasoning with Fractions 9. Solving Number Problems 10. Investigating Statistics	11. Visualising Shape 12. Exploring Change 13. Proportional Reasoning 14. Describing Position 15. Measuring and Estimating
Characteristics	Communication- explain working out and methods of thinking clearly. Diligence in presentation of work will encourage children to take ownership of their learning.		

Science	<p><i>Humans-digestive system,</i></p> <ul style="list-style-type: none"> How do Humans digest food? Describe the simple functions and name parts of the digestive system I can identify types and functions of teeth in humans. 	<p><i>Forces and magnets</i></p> <ul style="list-style-type: none"> Understand pushes and pulls. Investigate friction, how toy cars move over different surfaces. Investigate the strength of different magnets. 	<p><i>Plants- life cycles, seeds etc</i></p> <ul style="list-style-type: none"> Learn the names of different parts of a plant. Investigate what a plant needs to grow well. Predict what will happen in an investigation into the transportation of water within plants. 	<p><i>States of matter</i></p> <p>Learn the differences between solids, liquids and gasses. Investigate the weight of a gas. Find the ideal temperature to melt chocolate. Learn the stages of the Water Cycle, creating an interactive water wheel.</p>	<p><i>Light</i></p> <p>Learn about sources of light, reflections and shadows. Investigate reflective materials, in the context of designing a new book bag. Learn that the sun's rays are dangerous and design a pair of sunglasses. Test which objects are opaque.</p>	<p><i>Sound</i></p> <ul style="list-style-type: none"> Learn that vibrations cause sound and about how sound travels. Create a human model of how particles pass sound vibrations on. Design and create a string telephone and musical instruments.
Characteristics	Problem Solving: finding new ways to answer questions, developing different approaches when problems arise. Teamwork: taking account of others when approaching a task.					
RE	<p><u>Discovery RE Planning</u></p> <p><i>Sikhism 3 - What does it mean to belong to a Group?</i> Does joining the Khalsa make a person a better Sikh? Does wearing the 5 Ks make someone a better Sikh? Why would a Sikh choose to take part in the Amrit Ceremony?</p>	<ul style="list-style-type: none"> Christmas – Year 4 I can explain something I find interesting about the Christmas story. Diwali – Year 3 Would celebrating Diwali at home and with the community bring a sense of belonging to a Hindu Child? 	<ul style="list-style-type: none"> Judaism - Year 4 How important is it for Jewish people to do what God asks them to do? Do religious People lead better lives? 	<p>Christianity – Year 3</p> <p>Could Jesus really heal people? Were these miracles or was there some other explanation?</p>	<p>Judaism – Year 4</p> <p>What is the best way for a Jew to show commitment to God?</p>	<p>Sikhism – Year 3</p> <p>What is the best way for a Sikh to show commitment to God?</p>
Characteristics	Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say. Diligence in own work which will stimulate interest in own learning.					

<p>History</p>	<p>Native Americans Christopher Columbus - Did he discover America? regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources</p>	<p>World War I</p> <ul style="list-style-type: none"> • a local history study • a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 	<p>Romans</p> <ul style="list-style-type: none"> • the Roman Empire and its impact on Britain • Julius Caesar's attempted invasion in 55-54 BC • the Roman Empire by AD 42 and the power of its army • successful invasion by Claudius and conquest, including Hadrian's Wall • British resistance, for example, Boudica • 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity 	<p>Chocolate</p>	<p>Stone/Iron age</p> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • Bronze Age religion, technology and travel, for example, Stonehenge • Iron Age hill forts: tribal kingdoms, farming, art and culture 	<p>Meet the artists</p>
<p>Characteristics</p> <p>Learning/Communication: take interest in own learning by asking questions and noticing patterns. Find things out at home that help learning in school. Use clear communication of questions, answers and ideas.</p>						
<p>Geography</p>	<p>Native Americans locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities 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, and a region within North or South America</p>	<p>World War I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Romans locate the world's countries, using maps to focus on Europe use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p>	<p>Chocolate identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Stone/Iron age human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>	<p>Meet the artists</p>
<p>Characteristics</p> <p>Communication: own thoughts, feelings and ways of life with others as well as taking account and showing respect of what others say. Diligence in own work which will stimulate interest in own learning.</p>						

<p>Art and Design</p>	<p>Observational Drawing and Painting</p> <ul style="list-style-type: none"> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art. to use drawing and painting to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Collage</p> <ul style="list-style-type: none"> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art. to use a range of materials creatively to design and make products to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>Weaving</p> <ul style="list-style-type: none"> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art. to use a range of materials creatively to design and make products to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 		<p>Abstract Art</p> <ul style="list-style-type: none"> Children safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through art. to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	
<p>Characteristics</p>	<p><i>Resilience – keep trying new techniques and skills.</i> <i>Diligence- take care in the presentation of my work, this benefits my learning.</i></p>					
<p>Design Technology</p>				<p>Wheeled Vehicles</p> <ul style="list-style-type: none"> They handle equipment and tools effectively. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology. <p>Design</p> <ul style="list-style-type: none"> design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology <p>Make</p> <ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] select from and use a wide range of materials and components, including construction materials, according to their characteristics <p>Evaluate</p> <ul style="list-style-type: none"> explore and evaluate a range of existing products evaluate their ideas and products against design criteria <p>Technical Knowledge</p> <ul style="list-style-type: none"> explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 		<p>Cooking – Fruit Salad, Vegetable Soup</p> <ul style="list-style-type: none"> They handle equipment and tools effectively. Children know the importance for good health of a healthy diet. Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology. use the basic principles of a healthy and varied diet to prepare dishes understand where food comes from.
<p>Characteristics</p>	<p><i>Problem solving: finding ways to overcome problems & new ways to do things.</i> <i>Team work: working together and taking account of other people's ideas.</i></p>					

Computing	E- Safety	<ul style="list-style-type: none"> Algorithms – I know that computers need instructions 	<ul style="list-style-type: none"> I can show care and precision to avoid errors 	<ul style="list-style-type: none"> I know that computers have no intelligence and that they can do nothing unless a program is set. 	<ul style="list-style-type: none"> I know how to de-bug an algorithm 	
Music PPA??	Young Voices singing Harvest Remembrance	Young Voices singing Christmas				
Modern Foreign Language PPA??	Greetings Recognise and use greetings; say please and thank you; understand when to use “tu” and “vous”. Sing a Christmas song and say a Christmas greeting.?		Days Recognise and use days of the week		Colours and Numbers Recognise and use the words for colours; recognise and use words for numbers; have some basic understanding of word order in French.	
Characteristics	Learning: I take an interest in my own learning by being diligent and resilient. I ask questions and apply my learning at home.		Learning: I take an interest in my own learning by being diligent and resilient. I ask questions and apply my learning at home.		Learning: I take an interest in my own learning by being diligent and resilient. I ask questions and apply my learning at home.	

PE PPA??	See Acorn Curriculum Map Football HandBall	See Acorn Curriculum Map Football HandBall	See Acorn Curriculum Map Football HandBall	See Acorn Curriculum Map Football HandBall	See Acorn Curriculum Map Football HandBall	See Acorn Curriculum Map Football HandBall
Characteristics	Resilience: I can keep trying even when something is tricky. I will keep going until I get it right. Team-work: I can show respect to others and take account of their needs.					
PSHE	Communities <ul style="list-style-type: none"> to identify and respect the differences and similarities between people (<i>British Values</i>) that they belong to various groups and communities such as family and school what improves and harms their local, natural and built environments and about some of the ways people look after them 	Digital Safety <ul style="list-style-type: none"> rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT) 	Money <ul style="list-style-type: none"> that money comes from different sources and can be used for different purposes, including the concepts of spending and saving about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices 	Family <ul style="list-style-type: none"> about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them to identify their special people (family, friends, carers), what makes them special and how special people should care for one another 	Keeping Healthy <ul style="list-style-type: none"> What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health. To recognise what they like and dislike, how to make real informed choices that improve their physical health, to recognise that choices have good and not so good consequences. <i>RESILIENCE</i> The importance of and how to maintain personal hygiene. How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others. 	Growing Up (RSE) <ul style="list-style-type: none"> About the process of growing from young to old and how people’s needs change. About growing and changing and new opportunities and responsibilities the increasing independence may bring. The names for the main parts of the body (including external genitalia), the similarities and differences between boys and girls.
Characteristics	Teamwork: I can show care and respect to others thoughts and feelings.					

West Ashton Primary School Curriculum Map – Discoverers Y3/4 2018-2019

Additional Activities	Harvest Festival	Remembrance participation and trenches BOA/Trow Nov 2018 Forget me nots visit Steeple Ashton Nov 2018	Young Voices Choir Birmingham Jan 2019	Easter	Stonehenge trip May 2019	Whole school Arts topic
Characteristics	All topics and lessons will have a core of Learning. The characteristics mentioned for each term are the focus KC, of course there will be elements of the others and these will be mentioned during the lesson as appropriate.					