

YEAR THREE/FOUR CURRICULUM MAP	Autumn	Spring	Summer
	Language and Literacy		
Literacy	Narrative: Myths and Legends Stories set in Imaginary Worlds Non-Fiction: Recount (Newspaper report) Poetry: Kennings	Narrative: Writing and Performing a play Stories from other Cultures Non-Fiction: Explanation Text Discussion Text Poetry: Nonsense Poems	Narrative: Stories which raise issues and dilemmas Non-Fiction: Persuasion Non-chronological report Poetry: Classic Poetry
MFL - Spanish	Greetings Numbers Classroom instructions	Age/Months/Date	Actions (verbs) Birthday
	Knowledge, Understanding of the World		
Geography <i>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, European country, and a region within North or South America.</i>	LOCAL <i>Geographical Skills and Fieldwork</i> Investigating: Changes in locality due to new housing development (jobs, survey, opinions, infrastructure - traffic increase, sound pollution, negative/positive impact - wildlife, new homes)	INTERNATIONALLY <i>Human and Physical Geography</i> <i>Natural Disasters</i> <i>Earthquakes, and Tsunamis (Japan/ Thailand)</i> <i>Locational Knowledge</i>	COUNTY- Essex based <i>Human and Physical Geography</i> <i>Rivers</i> River Chelmer Compared to the River Nile

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History	<p><i>Britain's settlement by Anglo Saxons and Scots</i></p> <p>To include:</p> <ul style="list-style-type: none"> • Scots' invasions from Ireland to north Britain • Anglo-Saxon invasions, settlements and kingdoms: place names and village life. • Anglo-Saxon art and culture 		<p><i>The achievements of the earliest civilisations</i></p> <p><i>A study of: Ancient Egypt</i></p>
RE	<p>CHRISTIANITY</p> <p>The importance of Jesus</p> <p>The start of Jesus' ministry</p> <ul style="list-style-type: none"> • The Bible - What are the Old and New Testaments? • What do they say about Jesus? • <i>The baptism of Jesus,</i> <i>The calling of his 12 disciples.</i> • <i>What do the gospels tell us about the life of Jesus?</i> <i>(Matthew, Mark, Luke and John)</i> • <i>What he taught through the parables:</i> <ul style="list-style-type: none"> * The lost sheep * The lost son * The good Samaritan 		<p>JUDAISM</p> <p>To include:</p> <ul style="list-style-type: none"> • The story of Moses and the exodus from Egypt. • Why are Abraham and Moses important to Jews? • Pesach and the Seder meal • Ten Commandments • Kosher home • Shema and the Mezuzah • Shabbat • Synagogue • Sefer Torah
Science	<p><i>Living Things (Y4)</i></p> <p><i>Light and Seeing (Y3)</i></p>	<p><i>Electricity (Y4)</i></p>	<p><i>Animals and humans (Y4)</i></p> <p><i>States of matter (Y4)</i></p>
	SCIENTIFIC ENQUIRY		

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Computing	<p>Computer Science</p> <p>To design programs that accomplish specific goals.</p> <p>Design and create programs.</p> <p>Debug programs that accomplish specific goals.</p> <p>Use repetition in programs.</p> <p>Use logical reasoning to detect and correct errors.</p>	<p>Technology/Application</p> <p>Select a variety of software to accomplish given goals.</p> <p>Select, use and combine internet service goals.</p> <p>Select, use and combine internet services.</p> <p>Analyse and evaluate information.</p> <p>Collect and present data.</p>	<p>Digital Literacy</p> <p>Understand the opportunities computer networks offer for communication.</p> <p>Identify a range of ways to report concerns.</p>
	Online Safety to be embedded		
	Expressive Arts and Design		
Art and Design	<p>PRINTING</p> <p>Artist: ESCHER (black and white)</p> <p>eg, living things/tessellation</p>	<p>PAINTING</p> <p>Artist: CEZANNE (Mont Sainte-Victoire)</p> <p>eg, Landscapes - mountains/ earthquakes.</p>	<p>SCULPTURE</p> <p>Artist: ANDY GOLDSWORTHY</p> <p>river link.</p>
D&T	<p>STRUCTURES</p> <p>photograph frames</p>	<p>ELECTRICAL SYSTEMS</p> <p>(eg, torches, an alarm to signal an earthquake, night lights</p>	<p>MECHANISMS</p> <p>(Pulleys eg, a merry-go-round/ big wheel)</p>

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Music	CHARANGA UNIT <i>Three Little Divas</i>	GLOCKENSPIEL STAGE 3 (Year 4)	CHARANGA UNIT <i>Lean on Me</i>
	SINGING ASSEMBLY <i>Listening to a wide range of music/great composers and musicians</i>		
	Personal, Social and Emotional Development		
PSHE	Being Me in My World <ul style="list-style-type: none"> • Becoming a class 'Team • Being a school citizen • Rights, responsibilities and democracy • Rewards and consequences • Our Learning charter Celebrating Difference (including anti-bullying) <ul style="list-style-type: none"> • Judging by appearances • Understanding influences • Understanding bullying • Problem solving • Celebrating difference 	Dreams and Goals <ul style="list-style-type: none"> • Hopes and dreams • Broken dreams • Overcoming disappointment • Creating new dreams • Achieving goals Healthy Me <ul style="list-style-type: none"> • My friends and me • Group dynamics • Healthy friendships • Assertiveness 	Relationships <ul style="list-style-type: none"> • Relationship web • Love and loss • Memories • Are animals special • Special pets • My relationships Changing Me <ul style="list-style-type: none"> • How babies grow • Outside body changes (Y4) • Family Stereotypes • Looking Ahead
	Physical Development		
PE	GYMNASTICS GAMES DODGEBALL	DANCE OUTDOOR AND ADVENTUROUS	GAMES TENNIS ATHLETICS

