



Year 3/4 Curriculum Map – Cycle B



	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Awesome Authors:- Julia Donaldson Narrative - Room on a Broom Instructions - Potion	Setting description - The Rainbow Bear Non-Chronological report - Arctic	Narrative – Romulus and Remus Persuasive travel brochure – Roman brochures	Traditional Tale – Hansel and Gretel Poetry	Biography & Instructions – Local Author	Narrative Illustrations
Spelling	'-sure', '-ture' and '- cher' (4)	Common Prefixes (6)	Common Misspellings 4 (2) Exception Words 4 (2)	Common Misspellings 5 (2) Exception Words 5 (2)	The Suffix '-ous' (4) Exception Words 6 (2)	Common Misspellings 6 (2) Exception Words 7 (2)
VIPERS	The Queen's Hat	Shine A Christmas Carol	Wisp	The Lost Happy Endings	My Brother is an Astronaut	Non-Fiction Text
Mathematics	Yr3- Number and Place Value Yr3 – Addition and subtraction Yr4- Number and Place Value Yr4 – Addition and subtraction	Yr3 – Multiplication and division Yr4 - Multiplication and division	Yr3 – Length, mass and volume Yr4 – Graphs, fractions and time	Yr3 – Fractions Yr4- Decimals and money	Yr3 – Angles, lines and shapes perimeters of shapes Yr4 – Mass, volume, length and areas and figures	Yr3 – Bar charts Yr4 – Geometry, position and movement, Roman numerals
Science	Animals including humans: Skeletons (Year 3) Working scientifically	Animals including humans: Digestion, teeth and food chains (Year 4)	Light (Year 3) Working scientifically	Sound (Year 3) Working scientifically	Plants (Year 3) Working scientifically	States of Matter (Year 4) Working

		Working scientifically				scientifically
Computing	Unit 4.2 Online safety (4)	Cycle B Coding (6) <ol style="list-style-type: none"> Using Repeat Unit 3.1, Lesson 3 Repeat Until and 'if/else' Statements Unit 4.1, Lesson 4 Number Variables Unit 4.1, Lesson 5 Design and Make an Interactive scene Unit 3.1, Lesson 5-6 Making a Playable game – Unit 4.1, Lesson 6 	Unit 4.4 Writing for different audiences (5)	Unit 4.3 Spreadsheets (6)	Unit 4.5 Logo (4) Unit 4.8 Hardware Investigators (2)	Unit 4.6 Animation (3) Unit 4.7 Effective Search (3)
History	Tudors <ol style="list-style-type: none"> How did the Tudors earn their place on the throne? Children to understand that the success at the Battle of Bosworth began the reign of the Tudors. Explore what life was like during the Tudor times. What was the population? Where did they live? Compare life in the Tudor times for the rich and poor using sources to support their findings. Discuss Tudor food. Including information 		Romans <ol style="list-style-type: none"> Place the key dates of the Roman Empire on a timeline. Understand why Roman roads are important, how they are made and where they can be found in the UK. Understand the life of a Roman soldier Learn about Boudicca and the rebellion Investigate Roman Gods and Goddesses		Local Study - Beeston - a local history study	

	<p>on: the differences between rich and poor and storing and serving food.</p> <p>5. Understand the succession of the different Tudor monarchs and begin to explore the life of King Henry VIII</p> <p>6. Explore the wives of Henry the VIII.</p>					
Geography		<p>Pole to Pole Geography skills:</p> <p>To describe the effects of climate change in the Arctic and Antarctic circles over time using aerial maps.</p> <p>To describe how the use of land and settlement has changed.</p> <p>To investigate what is being done to stop climate change.</p> <p>Locational Knowledge:</p> <p>To identify and describe the significance of the position of the equator, Northern and Southern Hemisphere, Arctic and Antarctic Circles and lines of longitude and latitude</p> <p>Field work:</p> <p>To compare the amount of</p>		<p>Europe Geography skills:</p> <p>Identify human and physical characteristics and key topographical features (hills, mountains, coasts and rivers) in the context of The UK</p> <p>To name and locate some countries and major cities in Europe.</p> <p>Locational Knowledge:</p> <p>Name and locate countries and cities of the UK</p> <p>Can recognise the human and physical geographical similarities and differences through different regions of the UK and a region of a</p>	<p>Local Study – Beeston Geography skills:</p> <p>To understand key aspects of human geography including land use.</p> <p>To describe land use using a range of resources (aerial photographs, maps, atlases, road maps)</p> <p>Locational Knowledge:</p> <p>To locate Nottingham on a map and its geographic region.</p> <p>To describe the location of Beeston and its geographical feature using geographical language.</p>	

		<p>ice in the Arctic and Antarctic circles using graphs and plans over time.</p> <p>To understand how scientist, collect data to inform their work on climate change and its effects on the artic.</p>		<p>European country</p> <p>Field work: To use Ordnance Survey Maps to develop knowledge and understanding of the UK and topography</p> <p>To plot and plan a route using grid references.</p>	<p>Field work: To observe, measure, record and present data collected in relation to the human and physical features in the local areas</p> <p>Use sketch maps and plans to present data collected on the local area.</p>	
Art	<p>Drawing: Children draw self-portraits in the style of Hans Holbein, focusing on the proportions of the upper half of the body. Children compare this to the work of Lynette Yiadom-Boakye, contrasting face self-portraits and full body self-portraits. Children draw their own full-body self-portraits, focusing on proportions of face and body (taught as part of Black History Month).</p>	<p>Painting: Children compare and contrast the glacial paintings by artists Francis Hatch, James Hart Dyke and Nerys Levy, commenting on the paint effects. Children explore different painting applications (spreading, dotting, splashing) and apply their skills to paint a scene from the Antarctic, inspired by one of the artists above.</p>	Not taught	Not taught	<p>Digital art: Children investigate both colour and black and white photography by taking photographs of their local environment and editing on digital software. Children to take inspiration from the work of Fan Ho.</p> <p>Printing: Children compare the work of local graffiti artist, Zabou, and Banksy. Children explore a range of printing types in the context of graffiti and use stencil printing to create their own graffiti art to celebrate a Beeston landmark/famous figure.</p>	<p>Take One Picture All children take part in the national Take One Picture programme where they complete a unit of art inspired by a piece of artwork decided by the National Gallery. The final piece of artwork produced is directed by the children's ideas and interests in response to the initial artwork. The creative process is documented in sketchbooks and showcased in a final art gallery.</p>

DT	Not taught	<p><u>Christmas Moving Card Competition.</u></p> <p>Mechanisms <i>Levers and linkages</i></p> <p><u>Design criteria:</u> create a moving Christmas card to take home and share with parents.</p> <p>Design skills: say how their moving element is going to work.</p> <p>State what products they are designing and making and who they are going to make it for.</p> <p>Making skills: use lever and linkages mechanisms, to make a moving part of a Christmas card.</p> <p>Explore different lever mechanisms (class1, 2 and 3). See https://nustem.uk/activity/levers-pulleys-and-gears-key-stages-1-2/#levers for further guidance.</p> <p>Evaluation skills: discuss how effective the card was at</p>	<p><u>Romans</u> Mechanisms <i>Levers and linkages</i></p> <p><u>Design criteria:</u> make a Roman catapult that can fire a load.</p> <p>Design skills: use an exploded diagram to develop and communicate ideas. Explore existing Roman products and modern day versions (scorpion, ballista and onager). Generate realistic ideas, focusing on the needs of the user. Make design decisions that take account of the availability of resources.</p> <p>Making skills: make simple catapults and mini mangonels as part of the exploratory process and help make solutions. See https://nustem.uk/activity/levers-pulleys-and-gears-key-stages-1-2/#levers for further guidance. Order the main stages of making.</p>	<p><u>Design and Technology Week</u></p> <p>Mechanisms <i>Pulleys and gears</i></p> <p><u>Design criteria:</u> create a pulley system to get tomatoes up and down a hill without squashing them.</p> <p>See Practical Action website for further supporting resources: https://practicalaction.org/schools/squashed-tomato-challenge/</p> <p>Design skills: work confidently in different contexts (wider global environment). Use simple design criteria to help develop their ideas. Develop ideas by communicating by talking and drawing.</p> <p>Making skills: learn about the different types of pulley and gear systems and how they work. See</p>	Not taught	Not taught
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		moving.	<p>Measure, mark out and assemble with some levels of accuracy. Use a range of construction materials (including wood and tools). Follow procedures for safety and hygiene.</p> <p>Evaluation skills: identify the strengths and areas for development in their ideas and products. Consider the views of others, including intended users, to improve their work. Refer back to their design criteria as they design and make and to evaluate their completed products. Investigate and analyse why certain materials were used for construction in the Roman times and compare this to construction material choices of the present. Investigate and analyse what methods of construction were used in the Roman</p>	<p>https://nustem.uk/activity/levers-pulleys-and-gears-key-stages-1-2/ for further guidance. Learn about existing products (aerial ropeways in Nepal and bike gears) and how they work effectively.</p> <p>Evaluation skills: identify the strengths and areas for development in their ideas and products. Refer back to their design criteria as they design and make and to evaluate their completed</p>		
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Special events	School Trip		Topic Day			Year 4 Residential
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