

# Chapmanslade Primary School Class Curriculum Map Year B 2023-24 – Oak Class Y3/4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Science</b>	<b>FORCES &amp; MAGNETS</b> compare how things move on different surfaces notice that some forces need contact between 2 objects, but magnetic forces can act at a distance observe how magnets attract or repel each other and attract some materials and not others compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials describe magnets as having 2 poles predict whether 2 magnets will attract or repel each other, depending on which poles are facing	<b>STATES OF MATTER</b> compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	<b>ANIMALS INCLUDING HUMANS</b> describe the changes as humans develop to old age	<b>PLANTS</b> 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 (air, light, water, nutrients from soil, and room to grow) 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	<b>LIVING THINGS &amp; THEIR HABITATS</b> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things	
	<b>WORKING SCIENTIFICALLY</b> <ul style="list-style-type: none"> <li>○ asking relevant questions and using different types of scientific enquiries to answer them</li> <li>○ setting up simple practical enquiries, comparative and fair tests</li> <li>○ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>○ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>○ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>○ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>○ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>○ identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>○ using straightforward scientific evidence to answer questions or to support their findings</li> </ul>					
<b>History</b>	<b>ROYALTY</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:		<b>CRIME &amp; PUNISHMENT</b> A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:		<b>ANCIENT EGYPT</b>	

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	<p>the changing power of monarchs using case studies John, Henry VIII, Anne, Victoria, Elizabeth II</p> <p>note connections, contrasts and trends over time and</p> <p>develop the appropriate use of historical terms</p> <p>regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>construct informed responses that involve thoughtful selection and organisation of relevant historical information</p>	<p>changes in an aspect of social history of crime and punishment from the Anglo-Saxons</p> <p>note connections, contrasts and trends over time and</p> <p>develop the appropriate use of historical terms</p> <p>regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>understand how our knowledge of the past is constructed from a range of sources</p>	<p>Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance</p> <p>Construct informed responses that involve thoughtful selection and organisation of relevant historical information</p> <p>Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this</p> <p>Note connections, contrasts and trends over time and develop the appropriate use of historical terms</p>			
Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.						
<b>Geography</b>	<b>MAPPING IN OUR LOCAL AREA</b>		<b>EXTREME EARTH</b>		<b>LAND USE</b>	
	<p>Geographical skills and fieldwork - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and digital technologies.</p>		<p>To describe and understand key aspects of physical geography</p>		<p>To describe and understand key aspects of human geography including land use</p> <p>To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps</p> <p>Use maps and atlases to describe land use</p>	
<b>RE</b>	<b>JUDAISM</b>	<b>CHRISTIANITY</b>	<b>JUDAISM</b>	<b>CHRISTIANITY</b>	<b>JUDAISM</b>	<b>CHRISTIANITY</b>
	How special is the relationship Jews have with God? DRE	What is the most significant part of the Christmas story for Christians today? DRE	How important is it for the Jewish people to do what God asks them to do? DRE	What kind of world did (does) Jesus want? UC- Salvation/Gospel 2a.4	What is the best way for a Jew to show commitment to God? DRE	What was the impact of Pentecost? UC- Kingdom of God 2a.6
<b>PSHE</b>	<b>VIPS</b>	<b>SAFETY FIRST</b>	<b>DIGITAL WELLBEING</b>	<b>THINK POSITIVE</b>	<b>ONE WORLD</b>	<b>GROWING UP</b>
	discuss how our attitudes impact new friendships	appreciate what being responsible means and name some of their responsibilities.	recognise why it is important to balance time online and offline for wellbeing;	understand that having a positive attitude is good for our mental health.	give reasons for similarities and differences between people's lives.	explain what the male and female reproductive body parts are for;

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	<p>being made;</p> <p>create a plan for being an anonymous friend over the course of a week;</p> <p>reflect on the different characters in the dares story and discuss the different outcomes for each character;</p> <p>create a role play about positive resolution techniques;</p> <p>create a poster with ideas to help someone who is being bullied</p>	<p>give examples of a range of risky or dangerous situations.</p> <p>appreciate that doing something risky may lead to danger.</p> <p>describe where pressure to do things can come from</p> <p>identify people who can help us in an emergency.</p> <p>identify safety precautions that can be taken when using roads, water or railways.</p> <p>explain some of the ways in which drugs, cigarettes and alcohol affect the human body.</p> <p>explain some of the ways to treat common injuries.</p> <p>explain how to keep themselves and others safe in an emergency situation.</p> <p>identify what information will need to be shared with an emergency services operator</p>	<p>empathise with a cyberbullying victim;</p> <p>respond appropriately to different online scenarios;</p> <p>recognise the role they play in sharing information responsibly online;</p> <p>understand the consequences of sharing certain information, images and videos online;</p> <p>explain the potential negative impact from sharing things online</p>	<p>understand the causes of negative thoughts.</p> <p>identify ways to cope with negative thoughts.</p> <p>understand the impact certain changes can have on people and how it can affect them emotionally.</p> <p>identify some mindfulness techniques and discuss which they like to use.</p> <p>identify strategies to cope with uncomfortable emotions</p>	<p>detail if they feel something is fair or not.</p> <p>give reasons for their own opinions.</p> <p>recognise how their actions impact on people in different countries.</p> <p>discuss climate change in terms of what it is and its effects.</p> <p>explain how organisations help people in need</p>	<p>discuss ways in which people can deal with or overcome emotions experienced during puberty;</p> <p>show respect for the differences between different families;</p> <p>describe the different types of relationship that exist, without prejudice;</p> <p>show an awareness of myths surrounding pregnancy and birth;</p> <p>describe the conception and birth of a baby, using some scientific vocabulary</p>
<p><b>Computing</b></p>	<p><b>PROGRAMMING TURTLE LOGO AND SCRATCH</b></p> <p>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</p> <p>solve problems by decomposing them into smaller parts</p> <p>use sequence, selection, and repetition in programs</p> <p>working with variables and various forms of input and output</p> <p>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p>	<p><b>PRESENTATION SKILLS, DRAWING AND DESKTOP PUBLISHING</b></p> <p>selecting, using and combining a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</p>	<p><b>INTERNET COMMUNICATION AND RESEARCH</b></p> <p>understand computer networks including the internet;</p> <p>how computer networks can provide multiple services, such as the world wide web</p> <p>opportunities computer networks offer for communication and collaboration</p> <p>use search technologies effectively</p> <p>appreciate how search results are selected and ranked</p> <p>how to be discerning in evaluating digital content</p> <p>using technology safely, respectfully and responsibly</p> <p>recognising acceptable/unacceptable behaviour</p>			

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			how to identify a range of ways to report concerns about content and contact
	<b>ONLINE SAFETY</b>		
	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		
<b>Art</b>	<b>BRITISH ART</b>	<b>ANCIENT EGYPTIAN INSPIRED ART</b>	<b>ARTIST STUDY: KANDINSKY</b>
	<p>develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with pencil, charcoal, paint &amp; clay</p>	<p>develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing, painting and sculpture with pencil, charcoal, paint &amp; clay</p>	<p>about great artists, architects and designers in history</p> <p>to create sketch books to record their observations and use them to review and revisit ideas</p> <p>to improve their mastery of art and design techniques, including drawing and painting</p>
<b>Design &amp; Technology</b>	<b>BATTERY OPERATED LIGHTS</b>		<b>COOKING AND NUTRITION: EDIBLE GARDEN</b>
	<p><b>Design</b></p> <p>use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p><b>Make</b></p> <p>select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p>select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>		<p>understand and apply the principles of a healthy and varied diet</p> <p>prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>

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	<p><b>Evaluate</b></p> <p>investigate and analyse a range of existing products</p> <p>evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>understand how key events and individuals in design and technology have helped shape the world</p> <p><b>Technical knowledge</b></p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</p>					
<p><b>Music</b></p>	<p><b>DEVELOPING NOTATION SKILLS</b></p> <p>Theme: How Does Music Bring Us Closer Together?</p>		<p><b>ENJOYING IMPROVISATION</b></p> <p>Theme: What Stories Does Music Tell Us about the Past?</p>	<p><b>COMPOSING USING YOUR IMAGINATION</b></p> <p>Theme: How Does Music Make the World a Better Place?</p>	<p><b>SHARING MUSICAL EXPERIENCES</b></p> <p>Theme: How Does Music Help Us Get to Know Our Community?</p>	
<p><b>PE</b></p> <p>* In some cases we may take advantage of sport specialists/ coaches which may replace our second (bottom) unit</p>	<p><b>CRICKET</b></p> <p>I am able to bowl a ball towards a target.</p> <p>I am beginning to strike a bowled ball after a bounce.</p> <p>I am developing an understanding of tactics and I am beginning to use them in game situations.</p> <p>I am learning the rules of the game and I am beginning to use them honestly.</p> <p>I can persevere when learning a new skill.</p> <p>I can provide feedback using key words.</p>	<p><b>FOOTBALL</b></p> <p>I am beginning to use simple tactics.</p> <p>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</p> <p>I can dribble, pass, receive and shoot the ball with some control.</p> <p>I can find space away from others and near to my goal.</p> <p>I can provide feedback using key words.</p> <p>I can track an opponent to slow them down.</p>	<p><b>DANCE</b></p> <p>I am respectful of others when watching them perform.</p> <p>I can provide feedback using key words.</p> <p>I can repeat, remember and perform a dance phrase.</p> <p>I can use counts to keep in time with a partner and group.</p> <p>I can use dynamic and expressive qualities in relation to an idea.</p>	<p><b>GYMNASTICS</b></p> <p>I can adapt sequences to suit different types of apparatus.</p> <p>I can choose actions that flow well into one another.</p> <p>I can choose and plan sequences of contrasting actions.</p> <p>I can complete actions with increasing balance and control.</p> <p>I can move in unison with a partner.</p> <p>I can provide feedback using key words.</p>	<p><b>TAG RUGBY</b></p> <p>I am learning the rules of the game and I am beginning to use them to play honestly.</p> <p>I can communicate with my team and move into space to help them.</p> <p>I can defend an opponent and attempt to tag them.</p> <p>I can move with a ball towards goal with increasing control.</p> <p>I can pass and receive the ball with some control.</p> <p>I can provide feedback using key words.</p>	<p><b>ATHLETICS</b></p> <p>I am developing jumping for distance.</p> <p>I can identify when I was successful.</p> <p>I can take part in a relay activity, remembering when to run and what to do.</p> <p>I can throw a variety of objects, changing my action for accuracy and distance.</p> <p>I can use different take off and landings when jumping.</p> <p>I can use key points to help me to improve my sprinting technique.</p>

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	<p>I can use overarm and underarm throwing, and catching skills.</p> <p>I work co-operatively with my group to self-manage games.</p>	<p>I understand my role as an attacker and as a defender.</p> <p>I work co-operatively with my group to self-manage games.</p>	<p>I can work with a partner and in a small group, sharing ideas.</p> <p>I create short dance phrases that communicate the idea.</p>	<p>I use a greater number of my own ideas for movements in response to a task.</p> <p>With help, I can recognise how performances could be improved.</p>	<p>I understand my role as an attacker and as a defender.</p> <p>I work cooperatively with my group to self-manage games.</p>	<p>I can work with a partner and in a small group, sharing ideas.</p> <p>I show determination to achieve my personal best.</p>
	<p><b>DODGEBALL</b></p> <p>I am learning the rules of the game and I am beginning to use them to play fairly.</p> <p>I can provide feedback using key words.</p> <p>I can throw with some accuracy and I am beginning to catch with some consistency.</p> <p>I understand the aim of the game.</p> <p>I work co-operatively with my group to self-manage games.</p>	<p><b>BASKETBALL</b></p> <p>I am beginning to use simple tactics.</p> <p>I am learning the rules of the game and am beginning to use them honestly.</p> <p>I can dribble, pass, receive and shoot the ball with some control.</p> <p>I can find space away from others and near to my goal.</p> <p>I can provide feedback using key words.</p> <p>I can track an opponent to slow them down.</p> <p>I understand my role as an attacker and as a defender.</p> <p>I work co-operatively with my group to self-manage games.</p>	<p><b>YOGA</b></p> <p>I can copy and link yoga poses together to create a short flow.</p> <p>I can describe how yoga makes me feel.</p> <p>I can move from one pose to another in time with my breath.</p> <p>I can provide feedback using key words.</p> <p>I can work with others to create a flow including a number of poses.</p> <p>I show some stability when holding my yoga poses.</p>	<p><b>HOCKEY</b></p> <p>I am beginning to use simple tactics.</p> <p>I am learning the rules of the game and am beginning to use them honestly.</p> <p>I can dribble, pass, receive and shoot the ball with some control.</p> <p>I can find space away from others and near to my goal.</p> <p>I can provide feedback using key words.</p> <p>I can track an opponent to slow them down.</p> <p>I understand my role as an attacker and as a defender.</p> <p>I work co-operatively with my group to self-manage games.</p>	<p><b>ORIENTEERING</b></p> <p>I am developing map reading skills.</p> <p>I can follow and give instructions.</p> <p>I can listen to and am accepting of others' ideas.</p> <p>I can plan and attempt to apply strategies to solve problems.</p> <p>I can reflect on when and why I was successful at solving challenges and am beginning to understand why.</p> <p>I can work collaboratively with a partner and a small group.</p>	<p><b>TENNIS</b></p> <p>I am learning the rules of the game and I am beginning to use them to play fairly.</p> <p>I can provide feedback using key words.</p> <p>I can return a ball to a partner.</p> <p>I can use basic racket skills.</p> <p>I understand the aim of the game.</p> <p>I understand the benefits of exercise.</p> <p>I work cooperatively with my group to self-manage games.</p>
<p><b>MFL - French</b></p>	<p><b>GETTING TO KNOW YOU</b></p> <p>listen attentively to spoken language and show understanding by joining in and responding</p> <p>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p>	<p><b>FAMILY AND FRIENDS</b></p> <p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p>	<p><b>WHERE IN THE WORLD</b></p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>describe people, places, things and actions orally and in writing</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of</p>			

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	<p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p>	<p>appreciate stories, songs, poems and rhymes in the language</p> <p>broaden vocabulary and develop ability to understand new words that are introduced into familiar written material, including through using a dictionary</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>	<p>high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English</p>
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