

# Chapmanslade Primary School Class Curriculum Map Year A 2022-23 – Oak Class Y3/4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>Science</b>	<p>How do rocks vary and where does soil come from?</p> <p><b>ROCKS (Y3)</b></p> <p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</p> <p>describe in simple terms how fossils are formed when things that have lived are trapped within rock</p> <p>recognise that soils are made from rocks and organic matter</p>	<p>How does light enable us to see objects and how are shadows created?</p> <p><b>LIGHT (Y3)</b></p> <p>recognise that they need light in order to see things and that dark is the absence of light</p> <p>notice that light is reflected from surfaces</p> <p>recognise that light from the sun can be dangerous and that there are ways to protect their eyes</p> <p>recognise that shadows are formed when the light from a light source is blocked by an opaque object</p> <p>find patterns in the way that the size of shadows change</p>	<p>How do animals stay healthy and why do they have skeletons and muscles?</p> <p><b>ANIMALS INCLUDING HUMANS (Y3)</b></p> <p>identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>What appliances need electricity to work and what is an electrical circuit?</p> <p><b>ELECTRICITY (Y4)</b></p> <p>identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors</p>	<p>How do I hear and why do sounds vary?</p> <p><b>SOUND (Y4)</b></p> <p>identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases</p>	
	<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> </ul>					

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	<ul style="list-style-type: none"> <li>o identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>o using straightforward scientific evidence to answer questions or to support their findings</li> </ul>		
<b>History</b>	<p>How did the Roman Empire grow and what was the impact?</p> <p><b>ROMANS</b></p> <p>Julius Caesar’s attempted invasion in 55-54 BC</p> <p>the Roman Empire by AD 42 and the power of its army</p> <p>successful invasion by Claudius and conquest, including Hadrian’s Wall</p> <p>British resistance, for example, Boudica</p> <p>‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology,</p> <p>culture and beliefs, including early Christianity</p>	<p>How did the Anglo Saxons and the Scots impact Britain?</p> <p><b>ANGLO SAXONS</b></p> <p>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>Scots invasions from Ireland to north Britain (now Scotland)</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>Anglo-Saxon art and culture</p> <p>Christian conversion – Canterbury, Iona and Lindisfarne</p>	<p>Who were the Vikings and Anglo Saxons and what were the significant events in this period?</p> <p><b>VIKINGS</b></p> <p>Viking raids and invasion</p> <p>resistance by Alfred the Great and Athelstan, first king of England</p> <p>further Viking invasions and Danegeld</p> <p>Anglo-Saxon laws and justice</p> <p>Edward the Confessor and his death in 1066</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>	<p>Where are some of the cities and counties in the UK and what are their human/physical features?</p> <p><b>THE UK</b></p> <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p> <p>To 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>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Where is our location on a globe and how does it compare with other countries/continents?</p> <p><b>ALL AROUND THE WORLD</b></p> <p>To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere</p> <p>To identify the position and significance of latitude and longitude</p> <p>To use maps, atlases and globes to locate countries in the context of using co-ordinates to find locations.</p> <p>To identify the position and significance of the Arctic and the Antarctic Circle</p> <p>To identify the position and significance of the Tropics of Cancer and Capricorn</p> <p>To identify the position and significance of the Prime/Greenwich Meridian</p>	<p>Where are the Earth’s rainforests and what are their key human/physical features?</p> <p><b>RAINFORESTS</b></p> <p>To 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</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>To 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)</p>

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	To 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)		To identify the position and significance of time zones (including day and night)		To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  To 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	
<b>RE</b>	<b>RELIGION: SIKHISM</b> <u>Key Question:</u> Does joining the Khalsa make a person a better Sikh?  <u>Theme:</u> The Amrit Ceremony and the Khalsa  Discovery RE	<b>RELIGION: CHRISTIANITY</b> <u>Key Question:</u> What is the trinity?  <u>Concept:</u> Incarnation  Understanding Christianity 2a.3	<b>RELIGION: CHRISTIANITY</b> <u>Key Question:</u> What do Christians learn from the creation story?  <u>Concept:</u> Creation  Understanding Christianity 2a.1	<b>RELIGION: CHRISTIANITY</b> <u>Key Question:</u> Why do Christians call the day Jesus died ‘Good Friday?’  <u>Concept:</u> Salvation  Understanding Christianity 2a.5	<b>RELIGION: SIKHISM</b> <u>Key Question:</u> Do Sikhs think it is important to share?  <u>Theme:</u> Sharing and Community  Discovery RE	<b>RELIGION: SIKHISM</b> <u>Key Question:</u> What is the best way for a Sikh to show commitment?  <u>Theme:</u> Prayer and Worship
	<b>TEAM</b> create a role play about a team scenario;  read clues and work as a team to solve a crime;  identify a feeling and how it is expressed;  show the resolution to a dispute through pictures	<b>IT’S MY BODY</b> list some of the effects of sleep deprivation;  explain the effect of exercise on the heart;  know how to get help for themselves or another in the case of serious problems;  explain why eating a balanced diet is important;  know how to check medicine instructions;  know how to inhibit the spread of germs.	<b>BRITAIN</b> understand why democracy is important;  identify how rules and laws help them;  identify the rights of the British people;  describe what being British means to others.	<b>BE YOURSELF</b> identify their own strengths;  explain that how they are feeling on the inside can affect their facial expressions and body language;  identify and begin to implement strategies to help them cope with uncomfortable feelings;  begin to demonstrate appropriately assertive behaviour;  analyse messages given by the media about how they	<b>AIMING HIGH</b> Identify skills and attributes that are useful in many roles  Identify elements of a growth mind set  Identify and challenge stereotypes  Discuss they could set to work towards  Discuss challenges people may face and how to overcome them	<b>MONEY MATTERS</b> discuss some of the consequences of debt;  talk about the importance of prioritising our spending;  discuss advertisements that try to influence what we buy;  explain why it is important to keep track of what we spend.
<b>PSHE</b>						

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				<p>should look, think and behave;</p> <p>demonstrate how they are going to make things right after mistakes have been made;</p> <p>explain what they have learnt and how they have grown from mistakes they have made.</p>		
<b>Computing</b>	<p><b>WORD PROCESSING</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>using technology safely, respectfully and responsibly</p> <p>recognising acceptable/unacceptable behaviour</p> <p>how to identify a range of ways to report concerns about content and contact</p>		<p><b>SCRATCH: QUESTIONS AND QUIZZES</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><b>ANIMATION</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>ONLINE SAFETY</b></p> <p>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>					
<b>Art</b>	<p><b>BODIES</b></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><b>EUROPEAN ART AND ARTISTS</b></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 paper craft.</p>		<p><b>ARTIST STUDY: ROSSEAU</b></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>	

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<b>Design &amp; Technology</b>	<p><b>SEWING AND DYING (Christmas Baubles)</b></p> <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><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><b>COOKING AND NUTRITION: BREAD BAKING</b></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>

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<b>Music</b>	<b>INTERESTING TIME SIGNATURES</b> Theme: How Does Music Bring Us Together?		<b>COMBINING ELEMENTS TO MAKE MUSIC</b> Theme: How Does Music Connect Us with Our Past?	<b>DEVELOPING PULSE &amp; GROOVE THROUGH IMPROVISATION</b> Theme: How Does Music Improve Our World?	<b>HOW DOES MUSIC TEACH US ABOUT OUR COMMUNITY?</b> Theme: Creating Simple Melodies Together	
<b>PE</b> * In some cases we may take advantage of sport specialists/coaches which may replace our second (bottom) unit	<b>CRICKET</b> I am able to bowl a ball with some accuracy and consistency.  I am learning the rules of the game and I am beginning to use them to play honestly and fairly.  I can communicate with my teammates to apply simple tactics.  I can persevere when learning a new skill.  I can provide feedback using key terminology and understand what I need to do to improve.  I can strike a bowled ball after a bounce.  I can use overarm and underarm throwing, and catching skills with increasing accuracy.  I share ideas and work with others to manage our game.	<b>FOOTBALL</b> I can delay an opponent and help to prevent the other team from scoring.  I can dribble, pass, receive and shoot the ball with increasing control.  I can move to space to help my team to keep possession and score goals.  I can provide feedback using key terminology and understand what I need to do to improve.  I can use simple tactics to help my team score or gain possession.  I share ideas and work with others to manage our game.  I understand the rules of the game and I can use them often and honestly.	<b>DANCE</b> I can choose actions and dynamics to convey a character or idea.  I can copy and remember set choreography.  I can provide feedback using appropriate language relating to the lesson.  I can respond imaginatively to a range of stimuli relating to character and narrative.  I can use changes in timing and spacing to develop a dance.  I can use counts to keep in time with others and the music.  I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.  I show respect for others when working as a group and watching others perform.	<b>GYMNASTICS</b> I can explain what happens to my body when I exercise and how this helps to make me healthy.  I can identify some muscle groups used in gymnastic activities.  I can plan and perform sequences with a partner that include a change of level and shape.  I can provide feedback using appropriate language relating to the lesson.  I can safely perform balances individually and with a partner.  I can watch, describe and suggest possible improvements to others' performances and my own.  I understand how body tension can improve the control and quality of my movements.	<b>TAG RUGBY</b> I can delay an opponent and help prevent the other team from scoring.  I can explain what happens to my body when I exercise and how this helps to make me healthy.  I can help my team keep possession and score tries when I play in attack.  I can pass and receive the ball with increasing control.  I can provide feedback using key terminology and understand what I need to do to improve.  I can use simple tactics to help my team score or gain possession.  I share ideas and work with others to manage our game.  I understand the rules of the game and I can use them often and honestly.	<b>ATHLETICS</b> I can demonstrate the difference in sprinting and jogging techniques.  I can explain what happens in my body when I warm up.  I can identify when I was successful and what I need to do to improve.  I can jump for distance with balance and control.  I can throw with some accuracy and power to a target area.  I show determination to improve my personal best.  I support and encourage others to work to their best.

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	HANDBALL	NETBALL	FITNESS	FUNDAMENTALS	BALL SKILLS	ROUNDERS
	<p>I can self-manage a match with my team-mates and officiate a match by applying the basic rules.</p> <p>I can delay an opponent and help to prevent the other team from scoring.</p> <p>I can move to space to help my team to keep possession and score goals.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can throw, catch, dribble and shoot the ball with increasing control.</p> <p>I can use simple tactics to help my team gain possession.</p> <p>I share ideas and work with others to manage our game.</p> <p>I understand the rules of the game and I can use them often and honestly.</p>	<p>I can defend one on one and know when to win the ball.</p> <p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I can move to space to help my team to keep possession and score goals.</p> <p>I can pass, receive and shoot the ball with increasing control.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can use simple tactics to help my team score or gain possession.</p> <p>I share ideas and work with others to manage our game.</p> <p>I understand the rules of the game and I can use them often and honestly.</p>	<p>I can collect and record my scores and identify areas I need to improve.</p> <p>I can use key points to help me to improve my sprinting technique.</p> <p>I share ideas and work with others to manage activities.</p> <p>I show balance when changing direction at speed.</p> <p>I show control when completing activities to improve balance.</p> <p>I show determination to continue working over a period of time.</p> <p>I understand there are different areas of fitness and that each area challenges my body differently.</p>	<p>I can change direction quickly under pressure.</p> <p>I can explain what happens when I exercise.</p> <p>I can identify when I was successful and what I need to do to improve.</p> <p>I can link hopping and jumping actions with other fundamental skills.</p> <p>I can work with others to complete skipping challenges.</p> <p>I demonstrate good balance and control when performing other fundamental skills.</p> <p>I understand and can demonstrate how and when to speed up and slow down when running.</p>	<p>I can accurately use a range of throwing techniques to throw to a target.</p> <p>I can catch different sized objects with increasing consistency with one and two hands.</p> <p>I can consistently track the path of a ball that is not sent directly to me.</p> <p>I can dribble a ball with increasing control and co-ordination.</p> <p>I can persevere when learning a new skill.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p>	<p>I am able to bowl a ball with some accuracy, and consistency.</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 communicate with my teammates to apply simple tactics.</p> <p>I can explain what happens to my body when I exercise and how this helps to make me healthy.</p> <p>I can provide feedback using key terminology and understand what I need to do to improve.</p> <p>I can strike a bowled ball with adapted equipment (e.g. a tennis racket).</p> <p>I can use overarm and underarm throwing and catching skills with increasing accuracy.</p> <p>I share ideas and work with others to manage our game.</p>
	OUR SCHOOL		ALL ABOUT ME		ALL AROUND TOWN	
<b>MFL - French</b>	listen attentively to spoken language and show understanding by joining in and responding		listen attentively to spoken language and show understanding by joining in and responding		listen attentively to spoken language and show understanding by joining in and responding	

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	<p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</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>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>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>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>appreciate stories, songs, poems and rhymes in the language</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>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>present ideas and information orally to a range of audiences</p> <p>read carefully and show understanding of words, phrases and simple writing</p> <p>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</p>
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