

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
Science	<p>How can something move without being touched?</p> <p>FORCES & MAGNETS (Y3)</p> <p>compare how things move on different surfaces</p> <p>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance</p> <p>observe how magnets attract or repel each other and attract some materials and not others</p> <p>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</p> <p>describe magnets as having 2 poles</p> <p>predict whether 2 magnets will attract or repel each other, depending on which poles are facing</p>	<p>What happens when materials change state?</p> <p>STATES OF MATTER (Y4)</p> <p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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)</p> <p>identify the part played by evaporation and condensation in the water cycle and</p> <p>associate the rate of evaporation with temperature</p>	<p>Where do living things get their food and how do humans digest it?</p> <p>ANIMALS INCLUDING HUMANS (Y4)</p> <p>describe the changes as humans develop to old age</p>	<p>How do the parts of a plant enable them to germinate and grow?</p> <p>PLANTS (Y3)</p> <p>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>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</p> <p>investigate the way in which water is transported within plants</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>	<p>Why do habitats change and how can we group living things?</p> <p>LIVING THINGS & THEIR HABITATS (Y4)</p> <p>recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things</p>	
	<p>WORKING SCIENTIFICALLY</p> <ul style="list-style-type: none"> ○ asking relevant questions and using different types of scientific enquiries to answer them ○ setting up simple practical enquiries, comparative and fair tests ○ making systematic and careful observations and, where appropriate, taking accurate ○ measurements using standard units, using a range of equipment, including thermometers and data loggers ○ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ○ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ○ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ○ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ○ identifying differences, similarities or changes related to simple scientific ideas and processes ○ using straightforward scientific evidence to answer questions or to support their findings 					

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History	<p>Who were significant monarchs in Britain since 1066 and how did they compare?</p> <p>ROYALTY</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: 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 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>What is the legacy of the Roman justice system and how does it compare to the Anglo-Saxon, Tudor and Victorian periods?</p> <p>CRIME & PUNISHMENT</p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066: 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 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>How and where did the Ancient Egyptians live and what were their achievements?</p> <p>ANCIENT EGYPT</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.					
Geography	<p>How can I navigate my way around Chapmanslade Village?</p> <p>MAPPING IN OUR LOCAL AREA</p> <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>How and why do natural disasters occur?</p> <p>EXTREME EARTH</p> <p>To describe and understand key aspects of physical geography</p>		<p>What is the land used for in Chapmanslade in comparison to Bow (London)?</p> <p>LAND USE</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>	
	RE	RELIGION: JUDAISM	RELIGION: CHRISTIANITY	RELIGION: JUDAISM	RELIGION: CHRISTIANITY	RELIGION: JUDAISM
Key question: What is the most significant part of the		Key Question: How important is it for the				

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	<p><u>Key question:</u> How special is the relationship Jews have with God?</p> <p><u>Theme:</u> Beliefs and Practices</p> <p>Discovery RE</p>	<p>Christmas story for Christians today?</p> <p><u>Concept:</u> Incarnation</p> <p><u>Theme:</u> Christmas</p> <p>Discovery RE</p>	<p>Jewish people to do what God asks them to do?</p> <p><u>Theme:</u> Passover</p> <p>Discovery RE</p>	<p><u>Key Question:</u> What kind of world did (does) Jesus want?</p> <p><u>Concept:</u> Salvation/Gospel</p> <p>Understanding Christianity 2a.4</p>	<p><u>Key Question:</u> What is the best way for a Jew to show commitment to God?</p> <p><u>Theme:</u> Rights of Passage and Good works</p> <p>Discovery RE</p>	<p><u>Key question:</u> What was the impact of Pentecost?</p> <p><u>Concept:</u> Kingdom of God</p> <p>Understanding Christianity 2a.6</p>
PSHE	<p>VIPS</p> <p>discuss how our attitudes impact new friendships 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>SAFETY FIRST</p> <p>appreciate what being responsible means and name some of their responsibilities.</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>DIGITAL WELLBEING</p> <p>recognise why it is important to balance time online and offline for wellbeing;</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>THINK POSITIVE</p> <p>understand that having a positive attitude is good for our mental health.</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>ONE WORLD</p> <p>give reasons for similarities and differences between people's lives.</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>GROWING UP</p> <p>explain what the male and female reproductive body parts are for;</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>
Computing	PROGRAMMING TURTLE LOGO AND SCRATCH		PRESENTATION SKILLS, DRAWING AND DESKTOP PUBLISHING		INTERNET COMMUNICATION AND RESEARCH	
					understand computer networks including the internet;	

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	<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>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>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> <p>how to identify a range of ways to report concerns about content and contact</p>
<p>ONLINE SAFETY</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>			
Art	<p style="text-align: center;">BRITISH ART</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 & clay</p>	<p style="text-align: center;">ANCIENT EGYPTIAN INSPIRED ART</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 & clay</p>	<p style="text-align: center;">ARTIST STUDY: KANDINSKY</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>
Design & Technology	<p style="text-align: center;">BATTERY OPERATED LIGHTS</p> <p>Design</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 style="text-align: center;">COOKING AND NUTRITION: EDIBLE GARDEN</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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	<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>Make</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>Evaluate</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>Technical knowledge</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>understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>		
Music	<p>DEVELOPING NOTATION SKILLS</p> <p>Theme: How Does Music Bring Us Closer Together?</p>		<p>ENJOYING IMPROVISATION</p> <p>Theme: What Stories Does Music Tell Us about the Past?</p>	<p>COMPOSING USING YOUR IMAGINATION</p> <p>Theme: How Does Music Make the World a Better Place?</p>	<p>SHARING MUSICAL EXPERIENCES</p> <p>Theme: How Does Music Help Us Get to Know Our Community?</p>	
PE * In some cases we may take advantage of	<p>CRICKET</p> <p>I am able to bowl a ball towards a target.</p>	<p>FOOTBALL</p> <p>I am beginning to use simple tactics.</p>	<p>DANCE</p>	<p>GYMNASTICS</p> <p>I can adapt sequences to suit different types of apparatus.</p>	<p>TAG RUGBY</p>	<p>ATHLETICS</p> <p>I am developing jumping for distance.</p>

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<p>sport specialists/ coaches which may replace our second (bottom) unit</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>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 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>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 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>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 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>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 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>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 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> <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>DODGEBALL</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>BASKETBALL</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>YOGA</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>HOCKEY</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>ORIENTEERING</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>TENNIS</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>

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	I work co-operatively with my group to self-manage games.	I work co-operatively with my group to self-manage games.	
MFL - French	<p>GETTING TO KNOW YOU</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>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p>	<p>FAMILY AND FRIENDS</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>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>WHERE IN THE WORLD</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 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>