

Curriculum Overview: Years 3 and 4

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Cycle A	The discovery of chocolate 	Toymakers (Part 1 & 2) 	Invaders and Raiders 	Lights, camera, action! (Part 1 & 2) 	Urban pioneers 	Predators (Part 1 & 2) 
Cycle B	Survival 		Gods and Gladiators 		Green Revolution 	

Throughout the curriculum, we find as many opportunities as possible to teaching the following:

E-safety

Safeguarding

Anti-bullying

British Values

Global Citizenship

Spiritual Development

Social Development

Moral Development

Cultural Development

These symbols appear under 'important links' if the area is specifically addressed through a learning experience in that topic.

Years 3 and 4 Curriculum Map

THE DISCOVERY OF CHOCOLATE							
Do you love creamy milk chocolate, sweet and smooth caramel or soft, fluffy marshmallows? Then this is the unit for you. Discover which group of people believed that cacao was planted by the Gods before designing, making, advertising and selling your own chocolates...							
Reading: Key Texts	Writing: Genre and Purposes		Maths: Units of work				
Food advertisements Charlie and the Chocolate Factory. Information texts about chocolate making/mayan Civilisation. [?]	Instructive writing, how to make chocolate; Persuasive writing, selling chocolate; Narrative, descriptive writing.		<table border="1"> <tr> <th>Year 3</th> <th>Year 4</th> </tr> <tr> <td></td> <td>Place value</td> </tr> </table>	Year 3	Year 4		Place value
Year 3	Year 4						
	Place value						
History	Science						
Learn about a non-European society that provides contrast with British History - one study chosen from: Mayan civilisation c. AD 900;	Year 3 - Rocks Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties; Describe in simple terms how fossils are formed when things that have lived are trapped within rock; Recognise that soils are made from rocks and organic matter.		Year 4 - States of matter 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.				
Design Technology							
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; Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design[?]; Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately [?]; 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; Investigate and analyse a range of existing products;							

Years 3 and 4 Curriculum Map

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work;
 Understand how key events and individuals in design and technology have helped shape the world.

RE		Music	PSHE
Islam- What do Muslims believe?			Year 3: Peer pressure <input type="checkbox"/> Year 4: Equal opportunities. <input type="checkbox"/> /GC
PE		Languages	Important Links
Year 3: Problem Solving (OAA) & Swimming/Health & Fitness	Year 4: Problem Solving (OAA) & Swimming/Circuits & Challenges	Year 3 (Greetings, goodbyes, how are you's and numbers) Year 4:(Numbers; Introducing ourselves and Months of the year.)	R.E. Trip: Mosque ♥

Years 3 and 4 Curriculum Map

TOYMAKERS

Have you ever wondered how your toys work? If you could design and make the ultimate toy, what would it be like? Would it need electrical circuits or use forces such as magnetism? Make a working toy that fulfils the design brief that is set by your boss.

Reading: Key Texts		Writing: Genre and Purposes		Maths: Units of work	
Toy story (film)		Narrative, adventure, character description.		Year 3	Year 4
Science					
Year 3 - Forces and Magnets Compare how things move on different surfaces; Notice that some forces need contact between two 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 two poles predict whether two magnets will attract or repel each other, depending on which poles are facing.			Year 4 - Electricity Identify common appliances that run on electricity; ☒ Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers; 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; Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit; Recognise some common conductors and insulators, and associate metals with being good conductors.		
Design Technology					
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures; ☒ Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] Apply their understanding of computing to program, monitor and control their products.					
RE		Music		PSHE	
Christmas 3 and 4				Year 3 Rules ☐☐ Year 4 Stressed Out ☐/GC	
PE		Languages		Important Links	

Years 3 and 4 Curriculum Map

Year 3: Football/Gymnastics	Year 4: Tag Rugby/Gymnastics	Year 3 (Greetings, goodbyes, how are you's and numbers) Year 4:(Numbers; Introducing ourselves and Months of the year.)	
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