Bollington St. John’s Church of England

Primary School



*Where talent grows*

Head Teacher: Mrs M. Walker

Head of Teaching, Learning and Assessment: Mrs E. Watson

*“Whatever you do, work at it with all your heart, as working for the Lord”****Colossians 3:23***

**Class 3 Year 3/4**

**Curriculum Design- Mapping the Curriculum Year A**

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| **Class: 3**  **Year Groups: 3/4** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Maths**  **White Rose Key Concepts** | **Year 3**  **Place Value**  **Addition and Subtraction**  **Multiplication and Division A**  **Year 4**  **Place Value**  **Addition and Subtraction**  **Area**  **Multiplication and Division A** | | **Year 3**  **Multiplication and Division B**  **Length and Perimeter**  **Fractions**  **Mass and Capacity**  **Year 4**  **Multiplication and Division B**  **Length and Perimeter**  **Fractions**  **Decimals** | | **Year 3**  **Fractions**  **Money**  **Time**  **Shape**  **Statistics**  **Year 4**  **Decimals**  **Money**  **Time**  **Shape**  **Statistics**  **Position and Direction** | |
| **English**  **Literacy Tree Units** | **The First Drawings**  **-Character description**  **-Diary entry**  **-Recount**  **-Narrative**  **The Tear thief**  **-Letter**  **-Shared poem**  **-Discussion** | **Varmints**  **-Explanation text (leaflet)**  **-Retellings**  **-Setting Description**  **Until I met Dudley**  **-Letters**  **-Explanation texts**  **Escape from Pompeii**  **-Historical stories**  **-Dialogue**  **-Setting description** | **The Pied Piper of Hamelin**  **-Information report**  **-Advert**  **-Narrative**  **-Analysis of poetry**  **Black Dog**  **-Extended story with suspense** | **The Tin Forest**  **-Letter**  **-Explanation text**  **Cinnamon**  **-Diary entries**  **-Informal letters**  **-Adverts**  **-Limericks** | **The Lion, Witch and the Wardrobe**  **-Narrative**  **-Poem**  **-Dialogue**  **-Writing in role**  **How to Live Forever**  **-Lost poster**  **-Letter**  **-Character and setting descriptions** | **Flotsam**  **-Narrative**  **-Setting descriptions**  **-Non-chronological report**  **-Letters**  **Farther**  **-Recounts**  **-Explanation texts** |
| **Science** | **Energy: Light and shadows** | **Animals: Movement and nutrition** | **Materials: Rocks and soil** | **Animals: Digestion and food** | **Energy: Electricity and circuits** | **Making connections** |
| **History** | **Would you prefer to live in the Stone Age, Bronze Age or Iron Age?** |  | **Why did the Romans settle in Britain?** |  | **How hard was it to invade and settle in Britain?** |  |
| **Geography** |  | **Why do people live near volcanoes?** |  | **Why are rainforests important to us?** |  | **Where does our food come from?**  **Fieldwork- Local farming/ Bees** |
| **ICT and Computing** | **Emailing**  **Online safety: Beliefs, opinions and facts on the internet** | **Programming: Scratch**  **Online Safety: When being online makes me upset** | **Video trailers**  **Online Safety: Sharing of information** | **Website design**  **Online Safety: Rules of social media platforms** | **Further coding with Scratch** | **Computational thinking** |
| **Music**  **Condensed scheme** | **Ballads** | **Developing singing technique (Theme: The Vikings)** | **Pentatonic melodies and composition (Theme: Chinese New Year)** | **Traditional instruments and improvisation**  **(Theme: India)** |  |  |
| **French**  **Condensed scheme** | **French greetings with puppets** | **French adjectives of colour, size and**  **shape** |  |  | **French playground games- numbers**  **and age** | **In a French classroom**  **A circle of life in French** |
| **Art and design/ Design and Technology**  **Combined** | **Digital world:**  **Wearable technology** | **Sculpture and 3D:**  **Abstract shape and**  **space** | **Cooking and**  **nutrition: Eating**  **seasonally** | **Drawing: Growing artists** | **Structures: Constructing a castle** | **Drawing: Power prints** |
| **RE Cycle A** | **Called by God** | **Christmas** | **Jesus** | **Easter** | **Rules for Living** | **Change the World** |
| **PE** | **Football**  **(Dribbling and ball control, passing, tackling, shooting, small sided game play, tactical play, outwitting opponent)**  **Basketball**  **(Dribbling and ball control, passing, catching, tackling, shooting, small sided game play, tactical play, outwitting opponent)** | **Hockey**  **(Dribbling and ball control, passing, tackling, shooting, small sided game play, tactical play, outwitting opponent)**  **Fitness skills circuit**  **(Endurance, speed, agility, hand eye coordination, acceleration)** | **Gymnastics**  **(Shapes, controlled movements, jumps, rolls, climbing equipment, sequencing, routine performance)**  **Skill games circuit**  **(Ball skills, jumping, dodging, tagging, aiming at targets)**  **Dance**  **(Moving to music)** | **Netball**  **(Passing, tackling, shooting, footwork, small sided game play, tactical play, outwitting opponent)**  **Tag Rugby**  **(passing, tagging, evading, understanding rules, small sided game play, attack v defence overloads)** | **Athletics**  **(Long distance running, sprinting, jumping for distance, run and jump over obstacles, pull throw, push throw, team replay)**  **Rounders**  **(Throwing and catching, striking, fielding, backstop, tactics, team work)** | **Cricket**  **(Throwing and catching, batting, bowling, fielding, wicket keeping, tactics, team work)**  **Tennis**  **(Ball control, hitting, footwork, gameplay, serving)** |
| **Outdoor/ Local Learning** | **Forest School** | **Forest School** |  |  |  |  |
| **SDGs/ Global Learning** | **SDG 16 (RE)** | **SDG 9 (Geography)** | **SDG 9 (Science)** | **SDG 15 (Geography)**  **SDG 16 (RE)** |  | **SDG 17 (RE)** |

**Class 3 Year 3/4**

**Curriculum Design- Mapping the Curriculum Year B**

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| **Class: 3**  **Year Groups: 3/4** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Maths**  **White Rose Key Concepts** | **Year 3**  **Place Value**  **Addition and Subtraction**  **Multiplication and Division A**  **Year 4**  **Place Value**  **Addition and Subtraction**  **Area**  **Multiplication and Division A** | | **Year 3**  **Multiplication and Division B**  **Length and Perimeter**  **Fractions**  **Mass and Capacity**  **Year 4**  **Multiplication and Division B**  **Length and Perimeter**  **Fractions**  **Decimals** | | **Year 3**  **Fractions**  **Money**  **Time**  **Shape**  **Statistics**  **Year 4**  **Decimals**  **Money**  **Time**  **Shape**  **Statistics**  **Position and Direction** | |
| **English**  **Units** | **Leon and the Place Between**  **-Narrative**  **-Recount (diary entry)**  **-Setting description**  **Jim, A Cautionary Tale**  **-Narrative poetry**  **-Performance poetry** | **The Matchbox Diary**  **-Dialogue**  **-Diary Entry**  **-Retelling**  **-Autobiography**  **-Non-chronological report**  **Shackleton’s Journey**  **-Interview**  **-Diaries**  **-Letters**  **-Newspaper report** | **A Lion in Paris**  **-Recount**  **-Setting description**  **Mysteries of Harris Burdick**  **-Diary Entry**  **-Dialogue**  **-Setting Description**  **-Caption and titles**  **The BFG**  **-Narrative**  **-Recount – Diary entry**  **-Character** | **The Iron Man**  **-Narrative suspense**  **Tar beach**  **-Play script**  **-Character descriptions**  **-Book review**  **-Dialogue**  **-Retelling** | **The Lion and the Unicorn**  **-Letters**  **-Diary entry**  **-Character description**  **-Non- Chronological report**  **-Historical Narrative**  **Weslandia**  **-Report**  **Retelling**  **-Character description**  **-Book review** | **Cinderella of the Nile**  **-Diary entry**  **-Character description**  **-Advert**  **-Traditional tale**  **The Story of Tutankhamun**  **-Biography**  **-Non-chronological report**  **-Instructions**  **-Diary entry**  **-Newspaper report**  **Jabberwocky**  **-Poetry**  **-Explanatory descriptions** |
| **Science** | **Forces and space: Forces and magnets** | **Materials: States of matter** | **Energy: Sound and vibrations** | **Living things: Classification and changing habitats** | **Plants: Plant reproduction** | **Making connections** |
| **History** | **How have children's lives changed?** |  | **What did the ancient Egyptians believe?** |  | **Unit available from April 2024** |  |
| **Geography** |  | **Who lives in Antarctica?** |  | **Are all settlements the same?** |  | **What are rivers and how are they used?**  **Fieldwork- Local river study** |
| **ICT and Computing** | **Networks and the internet**  **Online Safety: What happens when I search online?** | **Comparison cards**  **Online Safety: How do companies encourage us to buy online?** | **Journey inside a**  **Computer**  **Online Safety: Fact, opinion or belief?** | **Collaborative learning**  **Online Safety: What is a bot?** | **Investigating weather**  **Online Safety: What is my #TechTimetable like?** | **HTML** |
| **Music Condensed Scheme** |  |  | **Body and tuned percussion (Theme: Rainforests)** | **Changes in pitch, tempo and dynamics (Theme: Rivers)** | **Samba and carnival sounds and instruments** | **Adapting and transposing motifs (Theme: Romans)** |
| **French**  **Condensed Scheme** |  |  | **Portraits - describing in French** | **Clothes- getting dressed in French** | **French numbers, calendars and**  **birthdays** | **French food- miam, miam!** |
| **Art and design/ Design and Technology**  **Combined** | **Structure: Pavilions** | **Painting and mixed**  **media: Light and**  **dark** | **Mechanical systems: making a mechanical car** | **Craft and design:**  **Ancient Egyptian**  **Scrolls** | **Electrical systems: Torches** | **Craft and design:**  **Fabric of nature** |
| **RE Cycle B** | **David and the Psalms** | **Christmas** | **Jesus** | **Easter** | **The Church** | **Christian Worship** |
| **PE** | **Football**  **Basketball**  **(Dribbling and ball control, passing, catching, tackling, shooting, small sided game play, tactical play, outwitting opponent)** | **Hockey**  **(Dribbling and ball control, passing, tackling, shooting, small sided game play, tactical play, outwitting opponent)**  **Fitness skills circuit**  **(Endurance, speed, agility, hand eye coordination, acceleration)** | **Gymnastics**  **(Shapes, controlled movements, jumps, rolls, climbing equipment, sequencing, routine performance)**  **Skill games circuit**  **(Ball skills, jumping, dodging, tagging, aiming at targets)**  **Dance**  **(Moving to music)** | **Netball**  **(Passing, tackling, shooting, footwork, small sided game play, tactical play, outwitting opponent)**  **Tag Rugby**  **(passing, tagging, evading, understanding rules, small sided game play, attack v defence overloads)** | **Athletics**  **(Long distance running, sprinting, jumping for distance, run and jump over obstacles, pull throw, push throw, team replay)**  **Rounders**  **(Throwing and catching, striking, fielding, backstop, tactics, team work)** | **Cricket**  **(Throwing and catching, batting, bowling, fielding, wicket keeping, tactics, team work)**  **Tennis**  **(Ball control, hitting, footwork, gameplay, serving)** |
| **Outdoor/ Local Learning** |  | **Forest Schools** |  |  |  |  |
| **SDGs/ Global Learning** | **SDG 1 (Science)**  **SDG 1/2/3/17 (RE)** | **SDG 7 (Science)**  **SDG 13 (Geography)** | **SDG 9 (History)** | **SDG 7/11/14 (Geography)** | **SDG 3 (Science)** | **SDG 12 (Geography)** |