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**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **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** |
| **MusicCondensed 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)** |