



## Year 3 and 4 Key Skills Curriculum Map

### Year B

Maths												
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
<b>Autumn</b>	Number – Place Value			Number – Addition and Subtraction				Measurement – Length and Perimeter	Number – Multiplication and Division		Consolidation	
<b>Spring</b>	Number – Multiplication and Division		Measurement - Area	Fractions				Decimals		Consolidation		
<b>Summer</b>	Decimals		Measurement - Money	Time	Statistics		Geometry – Properties of Shape			Geometry – Position and Direction	Consolidation	

<b>Art</b>	<b>Drawing and Painting</b>	<b>Printing</b>
	<p>To experiment with line, tone and shade.</p> <p>To explore the effect on paint of adding water, glue, sand, sawdust.</p>	<p>To explore colour mixing through printing, using two colours and a variety of materials.</p> <p>Print with two colour overlays.</p> <p>To use printing to represent the natural environment.</p>



	<b>Information Technology</b>	<b>Computer Science</b>	<b>Digital Literacy</b>
<b>Computing</b>	<p>Choose a variety of software to accomplish a set task.</p> <p>Select, use and combine internet services.</p> <p>Analyse and evaluate the information I find.</p> <p>Collect and present data.</p>	<p>Design and create a simple program that completes a given task (simulating a physical system – interactive toy).</p> <p>Detect and fix bugs my programs to ensure they complete a given task.</p> <p>Use repetition in programs.</p> <p>Understand how search engines order their results.</p> <p>Understand that computer networks can provide services such as the world wide web and file sharing.</p>	<p>Recognise acceptable and unacceptable behaviour online.</p> <p>Identify a range of ways to report unacceptable behaviour.</p> <p>Use the internet to communicate. (email, video conferencing, blogs, forums).</p> <p>Skim read and sift information to check its relevance and modify search strategies.</p> <p>Understand that the information they use needs to be appropriate for the audience they are writing for, e.g. copying and pasting difficult language.</p> <p>Recognise that anyone can author on the internet and sometimes authors can produce content which is offensive, rude and upsetting and to follow school rules if anything is found.</p>

	<b>Design</b>	<b>Make</b>	<b>Evaluating/Technical Knowledge</b>	<b>Cooking and Nutrition</b>
<b>Design Technology</b>	<p>To generate ideas for an item, considering its purpose and the user/s.</p>	<p>To select tools and techniques for making their product.</p> <p>Measure, mark out, cut, score and assemble components with more accuracy.</p>	<p>To evaluate their product against original design criteria, e.g. how well it meets its intended purpose.</p>	<p>Demonstrate hygienic food preparation and storage.</p> <p>That a healthy diet is made up from a variety and balance of</p>



	<p>To identify a purpose and establish criteria for a successful product.</p> <p>To plan the order of their work before starting.</p> <p>To explore, develop and communicate design proposals by modelling ideas.</p> <p>To make drawings with labels when designing.</p>	<p>To work safely and accurately with a range of simple tools.</p> <p>To think about their ideas as they make progress and be willing to change if this helps them to improve their work.</p> <p>To use finishing techniques to strengthen and improve the appearance of their product using a range of equipment including ICT.</p>	<p>To disassemble and evaluate familiar products.</p>	<p>different food and drink, as depicted in the Eatwell Plate.</p> <p>How to prepare simple dishes safely and hygienically with a heat source.</p>
--	---	--	---	--

<b>Geography</b>	<b>Locational Knowledge</b>	<b>Place Knowledge</b>	<b>Human and Physical Geography</b>	<b>Geographical Skills and Fieldwork</b>
	<p>Know about the local area.</p> <p>Describe simply where places are in the local area.</p>	<p>Describe what gives the local area character and simply describe what other places are like beyond this area.</p>	<p>Observe and describe physical and human features of the local area.</p> <p>Begin to compare these features to another place beyond the local area.</p> <p>Begin to understand how people affect the environment.</p>	<p>Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.</p> <p>Learn eight points of a compass, 2 figure grid reference (maths coordinates), some basic symbols and key (including the use of a simplified Ordnance Survey map) to build their knowledge of the United Kingdom and the wider world.</p>



				Use fieldwork to observe and record the human and physical features in the local area using a range of methods.
--	--	--	--	---

History	Chronological Understanding	Knowledge and Interpretation	Historical Enquiry	Organise, Evaluate and Communicate Information
	Place events from the time studied on a timeline.  Use terms related to the period and begin to date events.  Understand more complex terms e.g. BCE/AD.	Identify key features and events.  Explain some of the main events and give reasons for, and results of the changes.  Understand some historical concepts.	Identify different examples of types of sources and can make deductions from them that go beyond simple observation.  Ask relevant questions and begin to find answers to historical questions.  Understand that aspects of the past have been represented and interpreted in different ways.	Use historical language to communicate ideas.  Display findings in a variety of ways.
<b>History Topics</b>				
	<ul style="list-style-type: none"> <li>• The Roman Empire and its impact on Britain</li> <li>• The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>• a local history study</li> </ul>			



Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Egyptians	Food Glorious food	Asia	Hurst Green	Romans	Commotion in the ocean

	<b>Listening</b>	<b>Performing</b>	<b>Composing</b>
<b>Music</b>	<p>Identify the tempo and Dynamics using musical vocabulary. (Presto, Lento, moderato).</p> <p>Identify instruments by sound.</p> <p>Describe mental images produced by music.</p>	<p>Perform repeating patterns on tuned &amp; untuned percussion.</p> <p>Accurately play correct notes on tuned instruments.</p> <p>Sing with expression.</p>	<p>Choose patterns of notes to play. Enhance performances by choosing appropriate dynamics.</p> <p>Start to comprehend notation (stave position =pitch), Crotchet, Minim, quaver pairs.</p>

	<b>Games</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Athletics</b>
<b>PE</b>	<p>Keep a game going using a range of different ways of throwing.</p> <p>Strike a ball with intent and throw it more accurately when bowling and/or fielding.</p> <p>Use a range of skills with increasing control.</p>	<p>Explore and create characters and narratives.</p> <p>Create motifs.</p> <p>Describe the need to warm up.</p> <p>Evaluate their own performance and comment on improvements.</p>	<p>Develop a range of actions, body shapes and include a performance.</p> <p>Create gymnastic sequences that meet a theme or set of objectives.</p> <p>Describe how their body reacts to different situations.</p>	<p>Develop skills from the 3 main aspects of athletics – running, jumping and throwing.</p> <p>Show controlled movements and body actions in response to specific instructions.</p> <p>Can demonstrate agility and speed.</p>



	<p>Effectively play a competitive net / wall game.</p> <p>Keep and use rules they are given.</p> <p>Try to make things difficult for their opponent by directing the ball to space, at different speeds and height</p>		<p>Make simple judgments on their own and others work.</p> <p>Suggest ways performance can be improved.</p>	<p>Jump for height and distance with control and balance.</p> <p>Throw with speed and power and apply appropriate force.</p>
--	--	--	---	--

Working Scientifically	
<b>Science</b>	<p>Can take accurate measurement using standard units.</p> <p>Can gather data to answer a question.</p> <p>Can record data to answer a question.</p> <p>Can report findings using simple scientific language.</p> <p>Can report findings using drawings.</p> <p>Can report findings using labelled diagrams.</p> <p>Can report findings using a table.</p> <p>Can use results to draw a simple conclusion.</p> <p>Can take accurate and precise measurements using scientific equipment.</p>



	<p>Can take repeat measurements where appropriate.</p> <p>Can record data and results using diagrams with labels.</p> <p>Can record data and results using tables.</p> <p>Can record data and results using bar and line graphs.</p>
	<p>Can ask relevant questions.</p> <p>Can conduct a scientific enquiry to answer my own questions.</p> <p>Can set up a simple scientific enquiry.</p> <p>Can make careful observations.</p> <p>Can take accurate measurement using standard units of measure.</p> <p>Can plan different types of scientific enquiries to answer questions.</p> <p>Can recognise and control variables.</p> <p>Can take accurate and precise measurements using scientific equipment.</p> <p>Can take repeat measurements where appropriate.</p>
	<p style="text-align: center;"><b>Working Scientifically</b></p>
	<p>Can use results to draw a simple conclusion.</p> <p>Can use results to make a prediction for further values.</p>



	<p>Can identify difference, similarities and changes related to simple scientific ideas.</p> <p>Can use test results to make further predictions which will feed into further comparative and fair tests.</p> <p>Can report findings from an enquiry both orally and in writing.</p> <p>Can make a conclusion based on a test.</p> <p>Can explain results from an enquiry.</p> <p>Can identify a degree of trust within an enquiry.</p> <p>Can suggest improvements to be made to an investigation.</p>
	<p>Can take accurate measurement using standard units.</p> <p>Can gather data to answer a question.</p> <p>Can record data to answer a question.</p> <p>Can report findings using simple scientific language.</p> <p>Can report findings using drawings.</p> <p>Can report findings using labelled diagrams.</p> <p>Can report findings using a table.</p> <p>Can use results to draw a simple conclusion.</p> <p>Can take accurate and precise measurements using scientific equipment.</p>



	<p>Can take repeat measurements where appropriate.</p> <p>Can record data and results using diagrams with labels.</p> <p>Can record data and results using tables.</p> <p>Can record data and results using bar and line graphs.</p>				
<b>Term 1: Animals humans Digestive system y4</b>	<b>Term 2 - States of matter year 4</b>	<b>Term 3- Electricity y4</b>	<b>Term 4 - Living things and their habitats y4</b>	<b>Term 4 – Working Scientifically</b>	<b>Term 6- Sound y4</b>
<p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</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 associate the rate of</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 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>	<b>Investigations</b>	<p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from a sound 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>evaporation with temperature.</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>Recognise that sounds get fainter as the distance from the sound source increases.</p>
--	--------------------------------------	--	--	--	---

	<b>Language Skills</b>
<b>Languages</b>	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link 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>Actuate 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>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>Describe people, places, things and actions orally and in writing Understand basic grammar appropriate to the language being studied, including (where relevant): feminine masculine and neuter forms and 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>
--	---

<b>RE</b>					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Creation fall (Digging deeper)	Christianity People of God	Sikhism	Salvation (core Learning)	Sikhism	Kingdom of God (Digging Deeper)