

Lindal & Marton Primary School

Year 3/4 - Termly Curriculum Map - Autumn Term 2023



Helvellyn Class															
1 st Half								2 nd Half							
Week	1	2	3	4	5	6	7	1	2	3	4	5	6	7	
Mathematics	Transition Activities	Place Value	Place Value	Addition & Subtraction	Addition & Subtraction	Multiplication & Division	Multiplication & Division	Fractions	Multiplication & Division	Addition & Subtraction	Addition & Subtraction	Shape	Shape	Assessments	
English		Fiction Alternative Fairy Tales							Non Fiction Instructions and Explanations						
Science		<p style="text-align: center;">Plants <i>Pupils will be taught to:</i></p> <ul style="list-style-type: none"> - identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers - 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 - investigate the way in which water is transported within plants - explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal 							<p style="text-align: center;">Animals including Humans <i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> - identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat - identify that humans and some other animals have skeletons and muscles for support, protection and movement 						

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Computing	<p>Google: Emailing Pupils will be taught to:</p> <ul style="list-style-type: none"> - log in and out of email. - send a simple email with a subject plus 'To' and 'From' in the body of the text. - edit an email. - type in the email address correctly and send the email. - add an attachment to an email. - write an email using positive language, with an awareness of how it will make the recipient feel. - recognise unkind behaviour online and know how to report it. - offer advice to victims of cyberbullying. 	<p>Programming: Scratch Junior Pupils will, be taught to:</p> <ul style="list-style-type: none"> - Identify Scratch as a coding application and explore its different code blocks. - Make predictions about what code blocks will do and test these ideas. - Create a simple animation by combining motion, speech and wait blocks. - Plan how to remix an existing animation by choosing which parts to change. - Alter and remix code to create a new version of an animation. - Test and debug animations to fix problems and improve the code. - Reflect on the changes made, explaining what worked well and what could be improved.
PE	<p>Multi-Skills Pupils will:</p> <ul style="list-style-type: none"> - build upon the prior knowledge and skills and make links to previous schemes of work. - Start to understand their own performance through reflection and review. - Develop their understanding and practice of inclusivity and consideration of others. - Develop the Fundamental Movement Skills of travelling and agility in isolation and combination, (Physical) - Develop determination to improve and learn from mistakes, (Thinking) - Cooperate with others, supporting and including all, (Social) 	<p>Small Sided Games - Invasion Games Pupils will:</p> <ul style="list-style-type: none"> - focus on applying the Fundamental Movement skills in small-sided games. - think about how apply the basic movements involved & apply them to more complex situations. - learn how to make informed decisions during the activities, applying the necessary techniques to successfully complete the movements in increasingly more challenging situations, developing their physical literacy/body movement competence. - Actively participate in a range of modified competitive games (Physical), - Develop an understanding of spatial awareness (Thinking), - Manage emotions in a controlled & positive way (Social).
PSHE & RSE	<p>Family and Relationships</p> <p><i>Pupils will learn about how to deal with friendship issues and identifying bullying and its effects, learning about the issues with stereotyping, considering physical and emotional boundaries and who to trust, thinking about how to support someone who has suffered a bereavement.</i></p>	<p>Health and Wellbeing</p> <p><i>Pupils will learn how to stay healthy and how our diet affects our bodies and our teeth, identifying our strengths, learning how to celebrate mistakes and develop a growth mindset, considering how we can increase our happiness.</i></p>

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RE	<p>Buddhism/Humanist What makes us human? Pupils will be taught to:</p> <ul style="list-style-type: none"> - Share their personal worldview. - Explain how and why their worldview might change. - Identify the difference between personal and organised worldviews. - Ask and answer open-ended questions. - Explain what is meant by a soul and express their ideas about what a soul means to them personally. - Understand that some people believe that humans have a soul. - Summarise the similarities and differences between what people believe about the soul. - Express their ideas clearly and compare their own beliefs with others. - Explain, through talking and writing, how colour and images have been used in a piece of artwork to express a particular idea about the soul or inner self. - State benefits and challenges relating to Buddhist meditation. - Give examples of Buddhist meditation practices. - Explain the reasons and purpose behind meditation. - Summarise some key ideas about what people with a particular worldview might think about the question 'What makes us human?'. 	<p>Why is water symbolic? Pupils will be taught to:</p> <ul style="list-style-type: none"> - Make connections between religious stories and the importance of water. - Identify how water is used in some rituals. - Suggest what water might symbolise. - Make links between beliefs and actions. - Talk about why some Christians choose to be baptised. - Explain water's importance in religious and cultural contexts. - Share thoughtful insights or reflections on water's importance. - Articulate their own ideas about the value of water creatively.
Geography	<p>Countries and Regions of the UK Pupils will learn to name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</p>	<p>Human and Physical Features of the UK Pupils will be taught to:</p> <ul style="list-style-type: none"> - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied - use the eight points of a compass (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world - 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 graphs, and digital technologies

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History	<p style="text-align: center;">Stone Age to Bronze Age Pupils will be taught to:</p> <ul style="list-style-type: none"> - Focus on evidence - artefacts, burials, monuments and places - Understand the Palaeolithic, Mesolithic and Neolithic periods - Understand Bronze Age religion, technology and travel, for example, Stonehenge - The significance of Iron Age hill forts: tribal kingdoms, farming, art and culture 	
Art and Design	<p style="text-align: center;">Drawing and Painting <i>Pupils will continue to experiment by using a range of materials, including paint, to create different marks. They will also mix colours. Pupils will be taught how to use a variety of painting techniques, including tonking and sgraffito. They will explore how to combine techniques to create texture and shape.</i></p>	
Design and Technology	<p style="text-align: center;">Mechanical Systems: Pneumatic Toys Pupils will be taught to:</p> <ul style="list-style-type: none"> - Draw accurate diagrams with correct labels, arrows and explanations. - Correctly identify definitions for key terms. - Identify five appropriate design criteria. - Communicate two ideas using thumbnail sketches. - Communicate and develop one idea using an exploded diagram. - Select appropriate equipment and materials to build a working pneumatic system. - Assemble their pneumatic system within the housing to create the desired motion. - Create a finished pneumatic toy that fulfills the design brief. 	
Music	<p style="text-align: center;">Pentatonic melodies and composition Pupils will be taught to:</p> <ul style="list-style-type: none"> - Match their movements to the music, explaining why they chose these movements. - Accurately notate and play a pentatonic melody. - Play their part in a composition confidently. - Work as a group to perform a piece of music. 	<p style="text-align: center;">Singing and performing Pupils will be taught to:</p> <ul style="list-style-type: none"> - Sing with increasing confidence and control - Sing in unison with others - Sing in a performance
Languages	<p style="text-align: center;">Greetings and the Classroom Pupils will learn greetings, colours and to name some classroom objects.</p>	<p style="text-align: center;">Colours, Emotions and Numbers Pupils will learn to count to 10 and describe their emotions/feelings.</p>

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British
Values

Transition - Rule of the Law

Collectively create a class charter detailing rules.

RE - Respect and Tolerance

Understand that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own.

Classroom Organisation - Democracy

Pupils' views are sought through the democratic voting of classroom roles and resourcing within the classroom.