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| **Logo  Description automatically generated with medium confidence**  Class 3 Curriculum Map 2022-23 Year 3 & 4  Logo  Description automatically generated with medium confidence | **Autumn 1** | | **Autumn 2** | | | **Spring 1** | | | | **Spring 2** | | | | | | **Summer 1** | | | **Logo  Description automatically generated with medium confidenceSummer 2** | | |
| **Value Focus** | **Humility** | **Joyfulness** | **Honesty** | | **Equality** | **Trust** | | **Helpfulness** | | **Forgiveness** | | **Diversity/**  **Tolerance** | | | | **Courage** | **Empathy** | | **Respect** | **Hope** | |
| Flag of Great Britain - Wikipedia | **Democracy** | | **The Rule of Law** | | | **Individual Liberty** | | | | **Mutual Respect** | | | | | | **Tolerance** | | | **Recap & Revisit** | | |
| UNICEF-Child Rights Connect child-friendly CRC is now available! – Child  Rights Connect | Family | Health | Protection From Harm | | Privacy | Identity | | Freedom of Thought | | The Arts | | Government Responsibility | | | | Non-discrimination | Reparation | | Education | Access to Information | |
| **PSHE:** | **Being Me in My World**  Being part of a class team  Being a school citizen  Rights, responsibilities and  democracy (school council)  Rewards and consequences  Group decision-making  Having a voice  What motivates behaviour | | **Celebrating difference**  Challenging assumptions  Judging by appearance  Accepting self and others  Understanding influences  Understanding bullying  Problem-solving  Identifying how special and  unique everyone is  First impressions | | | **Dreams and Goals**  Hopes and dreams  Overcoming disappointment  Creating new, realistic dreams  Achieving goals  Working in a group  Celebrating contributions  Resilience  Positive attitudes | | | | **Healthy Me**  Healthier friendships  Group dynamics  Smoking  Alcohol  Assertiveness  Peer pressure  Celebrating inner strength | | | | | | **Relationships**  Jealousy  Love and loss  Memories of loved ones  Getting on and Falling Out  Girlfriends and boyfriends  Showing appreciation to people and  animals | | | **Changing Me**  Being unique  Having a baby  Girls and puberty  Confidence in change  Accepting change  Preparing for transition  Environmental change | | |
| **RE:** | **Theme: Diwali** Key Question: Would celebrating Diwali at home and in the community bring a feeling of belonging to a Hindu child? Religion: Hinduism | | **Theme: Christmas** Concept: Incarnation Key Question: Has Christmas lost its true meaning? Religion: Christianity | | | **Theme: Jesus’ Miracles** Concept: Incarnation Key Question: Could Jesus heal people? Were these miracles or is there some other explanation? Religion: Christianity | | | | **Theme: Easter - Forgiveness** Concept: Salvation Key Question: What is ‘good’ about Good Friday? Religion: Christianity | | | | | | **Theme: Hindu Beliefs** Key Question: How can Brahman be everywhere and in everything? Religion: Hinduism | | | **Theme: Pilgrimage to the River Ganges** Key Question: Would visiting the River Ganges feel special to a non-Hindu? Religion: Hinduism | | |
| **Events:** | Macmillan Coffee  Morning (25th September)  Black History Month (October) | | Remembrance Sunday  (11th November)  Anti-Bullying Week  (16th-21st November)  Children In Need (13th November) | | | Safer Internet Day  (9th February)  Children’s Mental Health Week  (February 2023) | | | | World Book Day (4th March)  World Maths Day  (March 2023)  Comic Relief (March 2021)  British Science Week (March 2023) | | | | | | Walk to School Week | | | Sports Day (July  2023) | | |
| |  | | --- | | **Cultural Capital:**  **(Development of self: Personally Socially**  **Physically Spiritually**  **Morally**  **Culturally) to enable social mobility)** | | |  | | --- | | Transition Programme  Black History Week  Global Learning Theme (Democracy)  Election of School Parliament  Remembrance Day artwork  Anti-Bullying Week  Children in Need  Online Safety in computing | | | | | | |  | | --- | | Safer Internet Day  Mental Health and wellbeing Programme  World Book Day  World Maths Day  Comic Relief  Refugee work  Email work (Computing) | | | | | | | | | | | Projects for the community  Sports Day  SRE Program | | | | | |
| **History:** | **Roman Empire**  NC-the Roman Empire and its impact on Britain | | | | | **Early Islamic Civilization- The Golden Age of Islam** | | | | | | | | | | **Local History Study**  Telford through the Ages  NC-a local history study | | | | | |
| **History Concepts** | **Invasion** | | | | | **Monarchy** | | | | | | | | | | **Settlement** | | | | | |
| **Geography** | **Rainforests** | | | | | | **Rivers** | | | | | | | **Global Knowledge – The Environment** | | | | | | | |
| **English:** | Section of a narrative (Baseline- Year 2/3 Revision Unit)  Newspaper Article  Instructions | | | Diary Entry  Fable | | | Non- Chronological Report  Narrative (mystery) | | | | Setting Description    Narrative (adventure/ fantasy) | | | | Explanation    Narrative (myth/saga) | | | | Balanced Discussion    Narrative- Adventure/  fantasy) | | | |
| **Whole-Class Reading Book** | A picture containing text, different, several  Description automatically generated | | |  | | | [The Iron Man: A Children's Story in Five Nights: Amazon.co.uk: Ted ...](https://www.google.co.uk/imgres?imgurl=https%3A%2F%2Fimages-na.ssl-images-amazon.com%2Fimages%2FI%2F41A8NKK697L._SX306_BO1%2C204%2C203%2C200_.jpg&imgrefurl=https%3A%2F%2Fwww.amazon.co.uk%2FIron-Man-Childrens-Story-Nights%2Fdp%2F0571226124&tbnid=E6rJHNLzrPmlvM&vet=12ahUKEwj9q-__qqHpAhVP0RoKHTaKBksQMygAegUIARCIAg..i&docid=GTvn210zv2YdtM&w=308&h=499&q=iron%20man%20book%20ted%20hughes&ved=2ahUKEwj9q-__qqHpAhVP0RoKHTaKBksQMygAegUIARCIAg) | | | |  | | | | [The Enchanted Wood (The Faraway Tree, #1)](https://www.goodreads.com/book/photo/17491.The_Enchanted_Wood) | | | |  | | | |
| **Maths:** | Place Value Four operations Measurement  Geometry | | | | | | Fractions and Decimals  Four Operations  Measurement | | | | | | | Fractions and Decimals  Four Operations  Measurement  Statistics | | | | | | | |
| **Science** | **Plants**  Function of organs  Varying requirements  Water transport  Flowers and seed formation | | | **Rocks**  Fossil formation  Soil | | | **Sound**  Making sounds  Transmission of sound  Changing pitch  Dissipation | | **Forces & magnets**  Friction  Contact and non-contact  Magnetic materials  Attraction and repulsion | | | | **Classification**  Living things and habitats  Classification  Changing environments | | | | | **Digestion**  Digestive system  Teeth  Food chains | | |
| **Science Experiments**  **investigation** | Plants take in water by using dyed water in white carnations | | | Testing rock types  Permeability  Scratch test  Acid reaction | | | Muffling sound through material use | | Investigation of the strength of magnets – are the biggest magnets always the strongest?  Fair test development | | | | Using and making keys to identify a plant or animal | | | | | Create a model of the digestive system | | |
| **Science links with maths** | Volume | | | Graphing  Weight  Volume | | | Units  Decibel  Table creation | | Weight  Distance  Table creation | | | | Branching databases | | | | | Volume  Area – breaking down food | | |
| **Computing** | **The Internet**  Online Safety | | | **Stop-frame Animation**  Online Safety | | | **Repetition in shapes** | | **Branching databases**  Online Safety | | | | **Photo editing**  Online Safety | | | | | **Selection in quizzes** | | |

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| **Art & Design** | **Sculpture**  **Link with Romans** | | **Painting** | | **Drawing** | |
| **Design & Technology** | **Wheels & Axels**  Link with Roman Chariot | | **Mechanical systems – Year**  Levers and linkages | | **Food**  A healthy and varied diet | |
| **Music** | **Reading & Composing Music**  To learn to read pitch and rhythm to create, notate and improve own compositions and other pieces of music from around the world and the great composers. | | **The Big Sing**  Technique Expression Accuracy | | **Music Through Time**  Knowledge & Understanding Musical Elements Musical Contexts Musical Language | |
| **PE** | Hockey | Dance | Gymnastics | Cricket | Maypole | Athletics |
| **French** | **I am learning French (early language)**  Introducing France as a country and other French speaking countries. Increasing the children's' intercultural awareness. It also teaches the children how to ask and answer the questions ça va? comment tu t-appelles? and introduces numbers 1 to 10 along with ten colours. Communicate some basic phrases describing facts relating to France and French speaking countries. | | **Romans**    In this unit the children will learn how to:    Tell somebody in French the key facts and key people involved in the history of the Roman Empire.    Say the days of the week in French and learn how these are related to the Roman gods and goddesses.    Tell somebody in French what the most famous Roman inventions were.    Learn what life was like for a rich and a poor child in Roman times.    Introduce the children to the concept of the negative form in French. | | **Fruit (early language)**    Learn 10 French fruit nouns in their singular form (using the indefinite articles "une" and "un") as well as in the plural form using "les". They will then learn the language "J'aime..." (I like...) and "Je n'aime pas..." (I do not like...) which they can put together with their fruit language to create basic French sentences expressing their opinions. | |