Winthorpe Primary Curriculum Map – CYCLE A
Class 3: Year 3 and 4

YR 3/4	AUTUMN TERM		SPRING TERM		SUMMER TERM	
SUBJECT	**Ancient Greece**		**Stone Age**		**Coasts**	
English	**WRITING TO INFORM** • Non-chronological report about Ancient Greece • Information booklet – a day in the life of a Greek slave • Documentary script about the beginning of the Olympics (use green screen – **Drama link)** • Letter to museum telling them about a piece of pottery found on school field. Discussing what it could have been used for and where it was found	**WRITING TO ENTERTAIN** *The Adventures of Robin Hood* • Role play, hot seating of story • Describing characters and settings • Plan and write adventure story based on story • Diary entry from Maid Marion's point of view *Myths & Legends* • Creating your own mythical creature and setting and describing • Retell a Myth/Legend • Using Myth/Legend for inspiration, create your own.	**WRITING TO INFORM** *How to Wash a Woolly mammoth* • Instructions: How to Wash a Woolly Mammoth, How to Start a Fire??? • Non-chronological report about the Stone Age (**History link –** What did they eat? Wear? Houses? When did they live? – chronology • Script for a TV documentary about the Stone Age – (use green screen – **drama link)** • Newspaper report about the discovery of Skara Brae (**History link)**	**WRITING TO ENTERTAIN** *Stone Age Boy* • Predictions • Sequencing the story • Retelling the story – drama/role play • Retelling the story – T4W • Plan, draft, write, edit own version *Ug* • Write a letter to Ug: describing what life is like and compare to Ug's life. • Comic strip: use speech bubbles to create comic strip • Role play/drama – act out story using dialogue	**WRITING TO PERSUADE** *One Plastic Bag* • Letter to supermarket/politicians to persuade them to reduce plastic waste • Write a speech to the local council about plastic pollution and the effects on the planet **(Geography link)** *Someone Swallowed Stanley/ Blue Planet video* • Create a documentary about plastic pollution using green screen **(Drama link)**	**WRITING TO ENTERTAIN** *Flotsam* • Description of strange underwater worlds and creatures • Create an underwater world found on the camera • Write an adventure story based on something you find at the beach. What did you find? How was it special? What problems did you come across? How did you solve them? *Poetry* • Ocean acrostic poems • Haiku • Kennings – what animal am I?
SPaG	**Year 3 / 4 Curriculum Terminology to be used constantly throughout the year (including Y2 terminology that is still relevant):** Noun, noun phrase, statement, question, exclamation, command, suffix, adjective, adverb, verb, tense, apostrophe, comma, preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, vowel, inverted commas, determiner, pronoun, possessive pronoun, adverbial					
	Punctuation: -Using capital letters, and full stops in a simple sentence. -Using commas in a list -Question marks and exclamation marks for questions and exclamations. **Text Structure:** -Introduction to paragraphs as a way to group related material -Headings and sub-headings to aid presentation	**Punctuation:** -Using and punctuating direct speech -Using apostrophes to indicate possession **Sentence Structure:** -Coordinating conjunctions -Subordinating conjunctions **Word Work:** -Word families -Using a dictionary	**Punctuation:** -Using commas to separate clauses -Using apostrophes to indicate contractions **Sentence Structure:** -Expanded noun phrases -Fronted adverbials **Word Work:** -Use of the forms a or an -Other determiners **Text Structure:** -Appropriate choice of pronoun or noun to aid	**Punctuation:** -Using the possessive apostrophe with plural nouns -Place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's] **Word Work:** -Using standard English -The grammatical difference between plural and possessive -s	**Punctuation:** -Using commas after fronted adverbials **Sentence structure:** -Extending sentences using a wider range of subordinate clauses -Adverbials **Text Structure:** Use of the perfect form of verbs. Children understand the use of the auxiliary. e.g. I *have* been to France -Use of paragraphs to organise ideas around a	**Consolidation** Recap and revision where needed

			cohesion		theme	
	Y3 Spelling: -The /ow/ sound spelled ‘ou’ -The /u/ sound spelled ‘ou’ -The /i/ sound spelled with a ‘y’ -Endings that sound like /ze/ spelled ‘-sure’ -Endings that sound like /ch/ spelled ‘-ture’ -Challenge words – taken from Y3/4 spelling list **Y4 Spelling:** -Homophones -The prefix ’in-’ -The prefixes ‘in-‘; ‘il-‘ and ‘ir-‘ -The prefix ‘sub-’ -The prefix ‘inter-’ -Challenge words – taken from Y3/4 spelling list	**Y3 Spelling:** -The prefix ’re-’ -The prefix ’dis-’ -The prefix ’mis-’ -Adding suffixes beginning with vowel letters -Adding suffixes beginning with vowel letters - Challenge words – taken from Y3/4 spelling list **Y4 Spelling:** -The suffix ’-ation’ -The suffix ’-ation’ -Adding –ly to adverbs -Adding ‘-ly’ -Word with the ’sh’ sound spelled ch -Challenge Words – taken from Y3/4 spelling list	**Y3 Spelling:** -The long vowel /a/ sound spelled ‘ai’ -The long /a/ vowel sound spelled ’ei’ -The long /a/ vowel sound spelled ’ey’ -Adding the suffix –ly -Homophones -Challenge Words – taken from Y3/4 spelling list **Y4 Spelling:** -Adding the suffix ‘–ion.’ -Adding the suffix –ous.’ -The suffix ‘-ous.’ -The ‘ee’ sound spelled with an ‘i.’ -The suffix ‘-ous.’ -Challenge Words – taken from Y3/4 spelling list	**Y3 Spelling:** -The /l/ sound spelled ‘-al’ at the end of words. -The /l/ sound spelled ‘-le’ at the end of words. -Adding the suffix ‘–ly’ -Adding the suffix ‘-ally’ when the root word ends in ‘–ic.’ -Adding the suffix –ly. -Challenge Words – taken from Y3/4 spelling list **Y4 Spelling:** -The ‘au’ digraph - The suffix ‘-ion’ -The suffix ‘-ion’ -The suffix ‘-cian’ -Adding ‘-ly’ to create adverbs of manner -Challenge Words – taken from Y3/4 spelling list	**Y3 Spelling:** -Words ending in ‘-er’ - Words with the /k/ sound spelled ‘ch’ -Words ending with the /g/ sound spelled ‘–gue’ -Words with the /s/ sound spelled ’sc’ -- -Homophones -The suffix ‘–sion’ **Y4 Spelling:** -Homophones -The /s/ sound spelled c before ’i’ and ‘e’ -The ‘sol’ and ‘real’ word families -Word families -Prefixes – ’super-’ ‘anti’ and ‘auto.’ -The prefix bi- -Possessive apostrophes	**Y3 Spelling:** -Challenge words – taken from Y3/4 spelling list -Revision – spelling rules learned in Stage 3 **Y4 Spelling:** -Challenge words – taken from Y3/4 spelling list -Revision – spelling rules learned in Stage 4

Reading	**<u>Word Reading</u>** Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.		
	<u>Comprehension</u> **Develop positive attitudes to reading and understanding of what they read by:** Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Reading books that are structured in different ways and reading for a range of purposes Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identifying themes and conventions in a wide range of books Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognising some different forms of poetry [for example, free verse, narrative poetry] **Understand what they read, in books they can read independently, by:** Asking questions to improve their understanding of a text Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.		
	Who Let the Gods Out? – Maz Evans	**Stig of the Dump – Clive King**	**Kensuke’s Kingdom – Michael Morpurgo**
	Vocabulary: Use dictionaries to check the meaning of words that they have read Discuss words and phrases that capture the reader’s interest and imagination Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context **Inference:** Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence	**Vocabulary:** Use dictionaries to check the meaning of words that they have read Discuss words and phrases that capture the reader’s interest and imagination Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context **Inference:** Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence	**Vocabulary:** Use dictionaries to check the meaning of words that they have read Discuss words and phrases that capture the reader’s interest and imagination Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context **Inference:** Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence

	Prediction Predict what might happen from details stated and implied **Explanation:** Identify and explain how language, structure, and presentation contribute to meaning Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context **Retrieval** Retrieve and record information from non-fiction **Summarise:** Identify main ideas drawn from more than one paragraph and summarise these	**Prediction** Predict what might happen from details stated and implied **Explanation:** Identify and explain how language, structure, and presentation contribute to meaning Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context **Retrieval** Retrieve and record information from non-fiction **Summarise:** Identify main ideas drawn from more than one paragraph and summarise these	**Prediction** Predict what might happen from details stated and implied **Explanation:** Identify and explain how language, structure, and presentation contribute to meaning Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context **Retrieval** Retrieve and record information from non-fiction **Summarise:** Identify main ideas drawn from more than one paragraph and summarise these
MATHS Year 3	**Number:** - Place value in a given number - Compare and order numbers to 1000 - Read and write numbers up to 1000 - Identify, represent and estimate numbers using different representations - Count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number **Addition and Subtraction:** - Add and subtract numbers mentally, including 3-digit numbers and ones, tens, hundreds - Add and subtract numbers using a formal method (columnar) - Estimate the answer to a calculation and use inverse operations to check answers **Multiplication and Division:** - Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables - Write and calculate statements for two-digit numbers times one-digit numbers, using mental and progressing to formal method	**Multiplication and division:** - Solve problems, including missing number problems **Fractions:** - Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10 - Recognise, find and write fractions of a discrete set of objects - Recognise and show, using diagrams, equivalent fractions with small denominators - Add and subtract fractions with the same denominator - Compare and order unit fractions, and fractions with the same denominators **Measurement:** - Measure, compare and add/subtract: length; mass; volume/capacity - Measure the perimeter of simple 2-D shapes - Add and subtract amounts of money to give change, using both £ and p in practical contexts	**Time:** - Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks - Read time to the nearest minute; compare time in terms of seconds, minutes and hours - Know the number of seconds in a minute and the number of days in each month, year and leap year **Geometry:** - Draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them - Identify right angles and compare to quarter, half turns; identify whether angles are greater than or less than a right angle - Identify horizontal and vertical lines and pairs of perpendicular and parallel lines **Statistics:** - Interpret and present data using bar charts, pictograms and tables - Solve questions [for example, 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables
MATHS Year 4	**Number:** - Count in multiples of 6, 7, 9, 25 and 1000 - Find 1000 more or less than a given number - Count backwards through zero to include negative numbers - Place value of each digit in a given number - Order and compare numbers beyond 1000 - Identify, represent and estimate numbers using different representations - Round any number to the nearest 10, 100 or 1000 - Read Roman numerals to 100 **Addition and Subtraction:** - Add and subtract numbers using columnar methods - Estimate and use inverse operations to check answers to a calculation	**Multiplication and Division:** - Solve problems involving the above (including integer scaling problems) **Fractions and Decimals:** - Recognise and show, using diagrams, families of common equivalent fractions - count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. - Add and subtract fractions - Recognise and write decimal equivalents of any number of tenths or hundredths - Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$,	**Time:** - Read, write and convert time between analogue and digital 12- and 24-hour clocks - Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. **Geometry:** - Compare and classify geometric shapes, based on their properties and sizes - Identify acute and obtuse angles and compare and order angles up to two right angles by size - Identify lines of symmetry in 2-D shapes - Complete a simple symmetric figure with respect to a specific line of symmetry **Statistics:**

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- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

Multiplication and Division:

- Recall multiplication and division facts for multiplication tables up to 12 × 12
- Multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- Recognise and use factor pairs
- Multiply two-digit and three-digit numbers by a one-digit number using formal written layout

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$\frac{3}{4}$

- Divide numbers by 10 and 100 and understand the effect
- Round decimals with one decimal place to the nearest whole number
- Compare numbers with the same number of decimal places up to two decimal places

Measurement:

- Convert between different units of measure
- Measure and calculate the perimeter
- Find the area of rectilinear shapes by counting squares
- Estimate, compare and calculate different measures, including money in pounds and pence
- Solve simple measure and money problems involving fractions and decimals to two decimal places

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- Describe positions on a 2-D grid as coordinates in the first quadrant
- Describe movements between positions as translations of a given unit to the left/right and up/down
- Plot specified points and draw sides to complete a given polygon.
- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

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<tr><td>SCIENCE</td><td colspan="3">

<u>Working Scientifically</u>
Pupils should use the five enquiry types: observation over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing; research using secondary sources. This should be done through investigations where possible. Pupils should:
1. Ask relevant questions and use different types of enquiries to answer them.
2. Set up practical enquiries, comparative and fair tests.
3. Make careful observations and take accurate measurements using a range of equipment.
4. Gather, record, classify and present data to help answer questions.
5. Record findings using scientific language, drawings, labelled diagrams, keys, bar charts and tables.
6. Report on findings from enquiries using oral or written explanations, presentations of results and conclusions.
7. Use results to draw conclusions, make predictions, suggest improvements and raise further questions.
8. Identify differences, similarities or changes.
9. Use scientific evidence to answer questions or support their findings.

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Electricity:

- Identify common appliances that run on electricity
- Construct a simple series electrical circuit, including cells, wires, bulbs, switches and buzzers
- Identify whether or not a lamp will light in a simple series circuit
- Recognise that a switch opens and closes a circuit
- Recognise some common conductors and insulators

Sound:

- Identify how sounds are made
- Recognise that vibrations from sounds travel through a medium to the ear
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibrations that produced it
- Recognise that sounds get fainter as the distance from the sound source increases

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Rocks:

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- Describe in simple terms how fossils are formed
- Recognise that soils are made from rocks and organic matter

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States of Matter:

- Compare and group materials together, according to whether they are solids, liquids or gases
- 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)
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Living things and their habitats:

- Group living things
- Use classification keys to help group, identify and name living things
- Recognise that environments can change and that this can sometimes pose dangers to living things
- Construct and interpret a variety of food chains, identifying producers, predators and prey

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<tr><td>COMPUTING</td><td colspan="3">Digital Literacy: E-Safety: Use technology safely, respectfully and responsibly
Recognise acceptable/ unacceptable behaviour</td></tr>
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	Identify a range of ways to report concerns about content and contact					
	Computer Science: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms Solve problems by decomposing them into smaller parts: - Turn a simple real-life situation into an algorithm by deconstructing it into smaller parts	**Information Technology – Software:** Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information: - Create a Word document and change text size, colour, bold, underlined, italics (Y3) - Create a Word document and change columns, centring, input pictures, bullet points (Y4) - Save documents with name/initials (Y3) - Save documents on the Pupil drive, using the correct folders (Y4)	**Computer Science:** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Solve problems by decomposing them into smaller part. Use sequence, selection and repetition in programs. Work with variables and various forms of input an output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs: - Use loops/repetition within code to avoid repeating commands (Y3) - Code multi-step programs to follow a simple logical sequence - Identify an error within an algorithm and correct it - Use the "if statements" for selection (Y4)	**Information Technology – Searching and Software:** Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content - Carry out simple searches - Understand that searches are ranked Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information: - Create online content (Y3) - Evaluate different software for making posters (Y4)	**Computer Science:** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems. Solve problems by decomposing them into smaller part. Use sequence, selection and repetition in programs. Work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs: - Use loops/repetition within code to avoid repeating commands (Y3) - Code multi-step programs to follow a simple logical sequence - Identify an error within an algorithm and correct it Use the "if statements" for selection (Y4)	**Information Technology – Uses:** Understand computer networks including the Internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration - Communicate and collaborate via an online platform
GEOGRAPHY	**The UK:** - Name and locate counties and cities - Finding familiar places using maps - Using grid references in an atlas	**Europe:** - Locate European countries (including Russia) - Understanding continents			**Coasts:** - Similarities and differences of coasts around the world - The Water Cycle - Coastal erosion - Global warming – causes and effects	**Human Geog:** - Trade and distribution
HISTORY	**Ancient Greece:** - Develop chronologically secure understanding using timelines, understanding when the Ancient Greeks lived - Life in Ancient Greece: homes, food, clothes, art, lifestyle, slavery - Compare to life now - Beginning of the Olympics - Ancient Greek religion – gods and goddesses		**Stone Age to Iron Age:** - Develop chronologically secure understanding – timeline, BC, AD - Palaeolithic, Mesolithic, Neolithic dates - Life during the Stone Age: homes, food, clothes, art - Comparison to life now - Skara Brae - Bronze Age - Iron Age			
ART	Ancient Greek pottery – texture European artist study: Picasso,	Mythical creature eye - clay	Cave paintings – investigate colours, shapes Rock painting	Stonehenge models Stone Age jewellery - clay	Sketches of landscapes – beaches, coasts Sketches of shells	Plastic sculptures – weaving seaside scenes Artist study: Hokusai

	Monet					
DT	**Electrical – Torches** - Investigate features, purpose, different types - Basic principles of electricity **(Science link)** - Make simple electrical circuit - Identify needs, specification, plan and design - Plan with drawings labels - Construct - Evaluate		**Mechanisms – Storybooks** - Investigate pop-up story books, mechanisms - Linkage mechanisms – how do they work? - Plan, cut, make, shape different mechanisms - Test mechanisms and plan storybook - Knowledge of fonts, graphic techniques - Plan – including action plan of tools, materials, order - Identify what is not working and fix it		**Textiles – Money Container** - Investigate materials, fastenings, purposes - Design, existing products, mood board - Practise joining fabric: running stitch, back stitch, starting/finishing - Decorative techniques - Plan: draw, template, specification, action plan Construct and evaluate	
RE	**Signs, Symbols and Parables** -Christianity	**Hindu Family Celebrations** -Hinduism **Christmas** -Christianity	**Brave People in the Bible** -Christianity and Judaism	**Miraculous Escapes (Daniel, Moses and Pesach)** -Christianity and Judaism **Easter** -Christianity	**Visiting and reviewing a local church**	**Caring and Praying**
PE	**Invasion games**		**Net and Wall games and OAA**		**Striking and Fielding**	
	Swimming		**Swimming**	**Dance**	**Gymnastics**	**Athletics**
MUSIC	**Percussion** -Shot Gun -Popular Song	**Ukulele** -Last Christmas -Popular Song	**Keyboard** -3 Little Birds - World Music Reggae	**Band Workshop** - I'm Yours - Ballad	**Woodwind Dood** -Instrumental Techniques - That Man	**Dood and J Sax** - Just the Way You Are - Ballad
German	Numbers Greetings Age Alphabet	Sports Likes/Dislikes Days of the Week Christmas Song	Colours Hair and eye colour Fasching carnival Vocabulary/Adjectives	Animals and pets Forming Plurals Descriptions Easter Traditions	Time Daily routine Eating Breakfast	Countries Where I live Favourite places Descriptions
PSHE/ SRE	**Health and Wellbeing (3)** -Healthy Lifestyles -Keeping Safe -Growing and Changing		**Relationships (3)** -Healthy Relationships -Feelings and Emotions -Valuing Difference		**Living in the Wider World (3)** -Rules, Rights and Responsibilities -Caring for the Environment -Money	
CLASSROOM AREAS / VISITS	Ancient Greek columns		Creswell Crags visit Cave – reading area		Sea life Centre residential Beach – reading area	
USEFUL WEBSITES	https://www.dkfindout.com/uk/search/ancient-greece/ https://greece.mrdonn.org/olympics.html		https://www.dkfindout.com/uk/search/stone-age/		https://ypte.org.uk/lesson-plans/browse https://encounteredu.com/teacher-resources/our-ocean-planet-science-geography-ages-7-11	