

Chapmanslade Primary School Class Curriculum Map Year A 2023-24 – Oak Class Y3/4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Science	<p>What roles do different parts of plants play in helping them grow healthily?</p> <p>PLANTS</p> <ul style="list-style-type: none"> • Know the function of different parts of flowering plants and trees • Know the function of flowers in a flowering plant • Know what helps a plant grow • Know how water is transported in a plant • Know what pollination is • Know about seed dispersal <p>WORKING SCIENTIFICALLY</p> <p>Observation over time</p> <ul style="list-style-type: none"> • Observe how water travels up the stem <p>Research</p> <ul style="list-style-type: none"> • Research different types of seed dispersal 	<p>How are living things grouped?</p> <p>CLASSIFICATION OF ANIMALS</p> <ul style="list-style-type: none"> • Group living things in different ways • Use classification keys to group, identify and name living things • Create classification keys to group, identify and name living things (for others to use) • Know how changes to an environment could endanger living things <p>WORKING SCIENTIFICALLY</p> <p>Research</p> <ul style="list-style-type: none"> • Research the effect of climate change on animals around the world <p>Grouping</p> <ul style="list-style-type: none"> • Classify plants/ animals into either producer, consumer or predator 	<p>What do we mean by a force?</p> <p>FORCES AND MAGNETS</p> <ul style="list-style-type: none"> • Know about and describe how objects move on different surfaces. • Know how a simple pulley is used to lift an object. • Give examples of how some forces require contact, and some do not. • Know about and explain how magnets attract and repel. • Predict whether magnets will attract or repel and give a reason. <p>WORKING SCIENTIFICALLY</p> <p>Fair testing</p> <ul style="list-style-type: none"> • Compare materials based on the amount of friction they generate <p>Grouping and Classifying</p> <ul style="list-style-type: none"> • Group magnetic and non-magnetic materials 	<p>How do some solids, liquids and gases change state?</p> <p>STATES OF MATTER</p> <ul style="list-style-type: none"> • Know how the same materials can change in state • Know the temperature at which water boils and freezes • Know which materials, other than water, change state • Know the difference between solid, liquid and gas • Know the terms condensation and evaporation and know what they mean <p>WORKING SCIENTIFICALLY</p> <p>Observation over time</p> <ul style="list-style-type: none"> • Measure temperature changes in water over time <p>Research</p> <ul style="list-style-type: none"> • Research the water cycle and how it works <p>Grouping</p> <ul style="list-style-type: none"> • Identify solids, liquids and gases 	<p>Why do we have light and dark and what is its impact on our everyday life?</p> <p>LIGHT AND DARK</p> <ul style="list-style-type: none"> • Know what dark is (the absence of light) • Know that light is needed in order to see • Know that light is reflected from a surface • Know and demonstrate how a shadow is formed • Explore shadow size and explain the changes • Know the danger of direct sunlight and describe how to stay protected <p>WORKING SCIENTIFICALLY</p> <p>Fair testing</p> <ul style="list-style-type: none"> • Compare materials based on reflectiveness <p>Observation over time</p> <ul style="list-style-type: none"> • Shadow length throughout the day <p>Grouping and classifying</p> <ul style="list-style-type: none"> • Group materials based on their opacity and transparency <p>Pattern seeking</p> <ul style="list-style-type: none"> • Object size compared to the shadow 	
	<p>WORKING SCIENTIFICALLY</p> <ul style="list-style-type: none"> ○ asking relevant questions and using different types of scientific enquiries to answer them ○ setting up simple practical enquiries, comparative and fair tests ○ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ○ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions 					

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	<ul style="list-style-type: none"> ○ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ○ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ○ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions ○ identifying differences, similarities or changes related to simple scientific ideas and processes ○ using straightforward scientific evidence to answer questions or to support their findings 							
History	What did the Ancient Greeks bring to the world? <ul style="list-style-type: none"> • Know where Greece is • Know that the Ancient Greeks were an advanced civilisation • Know that Spartans and Athenians often battled for supremacy • Know that Ancient Greeks believed in many Gods • Know that the Ancient Greeks were responsible for starting the Olympic movement • Know that Ancient Greeks have been associated with the birth of democracy 		Why was the Ancient Egyptian civilisation ahead of its time? <ul style="list-style-type: none"> • Know that there were some advanced civilisations 3,000 years ago and that Britain was not one of them. • Know about the link between the Ancient Egyptians and slavery. • Know why the Pharaohs were so powerful. • Know why the pyramids were created • Know about how the Ancient Egyptians were influenced by their Gods. 		How did Bristol grow to be one of leading cities? <ul style="list-style-type: none"> • The origins of Bristol • The impact of Brunel on Bristol • The SS Great Britain • The impact the Industrial Revolution had on Bristol • Improvements in the 19th and 20th Century 			
	Develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied.							
Geography	Why is London the capital city of the United Kingdom? <ul style="list-style-type: none"> • know why we have capital cities • know the difference between a major city and a town or village • know the names and purposes of many of London's famous buildings • know what we mean by monarchy • know the names of other European capitals • know why most significant cities are situated next to a river. 		What are biomes and how are they created? <ul style="list-style-type: none"> • Know what is meant by the term 'biome' • Recognise the physical conditions necessary for the creation of different biomes • Know what is meant by biomes and what are the features of a specific biome • Label layers of a rainforest and know what deforestation is 		Why do so many British people go to the Mediterranean for their holiday? <ul style="list-style-type: none"> • Know the names of and locate at least eight European countries and capitals on a map • Know at least five differences between living in the UK and a Mediterranean country • Know the key physical and human characteristics of the Mediterranean. 			
	RELIGION: JUDAISM <u>Key question:</u> How special is the relationship Jews have with God? <u>Theme:</u> Beliefs and Practices		RELIGION: CHRISTIANITY <u>Key question:</u> What is the most significant part of the Christmas story for Christians today? <u>Concept:</u> Incarnation		RELIGION: JUDAISM <u>Key Question:</u> How important is it for the Jewish people to do what God asks them to do? <u>Theme:</u> Passover		RELIGION: CHRISTIANITY <u>Key Question:</u> What kind of world did (does) Jesus want? <u>Concept:</u> Salvation/Gospel	
RE	RELIGION: JUDAISM <u>Key Question:</u> What is the best way for a Jew to show commitment to God? <u>Theme:</u> Rights of Passage and Good works		RELIGION: CHRISTIANITY <u>Key question:</u> What was the impact of Pentecost? <u>Concept:</u> Kingdom of God		RELIGION: JUDAISM <u>Key Question:</u> What is the best way for a Jew to show commitment to God? <u>Theme:</u> Rights of Passage and Good works		RELIGION: CHRISTIANITY <u>Key question:</u> What was the impact of Pentecost? <u>Concept:</u> Kingdom of God	
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	Discovery RE	Theme: Christmas Discovery RE	Discovery RE	Understanding Christianity 2a.4	Discovery RE	
PSHE	<p>How can we be a good friend?</p> <ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support 	<p>What keeps us safe?</p> <ul style="list-style-type: none"> • how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including calling for help and speaking to the emergency services 	<p>What are families like?</p> <ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 	<p>What makes a community?</p> <ul style="list-style-type: none"> • how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them 	<p>Why should we eat well and look after our teeth?</p> <ul style="list-style-type: none"> • how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care 	<p>Why should we keep active and sleep well?</p> <ul style="list-style-type: none"> • how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried

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Computing	Computer Systems and Networks: Connecting Computers	Creating Media: Desktop Publishing	Computer Systems and Networks: Connecting Computers	Creating Media: Desktop Publishing
	ONLINE SAFETY			
Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.				
Art	<p>How are hatching and cross hatching methods used to create tone in drawing?</p> <p style="text-align: center;">Drawing</p> <ul style="list-style-type: none"> Children use an eraser to expose lighter tones to show texture in an artwork. Children know that H pencils are hard and will produce light marks –best for technical drawing. Children use different parts of charcoal to create effects Children know that B pencils are soft and will produce darker tones –best used for tonal drawings and shading. 	<p>What are complementary colours and how do artists use them in painting?</p> <p style="text-align: center;">Painting</p> <ul style="list-style-type: none"> Children work confidently in different scales Children can create pieces of complementary colours Children can work with increased independence and confidence 	<p>How can we explore clay using different techniques?</p> <p style="text-align: center;">Sculpture</p> <ul style="list-style-type: none"> Children demonstrate a good technique when making coils from clay. They have an idea how clay joins together to create a permanent bond. They can roll clay and press shapes into it. They use their sketchbooks to support their ideas. 	
	Design & Technology	<p>How can we make scones or cup-cakes?</p> <p>Designing</p> <ul style="list-style-type: none"> Design the cakes making sure that they meet the design criteria. Draw annotated designs with labels that detail their material choices and suitability of the given materials When planning, explain their choices of ingredients and components. <p>Making</p> <ul style="list-style-type: none"> Select the most appropriate utensils and for the task Work accurately to measure and make cuts accurately. Start to work safely and accurately with a range of simple utensils. 		<p>How can we create a A4 personal flag for the opening ceremony of the Ancient Greek Olympics which incorporates a running stitch?</p> <p>Designing</p> <ul style="list-style-type: none"> Research as a matter of course before considering designing a product. Produce a plan and explain the use of materials, equipment and processes If the first attempt fails, identify strengths and future areas for development. Communicate ideas through annotated sketches that show different viewpoints of the product <p>Making</p> <ul style="list-style-type: none"> Know which tools to use for a particular task and show knowledge of handling the tool accurately and safely. Know which material is likely to give the best outcome based on its properties

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	<ul style="list-style-type: none"> Start to think about their ideas as they make their cakes and be willing to change things if they help them to improve their work. <p>Evaluating</p> <ul style="list-style-type: none"> Know why the cakes have or have not been successful Evaluate their cakes against their original design criteria <p>Food technology</p> <ul style="list-style-type: none"> Describe how food ingredients come together Weigh out ingredients and follow a given recipe to create a dish Understand how to prepare and cook safely and hygienically including, where appropriate, the use of heat source. Begin to understand how to use a range of techniques, such as peeling, chopping, slicing, gracing, mixing, spreading, kneading and baking. Begin to know that to be active and healthy, food and drink are needed to provide energy for the body. 		<ul style="list-style-type: none"> Mark, measure and cut accurately a range of materials using appropriate tools, equipment and techniques. Start to join and combine materials and components accurately in temporary and permanent ways. Sew, weave or knit using a range of stitches Show high levels of perseverance when things do not go as they would wish in the first instance. <p>Evaluating</p> <ul style="list-style-type: none"> Evaluate products for both their purpose and appearance Evaluate their own and others work Evaluate their product, carrying out appropriate tests. Evaluate their product both during and at the end of the assignment. Present a product in an interesting way <p>Technical knowledge</p> <ul style="list-style-type: none"> Use appropriate sewing techniques 			
Music	<p>DEVELOPING NOTATION SKILLS</p> <p>Theme: How Does Music Bring Us Closer Together?</p>	<p>ENJOYING IMPROVISATION</p> <p>Theme: What Stories Does Music Tell Us about the Past?</p>	<p>COMPOSING USING YOUR IMAGINATION</p> <p>Theme: How Does Music Make the World a Better Place?</p>	<p>SHARING MUSICAL EXPERIENCES</p> <p>Theme: How Does Music Help Us Get to Know Our Community?</p>		
<p>PE</p> <p>* In some cases we may take advantage of sport specialists/coaches which may replace our second (bottom) unit</p>	<p>CRICKET</p> <p>I am able to bowl a ball towards a target.</p> <p>I am beginning to strike a bowled ball after a bounce.</p> <p>I am developing an understanding of tactics and I am beginning to use them in game situations.</p>	<p>FOOTBALL</p> <p>I am beginning to use simple tactics.</p> <p>I am learning the rules of the game and I am beginning to use them to play honestly and fairly.</p>	<p>DANCE</p> <p>I am respectful of others when watching them perform.</p> <p>I can provide feedback using key words.</p> <p>I can repeat, remember and perform a dance phrase.</p>	<p>GYMNASTICS</p> <p>I can adapt sequences to suit different types of apparatus.</p> <p>I can choose actions that flow well into one another.</p> <p>I can choose and plan sequences of contrasting actions.</p>	<p>TAG RUGBY</p> <p>I am learning the rules of the game and I am beginning to use them to play honestly.</p> <p>I can communicate with my team and move into space to help them.</p> <p>I can defend an opponent and attempt to tag them.</p>	<p>ATHLETICS</p> <p>I am developing jumping for distance.</p> <p>I can identify when I was successful.</p> <p>I can take part in a relay activity, remembering when to run and what to do.</p>

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	<p>I am learning the rules of the game and I am beginning to use them honestly.</p> <p>I can persevere when learning a new skill.</p> <p>I can provide feedback using key words.</p> <p>I can use overarm and underarm throwing, and catching skills.</p> <p>I work co-operatively with my group to self-manage games.</p>	<p>I can dribble, pass, receive and shoot the ball with some control.</p> <p>I can find space away from others and near to my goal.</p> <p>I can provide feedback using key words.</p> <p>I can track an opponent to slow them down.</p> <p>I understand my role as an attacker and as a defender.</p> <p>I work co-operatively with my group to self-manage games.</p>	<p>I can use counts to keep in time with a partner and group.</p> <p>I can use dynamic and expressive qualities in relation to an idea.</p> <p>I can work with a partner and in a small group, sharing ideas.</p> <p>I create short dance phrases that communicate the idea.</p>	<p>I can complete actions with increasing balance and control.</p> <p>I can move in unison with a partner.</p> <p>I can provide feedback using key words.</p> <p>I use a greater number of my own ideas for movements in response to a task.</p> <p>With help, I can recognise how performances could be improved.</p>	<p>I can move with a ball towards goal with increasing control.</p> <p>I can pass and receive the ball with some control.</p> <p>I can provide feedback using key words.</p> <p>I understand my role as an attacker and as a defender.</p> <p>I work cooperatively with my group to self-manage games.</p>	<p>I can throw a variety of objects, changing my action for accuracy and distance.</p> <p>I can use different take off and landings when jumping.</p> <p>I can use key points to help me to improve my sprinting technique.</p> <p>I can work with a partner and in a small group, sharing ideas.</p> <p>I show determination to achieve my personal best.</p>
	<p>DODGEBALL</p> <p>I am learning the rules of the game and I am beginning to use them to play fairly.</p> <p>I can provide feedback using key words.</p> <p>I can throw with some accuracy and I am beginning to catch with some consistency.</p> <p>I understand the aim of the game.</p> <p>I work co-operatively with my group to self-manage games.</p>	<p>BASKETBALL</p> <p>I am beginning to use simple tactics.</p> <p>I am learning the rules of the game and am beginning to use them honestly.</p> <p>I can dribble, pass, receive and shoot the ball with some control.</p> <p>I can find space away from others and near to my goal.</p> <p>I can provide feedback using key words.</p> <p>I can track an opponent to slow them down.</p> <p>I understand my role as an attacker and as a defender.</p> <p>I work co-operatively with my group to self-manage games.</p>	<p>YOGA</p> <p>I can copy and link yoga poses together to create a short flow.</p> <p>I can describe how yoga makes me feel.</p> <p>I can move from one pose to another in time with my breath.</p> <p>I can provide feedback using key words.</p> <p>I can work with others to create a flow including a number of poses.</p> <p>I show some stability when holding my yoga poses.</p>	<p>HOCKEY</p> <p>I am beginning to use simple tactics.</p> <p>I am learning the rules of the game and am beginning to use them honestly.</p> <p>I can dribble, pass, receive and shoot the ball with some control.</p> <p>I can find space away from others and near to my goal.</p> <p>I can provide feedback using key words.</p> <p>I can track an opponent to slow them down.</p> <p>I understand my role as an attacker and as a defender.</p> <p>I work co-operatively with my group to self-manage games.</p>	<p>ORIENTEERING</p> <p>I am developing map reading skills.</p> <p>I can follow and give instructions.</p> <p>I can listen to and am accepting of others' ideas.</p> <p>I can plan and attempt to apply strategies to solve problems.</p> <p>I can reflect on when and why I was successful at solving challenges and am beginning to understand why.</p> <p>I can work collaboratively with a partner and a small group.</p>	<p>TENNIS</p> <p>I am learning the rules of the game and I am beginning to use them to play fairly.</p> <p>I can provide feedback using key words.</p> <p>I can return a ball to a partner.</p> <p>I can use basic racket skills.</p> <p>I understand the aim of the game.</p> <p>I understand the benefits of exercise.</p> <p>I work cooperatively with my group to self-manage games.</p>
<p>MFL - French</p>	<p>GETTING TO KNOW YOU</p> <p>listen attentively to spoken language and show understanding by joining in and responding</p>		<p>FAMILY AND FRIENDS</p>		<p>WHERE IN THE WORLD</p>	

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	<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>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</p>	<p>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</p> <p>speak in sentences, using familiar vocabulary, phrases and basic language structures</p> <p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</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>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the 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>	<p>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</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</p> <p>understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the 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>
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