



Year 3 and Year 4 – Oak Class - Curriculum map overview 2022-2023

Long term plans 2022-2023			
Class: Oak Year 3/4		Cycle A	
Learning Journey	Term 1 and 2 Explorers	Term 3 and 4 Eureka!	Term 5 and 6 Once Upon a Time...
Trips/visits/Federation days	Visitor – Stone age expert OAA – Federation day Y4 Residential	Science observatory Centre	Batemans Egyptian federation day
English	See National Curriculum and termly plans		
	Autumn is here – Poetry Stone age boy – Adventure Narrative Skara Brae – Non-fiction persuasive text (Holiday Brochure)	The true story of the three little pigs. Read all about it – spells, smells, potions and lotions. Inviting an author - letter	The Happy Prince - narrative The Wizard of Once - Newspaper Report Secrets of a Sun King – Dairy The Princess and the Pea – Traditional Tale
Maths	See National Curriculum and termly plans		
Year 3 Red = NCETM Black – Maths Shed unit	Block 1 - Place Value Numbers up to 1000 Block 2 - Addition and Subtraction Adding and subtracting across 10	Block 1 - Multiplication and Division Block 2 - Money Block 3 - Statistics Block 4 - Length and Perimeter	Block 1 - Fractions Unit fractions Non-unit fractions Block 2 - Time Time Block 3 - Properties of Shape Parallel and perpendicular sides in polygons



	<p>Manipulating the additive relationship and securing mental calculation Column addition Column subtraction</p> <p>Block 3 - Multiplication and Division X2, x4, x8 times tables</p>	Block 5 - Fractions	<p>Right angles Block 4 - Mass and Capacity</p>
<p>Year 4</p> <p>Red = NCETM Black – Maths Shed unit</p>	<p>Block 1 - Place Value Numbers to 10,000 Block 2 - Addition and Subtraction Review of column addition and subtraction Block 3 - Length and Perimeter Perimeter Block 4 - Multiplication and Division X3, x6, x9 times tables X7 times table and patterns Understanding and manipulating multiplicative relationships Division with remainders</p>	<p>Block 1 - Multiplication and Division X3, x6, x9 times tables X7 times table and patterns Understanding and manipulating multiplicative relationships Division with remainders Block 2 - Area Block 3 - Fractions Review of fractions Fractions greater than 1 Block 4 - Decimals</p>	<p>Block 1 - Decimals Block 2 - Money Block 3 - Time Time Block 4 - Statistics Block 5 - Properties of Shape Symmetry in 2d shapes Block 6 - Position and Direction Co-ordinates</p>



Science	Animals including humans Year 3 <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 Year 4 <ul style="list-style-type: none">• describe the simple functions of the basic parts of the digestive system in humans	States of matter <ul style="list-style-type: none">• 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	Rocks <ul style="list-style-type: none">• 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 when things that have lived are trapped within rock• recognise that soils are made from rocks and organic matter. Electricity <ul style="list-style-type: none">• identify common appliances that run on electricity• construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers• 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• recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit• recognise some common conductors and insulators, and associate metals with being good conductors.
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	<ul style="list-style-type: none"> • identify the different types of teeth in humans and their simple functions • construct and interpret a variety of food chains, identifying producers, predators and prey 					
<p>All Science should</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 • 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 						
Computing	E-Safety Year 3 – Computing systems and	Year 4 – Term 1 Computing Systems and Network – The Internet	E-Safety Year 3 Creating media – Desktop publishing	Year 4 Creating media - Audio production	E-Safety Year 3 Programming A - Sequencing sounds	Year 4 Programming A – Repetition in shapes



	networks – Connecting computers					
RSHE Following RSE Solution KS2 planning Year 3-cycle A	My Feelings	My Relationships	My Beliefs	My Body	My Rights and Responsibilities and Asking for Help	Enterprise
RE Following East Sussex RE syllabus 2022 planning cycle A	What do Christians learn from the Creation Story?	What is the Trinity and why is it important to Christians?	How do festivals and worship show what matters to a Muslim?	How do festivals and family life show what matters to Jews?	What kind of world did Jesus want?	How and why do people mark the significant events of life?
History	Changes in Britain from the Stone age to Iron age. <ul style="list-style-type: none"> late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture. 		Vikings <ul style="list-style-type: none"> Viking raids and invasion resistance by Alfred the Great and Athelstan, first king of England further Viking invasions and Danegeld 		Ancient Egypt – Cinderella <ul style="list-style-type: none"> the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one Ancient Egypt. 	
Pupils should continue to develop a chronologically secure knowledge and understanding						



of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

<p>Geography</p>	<p>Term 2 name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features</p> <ul style="list-style-type: none"> • (including hills, mountains, coasts and rivers), and land-use patterns; and understand • how some of these aspects have changed over time 	<p>Human and physical geography: describe and understand key aspects of:</p> <ul style="list-style-type: none"> • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains and the water cycle. 	<ul style="list-style-type: none"> • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
<ul style="list-style-type: none"> • develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes • understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time • are competent in the geographical skills needed to: collect, analyse and communicate with a range of data gathered through 			



experiences of fieldwork that deepen their understanding of geographical processes

interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

<p>PE</p>	<p>Term 1: OAA – Year 4 residential</p> <ul style="list-style-type: none"> • Take part in outdoor and adventurous activity challenges both individually and within a team <p>Ball skills - multi skills - football, netball, basketball, hockey and badminton (invasion games)</p> <ul style="list-style-type: none"> • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending <p>Real PE – Term 1 – Unit 1</p>	<p>Term 3: Swimming/ water skills</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. <p>Term 4: Tennis - tournament</p> <ul style="list-style-type: none"> • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending <p>Real PE – Term 3/4 – Unit 3/4</p>	<p>Term 5: Dance / Maypole</p> <p>Learn traditional dances to performance standards. Working as a team and using the music to keep the beat.</p> <p>Real PE – Term 5 – Unit 5</p> <ul style="list-style-type: none"> • Perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Term 6: Athletics - Sports day</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] <p>Real PE – Term 6 – Unit 6</p> <p>Athletics-Sports day</p>
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	<p>Term 2: Gymnastics</p> <ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance <p>[for example, through athletics and gymnastics]</p> <p>Real PE - Term 2 – Unit 2</p> <p>Ball skills- multi skills</p> <p>Gymnastics- flexibility and strength.</p> <p>Basket ball</p> <p>Real PE</p>		<p>Dance performing using a range of movement patterns.</p> <p>cricket</p> <p>Real PE</p>
DT	<p>Design and make a stone age tool/piece of jewellery</p>	<p>Ice- cream</p> <p>Melting chocolate</p> <p>Construct a Viking longboat</p>	<p>Shoe box setting</p>
Art	<p>Cave paintings & Fossils</p> <p>Drawing Practise different skills: using marks and lines to produce texture and experimenting with adding shading.</p> <p>Coins</p> <p>Sculpture: adding texture and shape onto their design.</p>	<p>Eileen Agar</p> <p>Collage: make a collage hat to represent themselves or the topic</p> <p>https://www.tate.org.uk/kids/explore/who-is/who-eileen-agar</p> <p>Dan Mather & Abdoulaye Konate</p> <p>Printing: natural objects, e.g. leaf shape.</p>	<p>Frank Bowling</p> <p>Painting</p> <p>https://www.tate.org.uk/kids/make/cut-paste/make-amazing-messy-painting</p> <p>Brigit Riley</p> <p>Drawing: pattern. Focussing on line, tone, shape and colour.</p>



Music	Term 1: Charanga – Unit 1 – Let your spirit fly Term 2: Charanga – Unit 2 – Glockenspiel stage 1		Term 3: Charanga – Unit 3 – Three little birds Term 4: Charanga – Unit 4 – The dragon song	Term 5: Charanga – Unit 5 – Bringing us together Term 6: Charanga – Unit 6 – Reflect, rewind and replay		
French	Greetings Classroom phrases Name Numbers Age	Je vous presente - all learnt language from term recapped and assessed. Christmas	colours	Ma famille	Au Zoo	Jai faim

Year 3 and Year 4 – Oak Class - Curriculum map overview 2023-2024

Long term plans 2023-2024			
Class: Oak Year 3/4		Cycle B	
Learning Journey	Term 1 and 2 Time Travel	Term 3 and 4 Blue Planet	Term 5 and 6 Art through the ages
English	Holiday – non-fiction Journey – adventure The plague – Play script	Should we feed animals at national parks? -Balanced argument The whale by Ethan and Vita Murrow - Mystery Flood by Alvaro F. Villa - tragedy	Street beneath my feet by Charlotte Guillain and Yuval Zommer (Science link) – explanation



	Cosmic – science fiction	Float by Daniel Miyares An alternative to plastic straws - persuasive advert The creature – newspaper report	The Magic Paintbrush by Julia Donaldson – Traditional Tale Still I rise by Maya Angelou - poetry
Trips/Visitors	Bluebell railway/Bodiam castle steam train	Aquarium Battle Federation day – recycling	Cuckmere haven Art gallery – Brighton/Hastings Pottery place Roman Day
Maths	See National Curriculum and termly plans		
Year 3 Red = NCETM Black – Maths Shed unit	Block 1 - Place Value Numbers up to 1000 Block 2 - Addition and Subtraction Adding and subtracting across 10 Manipulating the additive relationship and securing mental calculation Column addition Column subtraction Block 3 - Multiplication and Division X2, x4, x8 times tables	Block 1 - Multiplication and Division Block 2 - Money Block 3 - Statistics Block 4 - Length and Perimeter Block 5 - Fractions	Block 1 - Fractions Unit fractions Non-unit fractions Block 2 - Time Time Block 3 - Properties of Shape Shape Parallel and perpendicular sides in polygons Right angles Block 4 - Mass and Capacity



<p>Year 4</p> <p>Red = NCETM Black – Maths Shed unit</p>	<p>Block 1 - Place Value Numbers to 10,000</p> <p>Block 2 - Addition and Subtraction</p> <p>Review of column addition and subtraction</p> <p>Block 3 - Length and Perimeter Perimeter</p> <p>Block 4 - Multiplication and Division X3, x6, x9 times tables X7 times table and patterns Understanding and manipulating multiplicative relationships Division with remainders</p>	<p>Block 1 - Multiplication and Division</p> <p>X3, x6, x9 times tables X7 times table and patterns Understanding and manipulating multiplicative relationships Division with remainders</p> <p>Block 2 - Area</p> <p>Block 3 - Fractions</p> <p>Review of fractions Fractions greater than 1</p> <p>Block 4 - Decimals</p>	<p>Block 1 - Decimals</p> <p>Block 2 - Money</p> <p>Block 3 - Time Time</p> <p>Block 4 - Statistics</p> <p>Block 5 - Properties of Shape Symmetry in 2d shapes</p> <p>Block 6 - Position and Direction Co-ordinates</p>
<p>Science</p>	<p><u>Light Term 1 and Sound Term 2</u></p> <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light 	<p><u>Living things and their habitats Term 3</u></p> <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment 	<p><u>forces and magnets Term 5 and Term 6</u></p> <p>Forces ad magnets</p> <ul style="list-style-type: none"> compare how things move on different surfaces



	<ul style="list-style-type: none">• notice that light is reflected from surfaces• recognise that light from the sun can be dangerous and that there are ways to protect their eyes• recognise that shadows are formed when the light from a light source is blocked by an opaque object• find patterns in the way that the size of shadows change <p>Sound</p> <ul style="list-style-type: none">• identify how sounds are made, associating some of them with something vibrating	<ul style="list-style-type: none">• recognise that environments can change and that this can sometimes pose dangers to living things	<ul style="list-style-type: none">• notice that some forces need contact between 2 objects, but magnetic forces can act at a distance<ul style="list-style-type: none">• observe how magnets attract or repel each other and attract some materials and not others• compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials• describe magnets as having 2 poles• predict whether 2 magnets will attract or repel each other, depending on which poles are facing <p>Plants</p> <ul style="list-style-type: none">• identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
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	<ul style="list-style-type: none">• 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		<ul style="list-style-type: none">• 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>All Science should</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			



<ul style="list-style-type: none"> gathering, recording, classifying and presenting data in a variety of ways to help in answering questions 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 						
Computing	E-safety Year 3 Data and information – Branching databases	Year 4 Data and information – Data logging	E-safety Year 3 Creating media - Stop-frame animation	Year 4 Creating media – Photo editing	E-safety Year 3 Programming B - Events and actions in programs	Year 4 Programming B – Repetition in games
RSHE Following RSE Solution KS2 planning Year 4- cycle b	My Feelings	My Relationships	My Beliefs	My Body	My Rights and Responsibilities and Asking for Help	Enterprise
RE						
History	Anglo Saxon Law and justice Edward the confessor and his death in 1066.		Local history – Battle <ul style="list-style-type: none"> a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) 		Romans the Roman Empire and its impact on Britain <ul style="list-style-type: none"> Julius Caesar’s attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army 	



			<ul style="list-style-type: none"> •successful invasion by Claudius and conquest, including Hadrian’s Wall •British resistance, for example, Boudica •‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.
<p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p>			
<p>Geography</p>	<ul style="list-style-type: none"> • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, 	<ul style="list-style-type: none"> • 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. 	<p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United</p>



	the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)		Kingdom and the wider world
<p>Geography</p> <ul style="list-style-type: none"> develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time are competent in the geographical skills needed to: <ul style="list-style-type: none"> collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. 			
PE	OAA – Year 4 residential. Take part in outdoor and adventurous	Real PE Swimming and water skills Hockey Traditional dance Term 3:	Real PE Athletics- improving skills and technique Roulers Dance



	<p>activity challenges both individually and within a team</p> <p>Ball skills - multi skills - football, netball, basketball, hockey and badminton (invasion games)</p> <ul style="list-style-type: none"> • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending 	<p>Swimming/ water skills</p> <ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. <p>Term 4: Tennis - tournament</p> <ul style="list-style-type: none"> • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending <p>Real PE – Term 3/4 – Unit 3/4</p>	<p>Term 5: Dance Real PE – Term 5 – Unit 5</p> <ul style="list-style-type: none"> • Perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p>Term 6: Athletics - Sports day</p> <ul style="list-style-type: none"> • Use running, jumping, throwing and catching in isolation and in combination • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] <p>Real PE – Term 6 – Unit 6</p>
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	<p>Real PE – Term 1 – Unit 1 Term 2: Gymnastics • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Real PE - Term 2 – Unit 2</p> <p>Ball skills- multi skills Gymnastics- Technique and control Football Real PE</p>		
DT	Designing and constructing a musical instrument		Picture frame
Art	Art – Creating a Viking boat collage.	Animal Prints	Coins



	Christmas cards.		Printing: using lino blocks and cutting tools to create a design.		Topic based Sculpture: Clay sculpture focusing on different textures when sculpting the clay.		
Music	Charanga – Unit 1 – Mamma Mia	Charanga – Unit 2 – Glockenspie l stage 2	Charanga – Unit 3 – Stop!	Charanga – Unit 4 – Lean on me		Charanga – Unit 5 – Blackbird Charanga – Unit 6 – Reflect, rewind and replay	
French	Classroom greetings/phrases Dans mon sac a dos Playground games	Mon drapeau Christmas vocabulary	Quelle est la date - months and numbers Quelle est la date – birthdays Quelle est la date - activities	Body parts Body parts and colours Describing a monster Mon monstre French story (A monstrous adventure) https://www.bbc.co.uk/bitesize/topics/zjxpyk7/articles/zny447h le grand monstre vert – Ed Emberley		Quelle temps fait-il - saisons Quelle temps fait-il - maps Quelle temps fait-il	Qu'elle heure est-il? – daily routines Qu'elle heure est-il? - activities