

# YEAR 3/4 CURRICULUM MAP 2020/21

		Autumn	Spring	Summer
Reading	Word reading	<ul style="list-style-type: none"> <li>• Talk about different strategies that can be used to help make sense of reading</li> <li>• Begin to select the most effective strategy</li> <li>• Self-correct without prompting when necessary</li> <li>• Read a range of texts with fluency, understanding and expression, independently selecting an appropriate strategy</li> </ul>		
	Comprehension	<p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>• Read silently for longer periods of time</li> <li>• Read for a range of purposes</li> <li>• Check reading makes sense</li> <li>• Talk about their understanding and tries to explain the meaning of words in context</li> <li>• Read and discuss a variety of text types</li> <li>• Talk about personal likes and dislikes of books read and, when prompted, can support these views with reasons</li> <li>• Ask questions to improve understanding of the text</li> <li>• Infer reasons for action and events</li> <li>• Identify words and phrases used to create mood and tension</li> <li>• Offer reasons for authors' choice of vocabulary</li> <li>• Pick out key points when sequencing fiction</li> <li>• Offer explanation for layout or organisational features used within a text</li> <li>• Make comparisons between stories and between non-fiction texts comparing like with like</li> <li>• Identify some different forms of poetry</li> <li>• Prepare poetry to be read aloud</li> </ul> <p><u>Year 4</u></p> <ul style="list-style-type: none"> <li>• Retrieve and record information from non-fiction texts</li> <li>• Begin to draw inferences re. characters' thoughts, feelings and motives from their actions</li> <li>• Summarise main points of stories / information within a paragraph</li> <li>• Recognise the purpose, form and audience of a text</li> <li>• Identify and comments on author viewpoints</li> <li>• Begin to read a range of different forms of poetry</li> <li>• Begin to prepare readings to be presented to audiences</li> </ul>		
Writing	Transcription	<p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>• Spell some words from the National Curriculum word list for Years 3 and 4</li> <li>• Begin to use a dictionary to check spellings</li> <li>• Can spell words using knowledge of word families</li> <li>• Use diagonal and horizontal strokes to join letters and understands which letters, when adjacent to one another, are best left unjoined</li> </ul> <p><u>Year 4</u></p> <ul style="list-style-type: none"> <li>• Can use possessive apostrophes with irregular plurals</li> <li>• Spell words from the National Curriculum word list for Years 3 and 4</li> <li>• Use the first 2 or 3 letters of a word to check its spelling in a dictionary</li> <li>• Write with a legible and consistent handwriting style (e.g. by ensuring the down strokes of letters are parallel equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch)</li> </ul>		
	Composition	<p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>• Structure and organise writing with a beginning, middle and end across a range of text types</li> <li>• Use texts similar to those that they are planning to write, to understand and learn from its structure</li> <li>• Assess the effectiveness of own and others' writing</li> <li>• Proof read for spelling, grammar and punctuation errors and self-corrects</li> </ul> <p><u>Year 4</u></p> <ul style="list-style-type: none"> <li>• Create settings, characters and plot in narratives</li> <li>• Write non-narratives using appropriate organisational devices</li> <li>• Organise paragraphs around a theme</li> <li>• Discuss writing similar to that which they are planning to write, in order to learn from its structure, vocabulary and grammar</li> <li>• Assess the effectiveness of their own and others' writing and suggests improvements</li> </ul>		
	VGP	<p><u>Year 3</u></p> <ul style="list-style-type: none"> <li>• Can use conjunctions (e.g. when, before, after, while, so, because)</li> <li>• Use adverbs (e.g. then, next, soon, therefore)</li> <li>• Will use prepositions (e.g. before, after, during, in, because, of)</li> <li>• Begin to understand subordinate clauses</li> </ul>		

		<ul style="list-style-type: none"> <li>Use a range of punctuation accurately and effectively - full stops, question marks, exclamation marks, commas in lists, apostrophe for contraction, apostrophe for singular possession and inverted commas for direct speech</li> <li>Use the present perfect form of verbs instead of the simple past</li> <li>Use a varied and rich vocabulary</li> </ul> <p><u>Year 4</u></p> <ul style="list-style-type: none"> <li>Use subordinate clauses and fronted adverbials which are correctly punctuated using commas</li> <li>Can punctuate direct speech correctly, using commas after reporting clause and where there is a new speaker, a new line should be taken</li> <li>Identify parts of speech (now including possessive pronouns and determiners)</li> <li>Write with grammatical accuracy</li> <li>Use a varied and rich vocabulary and a wider range of conjunctions in an increasing range of sentence structures (simple, compound and complex)</li> </ul>	
<b>Speaking and Listening</b>		<ul style="list-style-type: none"> <li>Listen and respond appropriately to adults and their peers</li> <li>Ask relevant questions to extend their understanding and knowledge</li> <li>Use relevant strategies to build their vocabulary</li> <li>Give answers to questions that are supported by justifiable reasons</li> <li>Can organise what they want to say so that it is clear to the listener</li> <li>Can show through the contributions made and questions asked that they have followed a conversation</li> <li>Develop ideas and expand on these, building on what others say</li> <li>Can speak to a wider audience e.g. whole school in assembly</li> <li>Participate in discussions by listening to others and building on from what has been said</li> <li>Adapt language, tone and style to suit the purpose of the listener</li> <li>Take account of the viewpoints of others when building own arguments and offering responses</li> <li>Recognise how language choices vary in different situations</li> </ul>	
<b>Maths</b>		<ul style="list-style-type: none"> <li>Number and Place Value</li> <li>Addition and Subtraction</li> <li>Multiplication and Division</li> <li>Fractions</li> <li>Measures</li> <li>Geometry</li> </ul>	
<b>Science</b>	<b>Changes of State</b>	<b>Electricity Magnets</b>	<b>Light Rocks and Fossils</b>
	<b>Working scientifically</b> - ongoing across the year		
<b>Computing</b>	<b>Computer Science &amp; Information Technology</b> We built this city	<b>Digital Literacy &amp; Information Technology</b> Making Games	<b>Information Technology</b> Heroes
	<b>Computer Science &amp; Information Technology</b> Back to the future	<b>Computer Science &amp; Information Technology</b> Interface designer	<b>Information Technology &amp; Digital Literacy</b> We've got the power
<b>History</b>	<b>Stone Age to Iron Age</b> How did the first Britons live?	<b>Ancient Greeks</b> How have the Greeks shaped my world?	<b>Local Area Study</b> Why did the Romans march through County Durham?
<b>Geography</b>	<b>Rivers</b>	<b>Rainforests</b>	<b>South America - The Amazon</b>
	<b>Geographical skills and fieldwork</b> - ongoing across the year		
<b>D.T.</b>	<b>Structures</b>	<b>Food</b>	<b>Textiles</b>
<b>Art and Design</b>	<b>Michelangelo &amp; Da Vinci</b>	<b>Bridget Riley</b>	<b>Henry Moore</b>
<b>Music</b>	<b>Mamma Mia</b> <b>Consider Yourself</b>	<b>Mozart – Horn Concerto No 4</b> <b>Lean on Me</b>	<b>Guitars</b>
<b>P.E.</b>	<b>Athletics</b> <b>Orienteering</b> <b>Invictus</b>	<b>Swimming</b> <b>Tag Rugby</b> <b>Football</b>	<b>Swimming</b> <b>Handball</b> <b>Tennis</b>
<b>P.S.H.C.E</b>	<b>New Beginnings</b> <b>Getting on and falling out</b> <b>Anti-Bullying Week 16<sup>th</sup> - 20<sup>th</sup> November</b>	<b>Going for Goals</b> <b>Good to be me</b>	<b>Relationships</b> <b>Changes</b>
<b>R.E.</b>	<b>Domestic Church</b> <b>Judaism</b> <b>Reconciliation</b> <b>Advent/Christmas</b>	<b>Local Church</b> <b>Islam</b> <b>Eucharist</b> <b>Lent/Easter</b>	<b>Pentecost</b> <b>Baptism &amp; Confirmation</b> <b>Universal Church</b>