**Oaktree Nursery and Primary School Curriculum Map**

**Year 3 / 4**

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| Rotation A | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| EnglishWriting, speaking and listening | Non-Chronological Reports – local area (Shaftesbury Lake, Cavendish Sq, School)Poetry Animals (Pictures for Writing – Pie Corbett) | Setting Descriptions of Rivers (River Book)Explanations (Water cycle) | Narrative Character description (Oliver Twist) Poetry (Sound poems Roger McGough), | Instructions (electrical circuits), Newspaper of William Kamkwamba | Narrative (Romulus and Remus)Recount (Chedworth trip) | Letters (from a Roman character)Diary of a GladiatorPoetry |
| Class Text |  | *Where the River meets the Sea* *River*  |  |  |  |  |
| Reading | VIPERS | VIPERS | VIPERS | VIPERS | VIPERS | VIPERS |
| MathsCanDo Maths Club |  |  |  |  |   |  |
| Science | Living things and their habitats (Y4 specific objectives) | States of Matter (Y4) | Sound (Y4) |  Electricity (Year 4) | Animals including humans (Y3) | Animals including humans (Y4) |
| Computing  | The internet (Y4) | Programming A (Y4) | Datalogging (Y4)  | Programming B (Year 4)  | Audio Editing (Y4)  | Photo editing (Y3) |
| History |  |  | Victorians |  | Romans (Including local history) | Romans (Including local history) |
| Geography | Where do we live? Locational knowledge of the UK, fieldwork in local area to identify key aspects of human geography  | where does our water come from?Amazon River and Brazilian rainforest Place knowledge, human and physical features, map skills  |  | What is sustainability? Fieldwork focus, look at littering and recycling. Physical geography of local area and school grounds.  |  |  |
| Design and TechnologyKapow |  |  | Textiles – Cross stitch and appliqué (Y3)  | Electrical systems – torches (Y4)  | Structure – Pavilions (Y4) | Cooking – seasonality (Y3)  |
| Art | Painting – year 4 | 3D Sculpture – year 3  |  |  |  |  |
| Physical Education | Indoor – Real PEOutdoor - | Indoor – Real GymOutdoor -  | Indoor – Real PEOutdoor –  | Indoor – Real DanceOutdoor - | Indoor – Real PEOutdoor -  | Indoor – Real GymOutdoor - |
| PSHEJigsaw | Being Me in My World | Celebrating Differences | Dreams and Goals | Healthy Me | Relationships | Changing Me(will need to be split for these lessons) |
| REDiscovery  | Buddhism - Buddha’s teachings (Y4) | Christianity – Christmas (Y4) | Judaism – Passover (Y4) | Christianity – Easter (Y4) | Buddhism – The 8 fold path (Y4) | Christianity – Prayer and Worship (Y4) |
| MusicCharanga |  |  |  |  |  |  |

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| Rotation B  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| EnglishWriting, speaking and listening | Non-Chronological Reports – Spain Poetry from cultures around the world (songs etc) | Explanations, Narrative – TfW, setting descriptions (Escape from Pompeii) | Letter Writing (evacuates), Diary Writing (evacuees),Poetry (onomatopoeia) | Narratives (Dialogue)Balanced Argument (The Window) (environmental issues) | Ufton Court Trip Instructions & recounts of an Anglo-Saxon  | Newspapers, Narrative (Beowulf and Grendel, writing a story)Poetry (Kennings – noun phrases and vocab) |
| Class Text |  |  | *Goodnight Mr Tom*  |  | *Beowulf and Grendel*  |  |
| Reading | VIPERS | VIPERS | VIPERS | VIPERS | VIPERS | VIPERS |
| MathsCanDo Maths Club |  |  |  |  |   |  |
| ScienceCurious City | Living things and their habitats (Y4 specific objectives) | Rocks (Y3) | Light (Y3)  | Forces and magnets (Y3)  | Plants (Y3) | Plants (Y3) |
| Computing  | Connecting Computers (Y3)  | Programming A (Y3)  | Desktop Publishing (Y3)  | Programming B (Y3)  | Animation (Y3)  | Branching databases (Y4)  |
| History |  |  | World War 2 – Battle of Britain https://www.schoolworkshops.com/search/world-war-two/wiltshire |  | Anglo Saxons and Vikings (including local history) | Anglo Saxons and Vikings(including local history) |
| Geography |  Who lives here?Focus on map skills, locational knowledge, physical geography including biomes, climate, vegetation. Arctic and Antarctic regions.  | what is underneath our feet?Volcanoes, earthquakes and mountains  |  | How can we look after our world?Fieldwork focus, look at pollution. Physical geography of local area and school grounds. E.g. traffic surveys, transport links |  |  |
| Design and Technology |  |  |  | Mechanisms – slingshot cars (Y4)  |  | Cooking – adapting a recipe (Y4)  |
| Art | Painting (Y3)  | Printing (Y4)  | Drawing (Y3)  |  | Drawing (Y4)  |  |
| Physical Education | Indoor – Real PEOutdoor -  | Indoor – Real GymOutdoor -  | Indoor – Real PEOutdoor –  | Indoor – Real DanceOutdoor -  | Indoor – Real PEOutdoor -  | Indoor – Real GymOutdoor -  |
| PSHEJigsaw | Being Me in My World | Celebrating Differences | Dreams and Goals | Healthy Me | Relationships | Changing Me(will need to be split for these lessons) |
| RE | Hinduism – Diwali (Y3) | Christianity – Christmas (Y3) | Christianity – Jesus’ miracles (Y3) | Christianity – Easter and forgiveness (Y3) | Sikhism – sharing and community (Y3) | Hinduism – Pilgrimage to the River Ganges (Y3) |
| MusicCharanga |  |  |  |  |  |  |