Bollington St. John’s Church of England

Primary School



*Where talent grows*

Head Teacher: Mrs M. Walker

Head of Teaching, Learning and Assessment: Mrs E. Watson

*“Whatever you do, work at it with all your heart, as working for the Lord”****Colossians 3:23***

**Class 3 Year 3/4**

**Curriculum Design- Mapping the Curriculum Year A**

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| **Class: 3**  **Year Groups: 3/4** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Maths**  **White Rose Key Concepts** | **Number- Place Value**  **Number- Addition and subtraction**  **Number- Multiplication and division A**  **Measurement- Area** | | **Number- Multiplication and division B**  **Measurement- Length and perimeter**  **Number- Fractions A**  **Measurement- Mass and capacity**  **Number- Fractions B** | | **Measurement- Time**  **Number- Decimals**  **Measurement- Money**  **Geometry- Shape**  **Statistics** | |
| **English**  **Literacy Tree Units** | **The First Drawings**  **-Character description**  **-Diary entry**  **-Recount**  **-Narrative**  **The Tear thief**  **-Letter**  **-Shared poem**  **-Discussion** | **Varmints**  **-Explanation text (leaflet)**  **-Retellings**  **-Setting Description**  **Until I met Dudley**  **-Letters**  **-Explanation texts**  **Escape from Pompeii**  **-Historical stories**  **-Dialogue**  **-Setting description** | **The Pied Piper of Hamelin**  **-Information report**  **-Advert**  **-Narrative**  **-Analysis of poetry**  **Black Dog**  **-Extended story with suspense** | **The Tin Forest**  **-Letter**  **-Explanation text**  **Cinnamon**  **-Diary entries**  **-Informal letters**  **-Adverts**  **-Limericks** | **The Lion, Witch and the Wardrobe**  **-Narrative**  **-Poem**  **-Dialogue**  **-Writing in role**  **How to Live Forever**  **-Lost poster**  **-Letter**  **-Character and setting descriptions** | **Flotsam**  **-Narrative**  **-Setting descriptions**  **-Non-chronological report**  **-Letters**  **Farther**  **-Recounts**  **-Explanation texts** |
| **Science** | **Energy: Light and shadows**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Animals: Movement and nutrition**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Materials: Rocks and soil**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Animals: Digestion and food**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning | **Energy: Electricity and circuits**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Making connections**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |
| **History** | **Would you prefer to live in the Stone Age, Bronze Age or Iron Age?**  Spiritual-  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |  | **Why did the Romans settle in Britain?**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |  | **How hard was it to invade and settle in Britain?**  Spiritual-  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |  |
| **Geography** |  | **Why do people live near volcanoes?**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them |  | **Why are rainforests important to us?**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |  | **Where does our food come from?**  **Fieldwork- Local farming/ Bees**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Willingness to reflect on their experiences |
| **ICT and Computing** | **Emailing**  Spiritual-  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Willingness to reflect on their experiences  **Online safety: Beliefs, opinions and facts on the internet** | **Programming: Scratch**  Spiritual-  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences  **Online Safety: When being online makes me upset** | **Video trailers**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences  **Online Safety: Sharing of information** | **Website design**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences  **Online Safety: Rules of social media platforms** | **Further coding with Scratch**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Computational thinking**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them |
| **Music**  **Condensed scheme** | **Ballads**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Pentatonic melodies and composition (Theme: Chinese New Year)**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Body and tuned percussion**  **(Theme: Rainforests)**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Samba and carnival sounds and instruments**  Spiritual-  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |  |  |
| **French**  **Condensed scheme** | **French greetings with puppets**  Spiritual-  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **French adjectives of colour, size and**  **Shape**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |  |  | **In a French classroom**  **French playground games- numbers**  **and age**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Bon appetite!** |
| **Art and design/ Design and Technology**  **Combined** | **Digital world:**  **Wearable technology** | **Sculpture and 3D:**  **Abstract shape and**  **space**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Cooking and**  **nutrition: Eating**  **seasonally** | **Drawing: Growing artists**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Structures: Constructing a castle** | **Drawing: Power prints**  Spiritual-  Use of imagination and creativity in their learning |
| **RE Cycle A** | **Called by God** | **Christmas** | **Jesus** | **Easter** | **Rules for Living** | **Change the World** |
| **PE** | **Football**  **(Dribbling and ball control, passing, tackling, shooting, small sided game play, tactical play, outwitting opponent)**  **Basketball**  **(Dribbling and ball control, passing, catching, tackling, shooting, small sided game play, tactical play, outwitting opponent)** | **Hockey**  **(Dribbling and ball control, passing, tackling, shooting, small sided game play, tactical play, outwitting opponent)**  **Fitness skills circuit**  **(Endurance, speed, agility, hand eye coordination, acceleration)** | **Gymnastics**  **(Shapes, controlled movements, jumps, rolls, climbing equipment, sequencing, routine performance)**  **Skill games circuit**  **(Ball skills, jumping, dodging, tagging, aiming at targets)**  **Dance**  **(Moving to music)** | **Netball**  **(Passing, tackling, shooting, footwork, small sided game play, tactical play, outwitting opponent)**  **Tag Rugby**  **(passing, tagging, evading, understanding rules, small sided game play, attack v defence overloads)** | **Athletics**  **(Long distance running, sprinting, jumping for distance, run and jump over obstacles, pull throw, push throw, team replay)**  **Rounders**  **(Throwing and catching, striking, fielding, backstop, tactics, team work)** | **Cricket**  **(Throwing and catching, batting, bowling, fielding, wicket keeping, tactics, team work)**  **Tennis**  **(Ball control, hitting, footwork, gameplay, serving)** |
| **Outdoor/ Local Learning** | **Forest School** | **Forest School** |  |  |  |  |
| **SDGs/ Global Learning** | **SDG 16 (RE)** | **SDG 9 (Geography)** | **SDG 13 (Science)** | **SDG 15 (Geography)**  **SDG 16 (RE)** | **SDG 7, 9 and 11 (Science)** | **SDG 17 (RE)** |

**Class 3 Year 3/4**

**Curriculum Design- Mapping the Curriculum Year B**

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| **Class: 3**  **Year Groups: 3/4** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Maths**  **White Rose Key Concepts** | **Number- Place Value**  **Number- Addition and subtraction**  **Number- Multiplication and division A**  **Measurement- Area** | | **Number- Multiplication and division B**  **Measurement- Length and perimeter**  **Number- Fractions A**  **Measurement- Mass and capacity**  **Number- Fractions B** | | **Measurement- Time**  **Number- Decimals**  **Measurement- Money**  **Geometry- Shape**  **Statistics** | |
| **English**  **Units** | **Leon and the Place Between**  **-Narrative**  **-Recount (diary entry)**  **-Setting description**  **Jim, A Cautionary Tale**  **-Narrative poetry**  **-Performance poetry** | **The Matchbox Diary**  **-Dialogue**  **-Diary Entry**  **-Retelling**  **-Autobiography**  **-Non-chronological report**  **Shackleton’s Journey**  **-Interview**  **-Diaries**  **-Letters**  **-Newspaper report** | **A Lion in Paris**  **-Recount**  **-Setting description**  **Mysteries of Harris Burdick**  **-Diary Entry**  **-Dialogue**  **-Setting Description**  **-Caption and titles**  **The BFG**  **-Narrative**  **-Recount – Diary entry**  **-Character** | **The Iron Man**  **-Narrative suspense**  **Tar beach**  **-Play script**  **-Character descriptions**  **-Book review**  **-Dialogue**  **-Retelling** | **The Lion and the Unicorn**  **-Letters**  **-Diary entry**  **-Character description**  **-Non- Chronological report**  **-Historical Narrative**  **Weslandia**  **-Report**  **Retelling**  **-Character description**  **-Book review** | **Cinderella of the Nile**  **-Diary entry**  **-Character description**  **-Advert**  **-Traditional tale**  **The Story of Tutankhamun**  **-Biography**  **-Non-chronological report**  **-Instructions**  **-Diary entry**  **-Newspaper report**  **Jabberwocky**  **-Poetry**  **-Explanatory descriptions** |
| **Science** | **Forces and space: Forces and magnets**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Materials: States of matter**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Willingness to reflect on their experiences | **Energy: Sound and vibrations**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Willingness to reflect on their experiences | **Living things: Classification and changing habitats**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Plants: Plant reproduction**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Making connections**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |
| **History** | **How have children's lives changed?**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |  | **What did the ancient Egyptians believe?**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |  | **How did the achievements of the Ancient Maya influence their society and beyond?**  Spiritual-  Ability to reflect about their own beliefs (religious and otherwise) and perspective on life  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |  |
| **Geography** |  | **Who lives in Antarctica?**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning |  | **Are all settlements the same?**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |  | **What are rivers and how are they used?**  **Fieldwork- Local river study**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |
| **ICT and Computing** | **Networks and the internet**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Willingness to reflect on their experiences  **Online Safety: What happens when I search online?** | **Comparison cards**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  **Online Safety: How do companies encourage us to buy online?** | **Journey inside a**  **Computer**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  **Online Safety: Fact, opinion or belief?** | **Collaborative learning**  Spiritual-  Knowledge of, and respect for, different people’s faiths, feeling and values  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences  **Online Safety: What is a bot?** | **Investigating weather**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences  **Online Safety: What is my #TechTimetable like?** | **HTML**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |
| **Music Condensed Scheme** |  |  | **Developing singing technique**  **(Theme: The Vikings)**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Traditional instruments and improvisation**  **(Theme: India)**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Changes in pitch, tempo and dynamic**  **(Theme: Rivers)**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences | **Adapting and transposing motifs (Theme: Romans)**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Use of imagination and creativity in their learning  Willingness to reflect on their experiences |
| **French**  **Condensed Scheme** |  |  | **This is me** | **Birthday celebrations** | **Colourful creatures- animals, colours and size** | **Gourmet tour of France**  Spiritual-  Sense of enjoyment and fascination in learning about themselves, others and the world around them  Willingness to reflect on their experiences |
| **Art and design/ Design and Technology**  **Combined** | **Structure: Pavilions** | **Painting and mixed**  **media: Light and**  **dark** | **Mechanical systems: making a mechanical car** | **Craft and design:**  **Ancient Egyptian**  **Scrolls** | **Electrical systems: Torches** | **Craft and design:**  **Fabric of nature** |
| **RE Cycle B** | **David and the Psalms** | **Christmas** | **Jesus** | **Easter** | **The Church** | **Christian Worship** |
| **PE** | **Football**  **Basketball**  **(Dribbling and ball control, passing, catching, tackling, shooting, small sided game play, tactical play, outwitting opponent)** | **Hockey**  **(Dribbling and ball control, passing, tackling, shooting, small sided game play, tactical play, outwitting opponent)**  **Fitness skills circuit**  **(Endurance, speed, agility, hand eye coordination, acceleration)** | **Gymnastics**  **(Shapes, controlled movements, jumps, rolls, climbing equipment, sequencing, routine performance)**  **Skill games circuit**  **(Ball skills, jumping, dodging, tagging, aiming at targets)**  **Dance**  **(Moving to music)** | **Netball**  **(Passing, tackling, shooting, footwork, small sided game play, tactical play, outwitting opponent)**  **Tag Rugby**  **(passing, tagging, evading, understanding rules, small sided game play, attack v defence overloads)** | **Athletics**  **(Long distance running, sprinting, jumping for distance, run and jump over obstacles, pull throw, push throw, team replay)**  **Rounders**  **(Throwing and catching, striking, fielding, backstop, tactics, team work)** | **Cricket**  **(Throwing and catching, batting, bowling, fielding, wicket keeping, tactics, team work)**  **Tennis**  **(Ball control, hitting, footwork, gameplay, serving)** |
| **Outdoor/ Local Learning** |  | **Forest Schools** |  |  |  |  |
| **SDGs/ Global Learning** | **SDG 1/2/3/17 (RE)** | **SDG 13 (Geography)** | **SDG 9 (History)** | **SDG 7/11/14 (Geography)** | **SDG 15 (Science)** | **SDG 12 (Geography)** |