

# Lindal & Marton Primary School

Year 3/4 - Termly Curriculum Map - Autumn Term 2021



Stone Age to Iron Age Britain															
1 <sup>st</sup> Half									2 <sup>nd</sup> Half						
Week	1	2	3	4	5	6	7	8	1	2	3	4	5	6	7
Suggested Visits															
Mathematics	Transition Activities	Place Value	Place Value	Addition & Subtraction	Subtraction & Subtraction	Multiplication & Division	Fractions	Fractions	Multiplication & Division	Addition & Subtraction	Addition & Subtraction	Addition & Subtraction	Shape	Shape	Assessments
English	Stone Age Boy	Stories on a Theme: Feeling at Home Fiction		Instructions & Explanations: Keeping Healthy Non-Fiction			Poems by the same poet: Michael Rosen Poetry			Traditional Tales: The Wolf's Secret Fiction					
Class Text	Stone Age Boy - Literacy Shed Vipers by Satoshi Kitamura The DNA Detectives - The Stone Age Mystery Dr Mandy Hartley								The Wolf's Secret by Myriam Dahman and Nicolas Dagard						
Science	<p><b>Magnetic Fun and Games</b></p> <p>Pupils will design and test some new products for a toys and games company. These toys and games will work using forces and magnetism.</p>								<p><b>A World of Living Things</b></p> <p>Our planet is full of beautiful plants and remarkable animals, it is an incredible world of living things, but what is special about something that is alive? Pupils will create an interactive book that explains all about our incredible world of living things. Discover how living things are grouped according to their features. Create exciting pop-ups, spring-outs, lift-up flaps and turning wheels which show the wonderfully diverse groups of plants and animals on our planet.</p>						
Computing	<p><b>We are Presenters</b></p> <p>Pupils will make a short narrated video of themselves practising a sport or other skill, and to use this to help improve their performance.</p>								<p><b>We are Toy Designers</b></p> <p>Pupils will use Scratch Jr Software to create a simulated interactive toy.</p>						

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<b>PE</b>	<b>Swimming</b>	<b>Hockey</b>	<b>Gymnastics</b>
	<p><i>Year 3</i></p> <ul style="list-style-type: none"> <li>- Achieve leg &amp; arm action for one stroke</li> <li>- Float without the use of aids</li> <li>- Swim 10+ metres, one basic method without aids</li> </ul> <p><i>Year 4</i></p> <ul style="list-style-type: none"> <li>- Use a sculling action to stay afloat</li> <li>- Swim 10+ metres front or back without aids &amp; using correct style</li> </ul>	<p><i>Year 3</i></p> <ul style="list-style-type: none"> <li>- Perform ball handling skills well, with awareness of space &amp; others</li> <li>- Play a game successfully, apply some tactics to outwit opponents</li> <li>- Keep control &amp; possession &amp; make good decisions on what to do</li> </ul> <p><i>Year 4</i></p> <ul style="list-style-type: none"> <li>- Apply dribbling &amp; passing skills in small sided competitive games</li> <li>- Move to stop a ball or object reaching a target in varying situations</li> </ul>	<p><i>Year 3</i></p> <ul style="list-style-type: none"> <li>- Combine arm actions with skips/leaps/steps/jumps &amp; spins in travel</li> <li>- Travel while using various hand apparatus</li> <li>- Create a short movement phase using one item of hand apparatus</li> </ul> <p><i>Year 4</i></p> <ul style="list-style-type: none"> <li>- Know principles of balance and apply them on floor &amp; apparatus</li> <li>- Perform at least 3 different rolls with good control</li> <li>- Link a roll with travel and balance using floor and apparatus</li> </ul>
<b>RE &amp; PSHCE</b>	<b>RE - Christianity</b>	<b>PSHCE - One World</b>	<b>PSHCE - VIPs</b>
	<p><i>Pupils will learn about the main Christian beliefs, festivals, holy scriptures and symbols.</i></p>	<p><i>This fictional case study is of a girl called Chiwa who lives in Malawi. The children explore different aspects of her life by gaining an understanding of how people's life experience and opportunities differ throughout the world and that our actions can have both positive and harmful effects.</i></p>	<p><i>Pupils will learn about the fundamentals of friendship including getting on, falling out and resolving conflicts. Pupils will also explore bullying.</i></p>

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Topic	<b>Block A Introduction</b>	<b>Block B Food</b>	<b>Block C Technology, Tools and Inventions</b>	<b>Block D Religion and Ritual</b>
	<p><i>Investigate how we know about Britain's prehistory and make a basic timeline with the main dates of the periods in Stone Age to Iron Age Britain. Take part in a mock investigation, participate in class debates, create group timelines, play matching games and be inspired to write some powerful non-fiction writing.</i></p>	<p><i>Learn about the amazing development of food and cooking from the Stone Age to the Iron Age. Learn about the course of events that might have led Stone-Age people to move from hunting and gathering to farming. Demonstrate your knowledge through performance, a feast and an informative display.</i></p>	<p><i>Learn about the amazing development of technology and inventions from the Stone Age to the Iron Age and speculate why these changes came about. Make a museum of replicas of inventions made in prehistory including prehistoric pots, and try an alternative to bronze-casting and iron-forging making your own collection of edible prehistoric tools from sugar rock, chocolate and pastry. Finally, report your work using digital technology.</i></p>	<p><i>Research the development of religion in prehistory. Design and build a replica Stonehenge from cheese puffs or biscuits. Make replica objects to use as props. Re-enact possible scenes from prehistoric religious ceremonies and make a video/audio lecture about the development of religion in prehistory.</i></p>
Music	<b>Charanga - Glockenspiel Stage 1</b>		<b>Charanga - Christmas</b>	
	<p><i>This unit of work that introduces children to learning about the language of music through playing the glockenspiel. The learning is focused around exploring and developing playing skills through the glockenspiel.</i></p>		<p><i>Learn to sing and perform to an audience.</i></p>	
British Values	<p><b>Transition - Rule of the Law</b> <i>Collectively create a class charter detailing rules.</i></p> <p><b>RE - Respect and Tolerance</b> <i>Understand that we all don't share the same beliefs and values. Respecting the values, ideas and beliefs of others whilst not imposing our own.</i></p> <p><b>Classroom Organisation - Democracy</b> <i>Pupils' views are sought through the democratic voting of seating arrangements, classroom roles and resourcing within the classroom.</i></p>			