

St Vincent's Year 3-4 Curriculum Knowledge Map 2023-24

	Year A			Year B		
	Autumn 1	Spring 1	Summer 1	Autumn 2	Spring 2	Summer 2
Value	We are compassionate, caring and loving.	We are respectful of the dignity and wishes of the individual.	We are stewards of our environment and one another.	We believe in practical, hard work and learning from our mistakes.	We do not judge others.	We build relationships based on trust.
Driving Question	How can we show compassion, care and love to those in need?	Why should we show respect for others and how can we do this?	How can we be stewards of our environment and of one another?	In what practical ways can we learn from our mistakes?	Why should we not judge others?	How can we build trusting relationships?
Catholic Social Teaching	Solidarity and peace Care for God's Creation	Preferential option for the poor Life and Dignity of the Human Person	Life and Dignity of the Human Person Care for God's Creation	The Dignity of Work and the Rights of Workers Call to Family, Community, and Participation	The Dignity of Work and the Rights of Workers Preferential option for the poor	Solidarity and peace Call to Family, Community, and Participation
Possible Cultural Capital Development Opportunities	<ul style="list-style-type: none"> • Visits to places of worship in other faiths. • Links to Pax Christi or Shelter • Emergency Services workers. 	<ul style="list-style-type: none"> • Trip to Waitrose to plan a healthy balanced meal. • London Wall • Veruliam - St Albans (Roman) 	Environmental local study at Mill Hill park.	<ul style="list-style-type: none"> • Science Museum-sound (Wonderlab session) 	<ul style="list-style-type: none"> • Natural History Museum 	<ul style="list-style-type: none"> • Roald Dahl Museum • British Museum
Possible Racial Justice Equality and Diversity (RJED) opportunities	Tolerance and respect focus-celebration of cultures, home languages, traditions and beliefs.	Settlement study will lead into research and study of immigration.	Study of proactive world leaders who have fought for a better environment.	Explore cultural diverse poetry.	Study of Mary Anning, leading into a gender equality study.	Research Mayan life and the Mayan idea of a culturally sustainable Development-discrimination and the exclusion of Mayan communities from the legal, political, economic and social systems of Guatemala.
Religious Education	See separate 3-year cycle taken from Margaret Carswell Scheme of Work					
English (Write Stuff Units /Key texts)	Poetry: Autumn Is Here Non Fiction, Newspaper report: The Creature	Non Fiction, Diary: Roman Diary: The Journal of Iliona, Young Slave (Historical Diaries) by Richard Platt Narrative, comedy: The incredible book Eating Boy by Oliver Jeffers	Narrative, Mystery: The Whale by Etah and Vita Murrow Poetry: I asked the little boy who couldn't see	Non Fiction, Holiday Brochure: Skara Brae by Dawn Finch Poetry: The River by Valerie Bloom	Narrative - Story: Stone Age Boy by Satoshi Kitamura Poetry: The Colour Collector - (based on the poem 'The Sound Collector' by Roger McGough).	Narrative - adventure: The BFG by Roald Dahl Non Fiction, Script for factual tour: Once upon a Raindrop by James Carter
Focus Writing Genre	Poetry Newspaper report	Diary Narrative: Comedy	Narrative: Mystery Biography	Holiday Brochure Poetry	Poetry Narrative: Story	Narrative: Adventure Factual Script
Maths	Year 3 - Place Value, addition and subtraction, multiplication and division A Year 4 - Place Value, addition and subtraction, multiplication and division A	Year 3 - Multiplication and division B, length and perimeter, mass and capacity Year 4 - Multiplication and division B, length and perimeter, decimals	Year 3 - Fractions, money, time, shape, statistics, Year 4 - decimals, money, time, consolidation, shape, statistics, position and direction	Year 3 - Place Value, addition and subtraction, multiplication and division A Year 4 - Place Value, addition and subtraction, multiplication and division A	Year 3 - Multiplication and division B, length and perimeter, mass and capacity Year 4 - Multiplication and division B, length and perimeter, decimals	Year 3 - Fractions, money, time, shape, statistics, Year 4 - decimals, money, time, consolidation, shape, statistics, position and direction

	Place dates on a Victorian timeline	Multiplying Roman Numerals	Use money to calculate totals and change on trip to Waitrose	Estimate the distance of a thunderstorm with my Thunderstorm Stopwatch activity.	Use Venn diagrams to classify animals.	Explore statistics through stone age numbers activity-tally marks
Science	<p>Y3 - Plants Investigate how a range of different seeds grow understanding the different functions of the parts of a plant.</p> <p>Y3 - Light How shadows are formed and change size through the blocking of light travelling from a light source. (Victorian pastime). Dangers of looking at the sun - how to protect our eyes?</p>	<p>Living things and their habitats Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment (science). Compare the Roman era with now. Habitats/endangered species. What is the impact of the removal of animals from their natural habitats?</p>	<p>Animals including humans Diet the Aztecs and why they ate the foods they did and how would it have affected their bodies (muscle/skeletal)? (e.g. hunting). Were they healthy eaters?</p> <p>Electricity - Identify common appliances that run on electricity and how electricity impacts the environment. How can we be better equipped to save energy? What is electricity? Different type Construct a circuit - Identifying and describing metals that are good conductors.</p>	<p>Working scientifically: fair testing, measuring, recording, diagrams, conclusions, comparisons</p> <p>Sound - Sound-fair testing. Explore and identify vibrations in musical instruments from around the world. Experiment with pitch and volume Compare patterns in the sounds that are made by using different objects</p> <p>Experiment: STEM investigation: make ear defenders from a variety of different materials to investigate which provides the best insulation against sound.</p>	<p>Animals including humans: Compare nutrition of the Stone Age and today. What did they eat - food chains? Do they differ? How? Explore how nutrition affects the digestive system and teeth.</p> <p>Rocks - comparison, fossils, soils, rocks of the Stone Age time period (sandstone, granite, amulets, curing stones etc.). Explore fossils that have evolved from Anglo- Saxon times - how were they formed? What do they tell us?</p>	<p>States of matter - group solids, liquids, gases; heating and cooling to change state using degrees Celsius; water cycle</p> <p>Forces and magnets - attract and repel groups of materials, magnetic poles</p> <p>Explore how forces can act in a variety of everyday materials - classifying each as either a push, pull or both.</p> <p>Experiment: moving a toy vehicle using different forces</p>
History	<p>Historical Events Lifestyles of people in the past</p> <p><i>Why were the Victorians so successful and what did they leave behind?</i></p> <p>What was the impact of the Industrial Revolution (includes Railways)?</p>	<p>Finding out about the past (enquiry)</p> <p><i>How did the Romans influence the culture of people living in Britain?</i></p> <p><i>What significance did the Romans have in changing world history?</i></p>	<p>Finding out about the past (chronology)</p> <p>Evaluate impact of Climate Change and action taken by countries & world leaders throughout History.</p>	<p>Historical events</p> <p>How did Vikings influence the culture of people living in Britain?</p> <p><i>Anglo Saxons - What was the mystery of Sutton Hoo? Who was Alfred the Great and what is his importance?</i></p>	<p>Lifestyles of people in the past</p> <p>How can we find out about prehistoric Britain?</p> <p>How did people live in the Stone, Iron and Bronze ages and how do we know?</p>	<p>Significant historical people</p> <p>How did Mayan life differ from ours today?</p> <p>How did the lives of the Ancient Mayan people differ from ours?</p>
Geography	<p>Locational knowledge</p> <p>Investigate counties of the UK.</p> <p>Locate and compare London and Manchester</p> <p>Identify physical and human features and why they are important, focus on the</p>	<p>Place knowledge</p> <p>Focus study - Italy.</p> <p>Range of cities and countries in the Ancient Roman Empire.</p> <p>Identify types of settlement, land use, trade links.</p> <p>Explain geographical similarities</p>	<p>Sustainability</p> <p>Identify sources of pollution in the local environment.</p> <p>Give views about Mill Hill / London or any identified local environmental issues.</p> <p>Use factual information and evidence to support suggestions or ways to</p>	<p>Geographical skills and fieldwork</p> <p>Local Area Enquiry - focus on land use Draw maps including key, compass points, symbols and scale.</p>	<p>Human and Physical geography</p> <p>Links to local tributary of Brent River, Mill Hill (Folly Brook or Dollis brook).</p> <p>Identify and describe an increasing range of physical and human processes in</p>	<p>Geographical enquiry</p> <p>Use geographical skills and fieldwork to reinforce sense of place and locational knowledge - observe, measure, record and present human and physical features in the local area.</p>

	Industrial Revolution. Identify on a map, the British Empire in the Victorian era. Northern and Southern Hemispheres, locate trade links and evaluate impact of the economic and population growth..	and differences between the physical and human features.	improve and sustain the environment.	Develop field sketching skills complete with annotation on maps Build knowledge of the United Kingdom and the wider world using four figure grid references (including the use of Ordnance Survey maps).	Britain, such as mountains, rivers, the water cycle, settlement. Link to changes in Britain from Stone Age to Iron age, evaluate how human and physical factors change the features of a locality.	Conduct small local survey of Mill Hill Broadway (i.e. shops, traffic, litter) with equipment - compass, camera, to identify and evaluate land use and compare types of settlement.
ICT	Information Technology Digital Care Package Use windows movie maker or iMovie to create and edit uplifting videos to send to people who are most in need in our community, building on what they've learnt in KS1 to become more independent.	Digital Literacy Navigating the Online World with Confidence Building on what the children have learnt from ks1, getting the children to understand what a Network is, how the WWW works and how to check reliability of information to help improve their safety online.	Computer Science Coding for a Better World How can we use coding to create a better world? Using J2E or code.org to explore different types of input and outputs along with repetition and sequence, to think about how we can improve the world.	Information Technology Learning from Our Mistakes: Exploring Technology's Potential Create a survey about learning from mistakes and get the children to record the information. Using google sheets the children will input the data onto a computer to identify what patterns and trends they notice. Presentation to feedback their findings. Including data visualisation.	Digital Literacy Create a blog for the website about judging and how we don't judge others in school. Following on from what they learnt in their previous key stage building on more complex topics alongside PSHE. Thinking about the emotional and mental effects judging others can cause.	Computer Science Using scratch, give the children two parts of a coding sequence that they have to work together to piece together and work out what it does. Then introduce problems with the code for them to debug.
DT	Design, Make and Evaluate Structures-To apply their understanding of how to strengthen, stiffen and reinforce more complex structures <u>3D shapes -Create nets to make a Victorian candle holder.</u>	Design, Make and Evaluate Food Technology-To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. <u>Design and make a Roman Meal</u>	Design, Make and Evaluate Electrical and mechanical components. <u>Research, design and make a litter picker using an electrical motor</u>	Design, Make and Evaluate Textiles- use a wider range of tools and equipment to perform practical tasks. <u>Sewing-sewing a sail for a Viking boat.</u>	Design, Make and Evaluate Mechanisms <u>Create moving pictures of The Stone Age using sliders and levers.</u>	Design, Make and Evaluate Axels, pulleys and gears <u>Design and make a Mayan temple. Use pulleys and gears to help transport materials.</u>
Art	Painting <i>Children will create their own painting with fruit and flowers.</i> Artists: William Morris	Printing <i>Children will use block printing to recreate a colourful print of the Colosseum.</i> Artists: Leonardo Digenio	3D modelling <i>Make a 3-D model of a whale using a range of techniques</i> Artists: David Edgar	Drawing <i>Linked to their learning of sound in science, children will draw a movement picture to music.</i> Artists: Gary Webb	Textiles <i>Children will recreate a textile fossil using different materials and textures.</i> Artists: Franz Anthony	Investigating and exploring <i>Children will explore and investigate Mayan patterns.</i> Artists: Gonzalo Areúz

Music	Singing <i>Great Exhibition - To sing a Victorian style song and perform to an audience.</i>	Listening and Composing <i>Pupils will create a Colosseum Score</i>	Performing and musicianship <i>Pupils will create and perform an environmental safety song</i>	Singing <i>Children will learn the song 'Dragon ship' and sing in time with others. Children will sing a song about rivers and sing in a round.</i>	Listening and Composing <i>Pupils will compose a piece of music linked to their learning about the stone age and how instruments were used for long-range communication.</i>	Performing and musicianship <i>Explore songs from UN countries. Perform their chosen song in groups.</i>
PE	Gymnastics Create and perform a well-sequenced, extended sequence involving control, coordination and body shapes, changes in speed, direction and level. Games Throw an object over an increasing distance track and intercept a ball during a game. Hit balls bowled with intent and force, track where a ball may be batted and position themselves accordingly. Dance Learn and choreograph a short dance sequence to include as part of their project in a whole class, which includes a range of complex large-body movements. (Victorian Music)	Outdoor Adventurous Activities (OAA) Orientate themselves with increasing confidence and accuracy around a short trail. Children should be able to identify simple orienteering symbols and use them accurately in their trails. Dance Create a short dance routine in large groups to a Roman style of music with more complex whole-body movements. This will be completed both in a solo dance and a small group.	Athletics Jumping Take part in athletics circuits (light and circuits). Perform actions, balances, body shapes, and different jumps and/or movements with control. Long-distance running and technique (Aztecs) by using improved methods for sprinting and the correct technique for sprint finishes. Dance Choreograph (Aztec dance) and perform to the school, showing an increased understanding of dynamics and rhythm. In both group and solo segments.	Games Use a range of techniques for games and develop known techniques for throwing, including power and accuracy. Track and anticipate the path and trajectory of a ball during a game-based situation Dance Choose and sequence movements that reflect the dance idea, feel or mood of different genres of music and choreograph a dance piece that shows an understanding of tempo.	Outdoor Adventurous Activities (OAA) Try a range of equipment for creating and completing an orientation activity. Make an informed decision on the best equipment to use for an activity. Dance Create a dance to match a themed piece of music with short routines with strong movements	Athletics Throwing Throw objects using new techniques, such as the push and pull throw, and practice jumping over things at speed with the correct technique for both jumping and landing. Dance Improvise and create a dance related to Mayan music with a small group effectively, and then reflecting on my dance gives ideas for improvement.
PSHE	Anti-bullying/Friendships - Underwear rule Religious Understanding	Me, my body, my health Emotional Wellbeing	Life Cycles Religious Understanding Living in the wider world	Mental Health and wellbeing Underwear rule Religious Understanding	Personal Relationships Life online Keeping Safe Y4 ONLY - Me, my body, my health	Religious Understanding Living in the wider world
MFL: Italian	Greetings Introducing yourself - What is your name? Colours – verb “to be”. Numbers up to 20- How many? Four Seasons in art:	Italian culture: La Befana Four Seasons in art: Winter- Spring- There is/there are. Days of the week - Connective Family - Possessive	Parts of the body Describe yourself - I have/You have. Sports - I like/I do not like. Means of transport - Prepositions.	Greetings Introducing yourself -What is his/her name? The alphabet – Spelling of name/surname Parts of the day and the related greeting	Italian culture: La Befana Four Seasons in music: Winter and Spring Week planning Months of the year - When? Ask and say the age.	Parts of the body - Definitive articles Describe yourself - male/female adjectives. Olympic sports- - Infinitive verbs Italian famous people -

	<p>Autumn The alphabet - Spelling The School objects - What is it? Food - I like/I do not like. Christmas: Letter to Santa</p>	<p>Adjectives The house and its rooms - Where is/Where are Carnival Easter Games</p>	<p>The Italian cities and the most important Sightseeing Four Seasons in art: Summer</p>	<p>Four Seasons in music: Autumn The School types of furniture - Prepositions of place School subjects - My favourite subject Classroom language Bingo Numbers up to 100. Christmas and decorations</p>	<p>Greetings about Birthday- Possessive adjectives The weather Different types of houses Carnival The restaurant menu- - Do you like? The shops - How much? The jobs of key workers. Easter symbols</p>	<p>Who is it? Male/Female noun The main public building of a city Italian seaside and main islands</p>
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