

**Year B- Curriculum Breadth Map**  
**Year 3 and 4**

Term	Schema	Read	Write	Art & design	D&T	History	Geography	Music	Computing	Science	PE	RE	RSE/PSHE	MFL
Autumn	Starting from the Stone Age	<p>Non chronological reports</p> <p>Stories of adventure</p> <p>Read a range of instructions</p> <p>Read Haiku poems and perform them.</p> <p>Look at early writing alphabets</p>	<p>Narrative - write stories of adventure</p> <p>Non Fiction - Non chronological reports Write Instructions</p> <p>Poetry - Write haiku poems. Learn by heart and perform a significant poem.</p>	<p>Painting cave paintings</p> <p><i>Develop ideas</i></p> <p>Master techniques - painting and drawing</p> <p>Take inspiration from the greats</p>	<p><b>Mechanisms</b></p> <p><i>Master practical skills</i></p> <p>Design, make, evaluate, and improve</p> <p>Take inspiration from design throughout history</p>	<p>Changes in Britain from the Stone Age to the Iron Age.</p> <p><i>Investigate and interpret the past</i></p>	<p>Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.</p> <p>Make links and the distribution of natural resources including energy, food, minerals and water supplies.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom.</p> <p><i>Investigate places</i></p> <p><i>Investigate patterns</i></p>	<p>Learning to play the recorder.</p> <p><i>Perform Compose Transcribe Describe</i></p>	<p>Connecting computers (Teach Computing)</p> <p><i>Connect: develop an understanding of how to safely connect with others.</i></p> <p>Repetition in shapes (Teach Computing)</p> <p><i>Code: develop understanding of instructions, logic, sequences (motion, looks, sound, draw, events, control, sensing, variables, operators).</i></p> <p><b>E-Saftey (Project Evolve)</b></p> <p>Managing online information</p> <p>Online relationships</p> <p>Online bullying</p> <p>Health, Wellbeing and lifestyle.</p> <p><i>Connect: develop an understanding of how to safely connect with others.</i></p>	<p><b>Chemistry: Rocks</b></p> <p>Compare and group rocks and describe the formation of fossils.</p> <p><i>Investigate materials</i></p> <p><b>Physics: Light</b></p> <p>Look at sources, seeing, reflections and shadows.</p> <p><i>Investigate light and seeing.</i></p> <p><i>Working scientifically</i></p>	<p>Term 1</p> <p>Games x 6 Get Set 4 PE Y3/4 Ball Skills</p> <p>Outdoor and Adventurous Activities x 6 Get Set 4 PE Y3/4 Fitness</p> <p>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> <p>Term 2</p> <p>Gymnastics x 6 Get Set 4 PE Y3/4 Fundamentals</p> <p>Games x 6 Get Set 4 PE Y3/4 Tag Rugby</p> <p>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p>	<p>LAS Additional (T1)</p> <p>Big Questions (including Christianity)</p> <p>[Why do we celebrate?]</p> <p>LAS Compulsory Community – Islam (T2)</p> <p><i>Islam: How is Muslim worship expressed collectively? How does Muslim worship and celebration build a sense of community?</i></p> <p>Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</p>	<p>Y3: Drug, Alcohol and Tobacco Education <i>Focus: Tobacco is a drug</i></p> <p>Keeping safe and managing risks <i>Focus: Bullying- See it, Say it, Stop it</i></p> <p>Y4: Drug, Alcohol and Tobacco Education <i>Focus: Making Choices</i></p> <p>Keeping Safe and Managing Risk <i>Focus: Playing Safe</i></p>	<p>Greetings and Numbers</p> <p>Colours, and animals</p> <p>Days of the weeks, months, seasons.</p> <p>Fruit, food, drink and giving preferences.</p> <p>Families, stories and conversations.</p> <p>Cultural diversity</p> <p>Speak</p> <p>Read</p> <p>Write</p> <p>Spanish Culture</p>
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Spring	Invaders and settlers	<p>Read suspense stories.</p> <p>Read biographies</p> <p>Myths and legends</p> <p>Read non-fiction, non-chronological reports</p> <p>Read formal and informal letters</p> <p>Look at Viking and Roman alphabets</p>	<p>Narrative - Write stories of mystery and suspense</p> <p>Write fictional letters</p> <p>Write fictional biographies</p> <p>Non fiction - Write formal letters - thank you</p> <p>Write biographies.</p>	<p><b>Sculpture – Roman busts</b></p> <p>Develop ideas</p> <p>Master techniques -</p> <p>Take inspiration from the greats</p>	<p><b>Textiles money container</b></p> <p>Master practical skills</p> <p>Design make evaluate and improve</p> <p>Take inspiration from design throughout history- Roman purses</p>	<p><b>The Roman Empire and its impact on Britain.</b></p> <p>Investigate and interpret the past</p> <p>Communicate historically</p>	<p>Locate the world's countries using maps to focus on Europe, concentrating on their environmental regions, key human and physical characteristics, countries and major cities.</p> <p>Describe and understand key aspects of physical geography including vegetation belts, rivers, mountains, volcanoes and earthquakes.</p> <p>Describe and understand key aspects of human geography including settlements, land use, economic activity including trade links and the distribution of natural resources.</p> <p>Understand geographical similarities and differences through the study of the human and physical geography of a region or area in a European country.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Communicate geographically</p> <p>Investigate patterns</p>	<p><b>Music Express</b></p> <p>Y3 - Time – Beat focus.</p> <p>Perform Compose Transcribe Describe</p> <p>Y4 - Around the World – Pitch focus.</p> <p>Perform Compose Transcribe Describe</p> <p>Singing for performance.</p> <p>Perform Compose Transcribe Describe</p>	<p><b>Data logging</b></p> <p>Collect: device and construct databases.</p> <p>Communicate: Using apps to communicate ones ideas.</p> <p>Connect: develop an understanding of how to safely connect with others.</p> <p><b>Sequencing Sounds (Teach Computing)</b></p> <p>Code: develop understanding of instructions, logic, sequences (sound, draw, looks).</p> <p>Communicate: Using apps to communicate ones ideas.</p> <p>Connect: develop an understanding of how to safely connect with others.</p> <p><b>E-Saftey (Project Evolve)</b></p> <p>Self-iage and identity.</p> <p>Copyright and ovenership</p> <p>Connect: develop an understanding of how to safely connect with others.</p>	<p><b>Physics: Sound</b></p> <p>Look at sources, vibration, volume and pitch.</p> <p>Investigate sound and hearing.</p> <p><b>Biology: Evolution and Inheritance (non-statutory)</b></p> <p>Look at resemblance in offspring.</p> <p>Understand evolution and inheritance.</p> <p>Working scientifically</p>	<p><b>Term 3</b></p> <p>Games x 6 Get Set 4 PE: Y3/4 Dodgeball</p> <p>Gymnastics x 6 Get Set 4 PE: Y3 Gymnastics</p> <p>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> <p><b>Term 4</b></p> <p>Games x 6 Get Set 4 PE: Y3/4 Tennis/Hocky</p> <p>Dance x 6 Get Set 4 PE: Y4 Dance</p> <p>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p>	<p><b>LAS Compulsory Hinduism (T3)</b></p> <p>[Hinduis: How is Hindu belief expressed personally and collectively? How does Hindu worship and celebration build a sense of community?</p> <p>Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]</p> <p><b>Creation (T4)</b></p> <p><b>UC 2a.1 (core)</b></p> <p>What do Christians learn from the creation story?</p>	<p><b>Y3: Physical Health and Wellbeing</b> Focus: What helps me to choose?</p> <p><b>Identity, Society and Equality</b> Focus: Celebrating Difference</p> <p><b>Y4: Physical Health and Wellbeing</b> Focus: What is important to me?</p> <p><b>Identity, Society and Equality</b> Focus: Democracy</p>	<p>Greetings and Numbers</p> <p>Colours, and animals</p> <p>Days of the weeks, months, seasons.</p> <p>Fruit, food, drink and giving preferences.</p> <p>Families, stories and conversations.</p> <p>Cultural diversity</p> <p>Speak</p> <p>Read</p> <p>Write</p> <p>Spanish Culture</p>
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Summer	Our Planet	<p>Newspaper reports - focus on developing arguments</p> <p>Stories set in places pupils have been</p> <p>Poetry that convey an image</p> <p>Fairytales from around the world</p>	<p>Narrative - write stories set in places pupils have been</p> <p>Non fiction - Write newspaper reports Write arguments/persuasive writing.</p> <p>Poetry - Write poems that convey an image</p>	<p>Printing based on physical landscape</p> <p>Develop ideas</p> <p>Master techniques</p> <p>Take inspiration from the greats</p>	<p>Electricals and electronics create series and parallel circuits</p> <p>Master practical skills-</p> <p>Take inspiration from design throughout history.</p>	<p>Britain's settlement by Anglo Saxons and Scots</p> <p>A local history study</p> <p>Investigate and interpret the past</p> <p>Communicate historically</p>	<p>Locate the world's countries that are of a particular interest to children.</p> <p>Use fieldwork to observe, measure and record the human and physical features.</p> <p>Identify the position and significance of latitude, longitude, Equator, Northern and Southern hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich meridian and time zones.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Describe and understand key aspects of physical geography including vegetation belts, rivers, mountains, volcanoes and earthquakes.</p> <p>Describe and understand key aspects of human geography including settlements, land use, economic activity including trade links and the distribution of natural resources.</p> <p>Communicate geographically</p> <p>Investigate patterns</p> <p>Investigate places</p>	<p>Learning to play the recorder.</p> <p>Perform Compose Transcribe</p> <p>Describe</p>	<p>Photo editing (teach Computing)</p> <p>Communicate: Using apps to communicate ones ideas.</p> <p>Events and actions in programmes (Teach Computing)</p> <p>Code: develop understanding of instructions, logic, sequences (motion, looks, sound, draw, events, control, sensing).</p> <p>Communicate: Using apps to communicate ones ideas.</p> <p>E-Safety (Project Evolve)</p> <p>Online reputation</p> <p>Privacy and security</p> <p>Connect: develop an understanding of how to safely connect with others.</p>	<p>Biology: Plants Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal. - moved to year A</p> <p>Animals and habitates</p> <p>Understand plants.</p> <p>Physics: Electricity Look at appliances, circuits, lamps, switches, insulators and conductors.</p> <p>Understand electrical circuits.</p> <p>Working scientifically</p>	<p>Term 5</p> <p>Games x 6 Get Set 4 PE: Y3/4 Rounders</p> <p>Athletics x 6 Get Set 4 PE: Y3 Athletics</p> <p>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p> <p>Term 6</p> <p>Swimming x 6</p> <p>Athletics x 6 Get Set 4 PE: Y4 Athletics</p> <p>Develop practical skills in order to participate, compete and lead a healthy lifestyle.</p>	<p>LAS Additional (T5/6) Pilgrimage (including Christianity)</p> <p>[What is a pilgrimage? What does pilgrimage involve? E.g. Christian pilgrimage to Walsingham, Lourdes, Iona, Jerusalem, Muslim pilgrimage to Makkah, Jewish pilgrimage to Jerusalem, Hindu pilgrimage to the Ganges, etc. Environmental impact of pilgrimage]</p>	<p>Y3: Mental Health and Emotional Wellbeing Focus: Strengths and Challenges</p> <p>Careers, Financial Capability and Economic Wellbeing Focus: Saving, Spending and Budgeting</p> <p>Y4: Relationship and Sex Education Focus: Growing Up and Changing</p>	<p>Greetings and Numbers</p> <p>Colours, and animals</p> <p>Days of the weeks, months, seasons.</p> <p>Fruit, food, drink and giving preferences.</p> <p>Families, stories and conversation s.</p> <p>Cultural diversity</p> <p>Speak</p> <p>Read</p> <p>Write</p> <p>Spanish Culture</p>
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