

Year Y3&4 A Elm Autumn Curriculum Map

English		Maths Herts Essential	
Reading (including Phonics)	Writing	Key Concepts	
<p>Pugs of the Frozen North by Philip Reeves</p> <p>A Christmas Carol by Tony Mitton</p> <p>VIPERS focused on through whole class guided reading</p> <p>Continue to secure self -correction of errors when reading.</p> <p>Accurate reading of words outside vocabulary using good approximation to the word's pronunciation.</p> <p>Through the use of echo reading develop reading aloud with intonation that shows understanding.</p> <p>Begin making links between books they are reading and other books they have read.</p>	<p>*Traditional Tales- Fables linked to War and Peas.</p> <p>*Explanation texts securing sentences and use of verbs linked to The Santa Trap.</p> <p>*Securing sentence and paragraph writing in a recount linked to Shackleton's Adventure</p> <p>*Poetry – Shape Poems and Limericks</p> <p>*Take One Book- Coming to England</p>	<p>*Place Value and Regrouping</p> <p>*Counting On and Back in Ones, Tens and Hundreds</p> <p>* Estimation, Magnitude and Rounding Measures – Comparison, Estimation and Magnitude</p> <p>* Mental Fluency – Addition</p> <p>*Mental Fluency – Subtraction</p> <p>* Fact Families and Applying the Inverse</p> <p>*Written Addition</p> <p>* Written Subtraction</p> <p>* Problem Solving – Worded Problems</p> <p>*Statistics – Interpreting Bar Charts and Tables</p> <p>* Angles, Right Angles and Estimation</p> <p>* Perpendicular and Parallel Lines, Vertical and Horizontal Lines</p> <p>* 2-D Shape – Properties and Drawing</p> <p>* Perimeter Including Problem Solving Using Written and Mental Methods</p>	
<p>Vocabulary</p> <p>Subject specific vocabulary: preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant, consonant letter vowel, vowel letter, inverted commas plus all previously taught vocabulary.</p> <p>Key Texts: Shackleton's Adventure, War and Peas, The Santa Trap, Coming to England.</p>		<p>Vocabulary: Please see Year 3 Maths and vocabulary key concept map</p>	
PSHE Heart Smart		Science	
Skills	Knowledge	Skills	Knowledge
<p>*Record feelings in various ways and be able to describe why those feelings were chosen.</p> <p>*Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>*Demonstrate good choice and justification behind them.</p>	<p><u>Autumn 1- Get Heart Smart</u></p> <p>*Identify the benefits of a healthy lifestyle.</p> <p>*To describe ways that others should be treated.</p>	<p>*Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>*Use straightforward scientific evidence to answer questions or to support their findings.</p>	<p><u>Autumn 1- Living Things in Their Habitats</u></p> <p>*Recognise that living things can be grouped in a variety of ways.</p> <p>*Explore and use classification keys to help group, identify and name a</p>

<ul style="list-style-type: none"> *Reflect about previous experiences and share ideas about how it made them feel. *Make links between healthy eating and an active lifestyle and how this can be improved. *Recall memories and associate them with a feeling. *Create lists of people who have influenced their lives and why they are grateful for them. *Make comparisons between someone who hasn't had love and someone who has. *Be aware of the choices made and how positive encouragement is sometimes needed to stay healthy. *To be able to speak openly and positively. 	<ul style="list-style-type: none"> *To be able to link memories with positive feelings and show other gratitude. *To understand the importance of the heart and why it needs protecting. <p><u>Autumn 2- Don't forget to let love in.</u></p> <ul style="list-style-type: none"> *To be able to describe yourself in a positive way. *To be able to accept encouragement and show it to others. *To recognise that some choices have an impact on physical and mental health *To be reflective about myself and make steps to improve 	<ul style="list-style-type: none"> *Asking relevant Q's, using different types of scientific enquiries to answer them *Setting up simple practical enquiries, comparative, fair tests *Making systematic, careful observations, taking accurate measurements using standard units, using a range of equipment, including thermometers, data loggers *Recording and report findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, tables, verbally, written explanations, displays or presentations *Using results to draw simple conclusions, make predictions for new values, suggest improvements, raise further questions 	<p>variety of living things in their local and wider environment.</p> <ul style="list-style-type: none"> *Recognise that environments can change and that this can sometimes pose dangers to living things <p><u>Autumn 2 - Animals Including Humans</u></p> <ul style="list-style-type: none"> *Identify animal including humans need the right types and amount of nutrition, and that they cannot make their own food: they get nutrition from what they eat. *Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
<p>Vocabulary: Love, kindness, support, encouragement, memories, positive, feelings, emotions, grateful, health, exercise, accept, compare, consider, negative,</p>		<p>Vocabulary: Nutrition, Diet, Vitamins, minerals, fats, proteins and carbohydrates, functions of skeletons – protect, support and aid movement predator, prey, producer, river, ocean, desert, arctic, rainforest, mountain, farmland, wood, dry, wet, vegetation, shelter, vertebrate, invertebrate, classify, characteristic, flowering plant, non-flowering plant (fern, moss)</p>	
<p>Geography (Autumn 1) Artic and Antarctica</p>		<p>History (Autumn 2) Explorers</p>	
<p>Skills</p>	<p>Knowledge</p>	<p>Skills</p>	<p>Knowledge</p>
<ul style="list-style-type: none"> *To be able to locate the arctic circle and the countries within. *To know the location of the arctic circle along with the hemispheres *To use research to help build predictions and conclusions. *To develop and build upon map reading skills knowing the location of places in the world. *To use prior knowledge about the different continents and oceans of the world. *To reflect how these past events have effected history today. 	<p><u>Autumn 1: Shackleton's Journey</u></p> <ul style="list-style-type: none"> *To know who Shackleton was and why he is significant in history. *To understand the important of this historical event in the early 19 hundreds *To understand how the harsh environment impacted the journey *To know what would be needed on the journey and understand how the equipment would be used. *To be able to plot the journey on map and out key events into chronological order. *To know how these explorers link to other important historical events. 	<ul style="list-style-type: none"> *To be able to order dates and events in chronological order. *To continue to build upon research skills using a wide range of media. *To decide whether sources are primary or secondary and to discover if they are reliable or not. *To make links between known explorers. *To use research to help build predictions and conclusions. *To develop and build upon map reading skills knowing the location of places in the world. 	<p><u>Autumn 2: Explorers</u></p> <ul style="list-style-type: none"> *To be able to state key facts about Shackleton making links to other explorers. *To know who Christopher Columbus is and his significance to history. *To build upon prior knowledge of explorer transport and make links with the Endeavour. *To be able to describe the journey of Sir Francis Drake and plot his journey on a map. *To know how these explorers link to other important historical events.

<p>*To know and be able to explain the different climates, biomes, vegetation and wildlife within.</p> <p>*To know the importance of the different seasons and how they effected the journey of Shackleton.</p>	<p>*To be able to recall the important events and record them in descriptive ways.</p>	<p>*To use prior knowledge about the different continents and oceans of the world.</p> <p>*To reflect how these past events have effected history today.</p>	<p>*To be able to recall the important events and record them in descriptive ways.</p>
<p>Vocabulary: Explorers, travel, maps, co-ordinates, compass, direction, Shackleton, Artic, Antarctica, journey, countries, oceans, equator, northern hemisphere, southern hemisphere, chronological order, explore, prediction, location, transport, discover, ice, snow, iceberg, igloo, historical event, expedition, North Pole, South Pole.</p>		<p>Vocabulary: Explorers, travel, maps, co-ordinates, compass, direction, Shackleton, Columbus, Endeavour, journey, countries, oceans, equator, northern hemisphere, southern hemisphere, chronological order, explore, prediction, location, transport, discover.</p>	
Religious Studies		Computing	
Skills	Knowledge	Skills	Knowledge
<p>Autumn 1: Pilgrimage</p> <p>*To be able to describe and make connections</p> <p>*To be able to reflect upon different features of the religions</p> <p>*To discuss and compare worldview studies</p> <p>*To discover more about the significance of pilgrimage</p> <p>*To know the importance of worship and the rituals which mark important points in life including the joy of celebrations.</p> <p>Autumn 2: The Meaning of Christmas</p> <p>*To be able to explore and describe beliefs</p> <p>*To discuss the different practices and symbols within religion.</p> <p>*To be able to understand deeper meanings.</p> <p>*To be reflective and compassionate in order to understand different ways of expressing meaning</p>	<p>Autumn 1: Pilgrimage</p> <p>*Would visiting the River Ganges make a person a better Sanatani?</p> <p>*To know the importance of the River Ganges to Sanatanis</p> <p>*To understand how and why they would make a pilgrimage there.</p> <p>*To discuss what actions are taken at Varanasi because of the belief of Brahman in everything</p> <p>*To describe the importance of Brahman in the waters of the river.</p> <p>Autumn 2: The Meaning of Christmas</p> <p>*Has Christmas lost its true meaning?</p> <p>*To know the meaning of Christmas to Christians</p> <p>*To be able to identify the key facts related to Christmas</p> <p>*To discuss the importance of extending kindness</p> <p>*To be able to consider why Jesus was born (the incarnation).</p> <p>*To be able to discuss the importance of incarnation.</p>	<p>Autumn 1: Connecting Computers</p> <p>*To be able to explain inputs and outputs and follow a process.</p> <p>*To recognise similarities and differences between digital and non-digital tools.</p> <p>*To identify different messages and connections and be aware of the importance to be safe.</p> <p>*To describe the components of begin digital and how they link together.</p> <p>Autumn 2: Stop Frame Animation</p> <p>*To be able to draw a sequence of pictures to create a flip book.</p> <p>*To know how animation works.</p> <p>*To use prediction skills and be able to evaluate once animation is made</p> <p>*To explain how small changes link to cause and effect in animation.</p> <p>*To break an animation into sections and identify how these key parts link.</p>	<p>Autumn 1: Connecting Computers</p> <p>*To explain how digital devices function</p> <p>*To be able to use a range of inputs and outputs with related functions and processes.</p> <p>*To know how digital devices change the way we work.</p> <p>*To be able to explain how digital networks are used to share information.</p> <p>*To know and explain how digital devices are connected.</p> <p>*To explain how devices are used in the modern infrastructure.</p> <p>Autumn 2: Creating Media- Stop Frame Animation</p> <p>*To understand that animation is made up of a sequence of images and to plan an animation using a storyboard.</p> <p>*To explain that animation is a sequence of drawings or photographs.</p> <p>*To be able to relate animated movement with a sequence of images.</p> <p>*To be able to plan, create and evaluate an animation.</p>

Vocabulary: Christmas, Jesus, incarnation, life, hope, symbol, importance, meaning, reflection, symbols, practices, discover, pilgrimage, compassion, connections, journey, belief, travel, respect.		Vocabulary: device, network, connection, prediction, animation, pictures, images, communication, router, input, output, components, messages, wireless, technology, safety, server, switch, access point, digital device, non-digital device, users, systems.	
Art (Autumn 1): Drawing- Giorgio Morandi		Design and Technology (Autumn 2) Textiles- Purses	
Skills	Knowledge	Skills	Knowledge
<ul style="list-style-type: none"> *To produce creative work *To explore ideas and recording experiences *To become proficient in drawing, painting, sculpture and other art, craft and design techniques *To evaluate and analyse creative works using the language of art, craft and design *To know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. *To reflect upon the drawing technique and find ways to improve *To know how colour, pattern and texture can affect the outcome. 	Autumn 1: Glass Bottle Drawing <ul style="list-style-type: none"> *To learn about the range of artists, craft makers and designers *To research different techniques and skills and to practise and apply *To use drawing to develop and share their ideas, experiences and imagination. *To practise and experiment using a range of materials creatively *To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space *To use a range of materials creatively to design, make product * To complete product and evaluate, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<ul style="list-style-type: none"> *To know materials have different properties *To realise some joining techniques are stronger/weaker *To know some stitches are stronger and more suitable to different seams/joins *To be able to reflect on the design against the success criteria *To ensure that their product is fit for purpose. 	Autumn 2 - Purses <ul style="list-style-type: none"> *To develop an understanding of sewing, stitches and fastenings. *To be able to design with consumer in mind. *To develop their understanding of materials/fabrics. *To discuss, explore and investigate existing products and with a view to develop and design their own product. *To use a range of sewing stitches and understand their properties. *To design and plan a money container for a particular purpose. *To be able to evaluate a finished product.
Vocabulary: portrait, light, dark, tone, shadow, line, pattern, texture, form, shape, tone, outline, pencil, technique, materials, creative, apply, skills, design, similarities, differences, artist, feelings.		Vocabulary: Running stitch, overlap stitch, (backstitch) zip, button, clasp, pattern, design, idea, discuss, explore, use, choose, join	
Music		Physical Education	
Skills	Knowledge	Skills	Knowledge
<ul style="list-style-type: none"> *To confidently identify and move to the pulse. *To think about what the words of a song mean. *To take it in turn to discuss how the song makes them feel. *Listen carefully and respectfully to other people's thoughts about the music. 	Autumn 1: Let your Spirits Fly <ul style="list-style-type: none"> *To know that music that is created by you and kept in some way. *To know that there are different ways of recording compositions. *To know that singing in a group can be called a choir 	<ul style="list-style-type: none"> *To develop accuracy when throwing a ball at a fixed or moving target *To differentiate between speed and intensity when throwing *To identify spatial awareness and begin the ability to dodge and move their feet and body 	Autumn 1: Invasion Games linked with Football <ul style="list-style-type: none"> *To be aware of space and those around them *To be able to link movements together to create or invade space

<ul style="list-style-type: none"> *To sing in unison and in simple two-parts. *To demonstrate a good singing posture. *To follow a leader when singing. *To enjoy exploring singing solo. *To sing with awareness of being 'in tune'. *To have an awareness of the pulse internally when singing. *To choose what to perform and create a programme. *To communicate the meaning of the words and clearly articulate them. *To talk about the best place to be when performing and how to stand or sit. *To record the performance and say how they were feeling, what they were pleased with what they would change and why. *Help create at least one simple melody using one, three or five different notes. * Plan and create a section of music that can be performed within the context of the unit song. *Talk about how it was created. *Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. 	<ul style="list-style-type: none"> *To know that the leader or conductor is *To identify that songs can make you feel different things e.g. happy, energetic or sad *To know that singing as part of an ensemble or large group is fun, but that you must listen to each other *To know why you must warm up your voice <p><u>Autumn 2: Glockenspiel Stage</u></p> <ul style="list-style-type: none"> *To know that music that is created by you and kept in some way. *To know that there are different ways of recording compositions. *To know that singing in a group can be called a choir *To know that the leader or conductor is *To identify that songs can make you feel different things e.g. happy, energetic or sad *To know that singing as part of an ensemble or large group is fun, but that you must listen to each other *To know why you must warm up your voice 	<ul style="list-style-type: none"> *To continue to enhance communication skills and develop their competitive streak *To continue to learn to evaluate and recognise their successes and areas for improvement <p><u>Autumn 2: Dance and Gymnastics</u></p> <ul style="list-style-type: none"> *Be able to complete a forward roll and begin to stand up afterwards *Recall and recognise simple shapes and put these into a sequence *Listen, follow, respond to instructions *Be able to mirror and copy sequences of developing length including a range of techniques *Show a sequence of elements of balance on different points of the body eg feet, hands, bottom and understand that these make a routine *To identify key points of balance and use their partner as a counterweight- covert when making towers *To develop trust and communication skills within the class. *To promote positivity and allow time for reflection and evaluation of themselves and the lesson. 	<ul style="list-style-type: none"> *To be able to work together to solve a problem *To use gross motor skills to complete the activity *To be able to strike a ball using the feet <p><u>Autumn 2: Dance and Gymnastics</u></p> <ul style="list-style-type: none"> *To be able to perform a range of shapes *To be able to move the body in time to a beat or rhythm *To be able to link movements together to create a sequence and then routine *To be aware of how the body moves *To use balance and co-ordination when combining moves *To develop communication and team work skills *To be able to be reflective about themselves and others.
<p>Vocabulary: Music, rhythm, tempo, pace, speed, pitch, choir, group, beat, melody, pulse, posture, performance, notes, composition, dynamics, solo, duet, emotion.</p>		<p>Vocabulary: Rhythm, movement, link, combine, space, shape, routine, trust, communication, beat, tempo, sequence, floor, roll, mats, body, mirror, sequence, forward roll, elements, body.</p>	
<p>French</p>			
<p>Skills</p>	<p>Knowledge</p>		
<p><u>Autumn 1: Dans La Jungle</u></p> <ul style="list-style-type: none"> *To know the different jungle animals in French *To make links between the animals in French and English *To identify the key sounds within French 	<p><u>Autumn 1: Dans La Jungle</u></p> <ul style="list-style-type: none"> *To recognise different jungle animals in French and learn the patterns and sounds of language. 		

<p>*To be able to communicate about the animals in French</p> <p>*To use simple sentences to describe the animals in the jungle.</p> <p><u>Autumn 2: Les Saisons</u></p> <p>*To make links between the seasons in French and English</p> <p>*To be able to describe the seasons in French</p> <p>*To create simple sentences in French</p> <p>*To orally rehearse sentences before writing</p> <p>*To identify which season is being described in French and then respond.</p>	<p>*To apply language through songs and pattern building.</p> <p>*To continue to develop animal language and create simple sentences to describe each one.</p> <p><u>Autumn 2: Les Saisons</u></p> <p>*To learn how to recognise, recall and spell the four different seasons in the foreign language.</p> <p>*To learn about what happens in winter and will also learn how to say and/or write a short sentence about this season in the foreign language.</p> <p>*To learn about what happens in spring with the aim of saying and/or writing a short sentence about this season in the foreign language.</p> <p>*To learn about what happens in summer with the aim of saying and/or writing a short sentence about this season in the foreign language.</p> <p>*To learn about what happens in autumn with the aim of saying and/or writing a short sentence about this season in the foreign language.</p>	
<p>Vocabulary: animals, jungle, seasons, weather, feelings, plants, location, French, English</p>		