



Thorndon Primary School

Curriculum Map - Oak Class - Years 3&4



Cycle A 2026-2027

Year 3/4	Autumn		Spring	Summer
Topic History and Geography	<u>Through the Ages History</u> <ul style="list-style-type: none"> Stone Age, Bronze Age & Iron Age (Tools and weapons, everyday life, settlements, beliefs, end of the age. Definitions of time Archaeological evidence 	<u>One Planet One World</u> <ul style="list-style-type: none"> Locating countries on a map Human and physical features Using four-grid reference Analysing Data Compass points Earth Plate Tectonics Latitude and longitude Climate Zones Locating European countries and cities Uk Human and physical features UK countries Uk cities Carbon Footprint Weather and the local environment Land uses in the UK 	<u>Rocks, Relics and Rumbles Geography</u> <ul style="list-style-type: none"> Structure of the earth types of rock uses of rock Fossils Mary Anning Soils Plate tectonics Volcanoes Earthquakes Tsunamis 	<u>Emperors and Empires History</u> <ul style="list-style-type: none"> Founding of Rome Ruling Rome Emperors Growth of an empire Ancient Rome Social hierarchy Roman army Romans in Britain Timeline of roman Britain Romanisation of Britain



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Literacy	<u>Writing to reflect</u>	<u>Writing to teach</u>	<u>Writing to entertain</u>	<u>Writing to teach writing to learn</u>	<u>Writing to persuade and give opinion</u>	<u>People's History</u>
	<p style="text-align: center;">All about me</p> <ul style="list-style-type: none"> • Capitalisation • Full stops • Question marks • Exclamation marks • End punctuation • Commas • Nouns Verbs • Expanded noun phrases • Prepositional phrases • Adjectives • Adverbs • Inverted commas (speech/quotation marks) • Speaker tags • Coordinating conjunctions • Subordinating conjunctions • Apostrophes to show possession • Apostrophes to show contraction • Paragraphs • Noun and pronoun choice 	<p style="text-align: center;">Short Stories</p> <ul style="list-style-type: none"> • Expanded noun phrases • Prepositional phrases • Adjective • Adverbs • Inverted commas (speech/quotation marks) • Speaker tags • Coordinating conjunctions • Subordinating conjunctions • Apostrophes to show possession • Apostrophes to show contraction • Paragraphs • Noun and pronoun choice • Simple and multi-clause sentences • Fronted adverbials 	<p style="text-align: center;">Fairy Tales</p> <ul style="list-style-type: none"> • Expanded noun phrases • Prepositional phrases • Adjectives • Adverbs • Inverted commas (speech/quotation marks) • Speaker tags • Coordinating conjunctions • Subordinating conjunctions • Apostrophes to show possession • Apostrophes to show contraction • Paragraphs • Noun and pronoun choice • Simple and multi-clause sentences 	<p style="text-align: center;">Information text</p> <ul style="list-style-type: none"> • Title, heading, subheadings, captions, picture • Capitalisation, commas, paragraphs, • Rhetorical questions 	<p style="text-align: center;">Write a letter to an organisation asking questions.</p> <ul style="list-style-type: none"> • Capitalisation • Full stops • Question marks • Exclamation marks • End punctuation • Commas • Nouns • Verbs • Expanded noun phrases • Prepositional phrases • Adjectives • Adverbs • Coordinating conjunctions • Subordinating conjunctions • Apostrophes to show possession • Apostrophes to show contraction • Paragraphs • Noun and pronoun choice • Simple and multi-clause sentences 	<p style="text-align: center;">Write a biography about a Historical character from Ancient Rome. Or</p> <p style="text-align: center;">Diary entry/ Science report</p> <ul style="list-style-type: none"> • Capitalisation • Full stops • Question marks • Exclamation marks • End punctuation • Commas • Nouns • Verbs • Expanded noun phrases • Prepositional phrases • Adjectives • Adverbs • Inverted commas (speech/quotation marks) • Speaker tags



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	<ul style="list-style-type: none"> Simple and multi-cla 					<ul style="list-style-type: none"> Coordinating conjunctions Subordinating conjunctions Apostrophes to show possession Apostrophes to show contraction Paragraphs Noun and pronoun choice Simple and multi-cla
Spelling and Grammar	<p>Spellings; EdShed Year 3:</p> <ul style="list-style-type: none"> Words where the digraph 'ou' makes an /ow/ sound Words where the digraph 'ou' makes a /u/ sound Words where 'y' makes an /i/ sound Words ending in '-sure' 	<p>Spellings; Year 3:</p> <ul style="list-style-type: none"> Words with the prefix 're-' Words with the prefix 'dis-' Words with the prefix 'mis-' Words where '-ing', '-er' and '-ed' are added to multisyllabic words Words where '-ing', '-en' and '-ed' are added to multisyllabic words 	<p>Spellings; Year 3:</p> <ul style="list-style-type: none"> Words with the digraph 'ai' and tetragraph 'aigh' Words with the digraph 'ei' and tetragraph 'eigh' Words where the digraph 'ey' makes an /ai/ sound 	<p>Spellings; Year 3:</p> <ul style="list-style-type: none"> Words ending in 'al' Words ending in 'le' Words ending in '-ly' where the base word ends in 'le' Words ending in '-ly' where the base word ends in '-ic' 	<p>Spellings; Year 3:</p> <ul style="list-style-type: none"> Words with the suffix '-er' Words where the digraph 'ch' makes a /k/ sound Words ending in '-gue' and '-que' Words where the digraph 'sc' makes a /s/ sound Words that are homophones Challenge Words 	<p>Spellings; Year 3:</p> <ul style="list-style-type: none"> Words ending in '-sion' Challenge Words Revision Words Year 4: Challenge Words Words that are plurals with possessive apostrophes



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	<ul style="list-style-type: none"> Words ending in '-ture' Challenge Words Year 4: Words that are homophones Words with the prefix 'in-' meaning 'not' Words with the prefixes 'il-', 'im-' and 'ir-' Words with the prefix 'sub-' meaning 'below' or 'further divided' Words with the prefix 'inter-' meaning 'between' or 'among' Challenge Words 	<ul style="list-style-type: none"> Challenge Words Year 4: Words ending in '-ation' Words ending '-ly' Words ending '-lly' Words where 'ch' makes a /sh/ sound Challenge Words 	<ul style="list-style-type: none"> Words with the suffix '-ly' Words that are homophones Challenge Words Year 4: Words ending in '-sion' Words ending in '-ous' Words ending in '-ous' incl. those where 'ge' from the base word remains Words where a suffix is added to words ending in 'y' Words ending in '-ious' and 'eous' Challenge Words 	<ul style="list-style-type: none"> Words ending in '-ly'; exceptions Challenge Words Year 4: Words where 'au' makes an /or/ sound Words ending in '-tion' Words ending in '-cian' Words that are adverbs of manner Challenge Words 	<p style="text-align: center;">Year 4:</p> <ul style="list-style-type: none"> Words that are homophones Words spelled with 'c' before 'i' and 'e' Words containing 'sol' and 'real' Words containing 'phon' and 'sign' Words with the prefixes 'super-', 'anti-' and 'auto' Words with the prefix 'bi-' meaning 'two' 	<ul style="list-style-type: none"> Revision Words
Maths	<ul style="list-style-type: none"> Place Value Addition and Subtraction 	<ul style="list-style-type: none"> Multiplication and Division A Measurement: Area 	<ul style="list-style-type: none"> Multiplication and Division B 	<ul style="list-style-type: none"> Length and Perimeter Fractions A Mass and Capacity Fractions B 	<ul style="list-style-type: none"> Time Decimals Money 	<ul style="list-style-type: none"> Shape Position and Direction Statistics



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Science	<u>Animal nutrition and the skeletal system</u> <ul style="list-style-type: none"> • What I know about living things • Asking questions • Investigating fatty foods • Animal diets • Bones • Joints • Muscles • Skeleton types 		<u>Forces and Magnets</u> <ul style="list-style-type: none"> • What is a force • Points of contact • Friction forces • Exploring force metres • Measuring and recording frictional forces • Magnetic forces • Exploring magnets • Magnetic fields • Grouping and sorting magnetic material • Magnetic earth • Uses of magnets and friction 	<u>Rocks and soils</u> <ul style="list-style-type: none"> • How are rocks used • Fossils • Soil testing 	<u>Plant Nutrition and Reproduction</u> <ul style="list-style-type: none"> • Plant parts • Roots • Stems • Flowers • Leaves • Life cycle of a plant • Pollination • Seed dispersal • Varying needs of plants 	<u>Light and Shadows</u> <ul style="list-style-type: none"> • Sources and reflectors: • Light facts • Exploring light • Identify and classify • Investigating reflective materials • Investigating sun safety • Shadows: • Exploring shadows • Opaque • Transparent • Translucent • Observing changes in shadows • Research about light, reflectors and shadows
R.E	Christian: How do Christians show that reconciliation with God and others is important?	Muslim: How does a Muslim show their submission and obedience to Allah? <ul style="list-style-type: none"> • What is submission 	Hindu: Why do Hindus want to collect good Kama? <ul style="list-style-type: none"> • What do hindus mean by kama 	Christian: What do Christians mean when they talk about the Kingdom of God?	Humanist Why do humanist use the golden rule as a basis for morality?	Christian: Is the cross a symbol of love, sacrifice or commitment for Christians?



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	<ul style="list-style-type: none"> • What is reconciliation • Christian beliefs about reconciliation • Stages of reconciliation • Stories of reconciliation • Symbols of reconciliation • Reconciliation from the bible • Where does reconciliation start • Evaluate 	<ul style="list-style-type: none"> • Islam means submission • Islam the true and original religion • Allauh the one who owed submission • Gods guidance on submission • The five pillars of islam 	<ul style="list-style-type: none"> • Fuel for the journey to god • The ottoman • Kama is like a seed growing • Learning from mistakes • Snakes and ladders • Panchatantra story • Gandhi 			
<p>Computing</p>	<p>Coding</p> <p>This unit allows children to explore electronic communication using 2Email. Children learn how to respond to, compose and add attachments to emails as well as consider the safety aspects of email communication.</p> <ul style="list-style-type: none"> • To understand how people 	<p>Online Safety and Spreadsheets</p> <p>This unit introduces children to using 2Calculate in Advanced Mode.</p> <ul style="list-style-type: none"> • To understand the layout and features of 2Calculate in Advanced Mode. • To use the arrows toolbar to be able to automatically total rows and columns. 	<p>Touch Typing</p> <p>This unit introduces children to touch typing. Children learn correct posture, finger positioning and typing techniques to develop speed and accuracy, while understanding how these skills support safe and effective computer use.</p> <ul style="list-style-type: none"> • To learn correct finger positioning 	<p>Email (including email safety)</p> <p>This unit allows children to explore electronic communication using 2Email.</p> <ul style="list-style-type: none"> • To understand how people communicate with each other. • To understand and respond to an email. • To compose and send an email. • To send an email attachment. 	<p>Branching Databases and Simulations</p> <p>This unit allows children to explore and create branching databases.</p> <ul style="list-style-type: none"> • To understand the concept of using 'Yes' or 'No' questions to sort objects. • To understand and use a 	<p>Route Planners</p> <p>Children will plan algorithms and write code that includes angles of turn to create routes for screen turtles, testing them using 2Go.</p> <ul style="list-style-type: none"> • To create simple commands in 2Go to move



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	<p>communicate with each other.</p> <ul style="list-style-type: none"> To understand and respond to an email. To compose and send an email. To send an email attachment. To learn how to use email safely. To explore simulated email scenarios. 	<ul style="list-style-type: none"> To use simple formulae in a spreadsheet by using the formula wizard. To use advanced formulae in a spreadsheet to calculate totals, averages and to find the highest and lowest values. To apply spreadsheet skills to solve real-world problems. To design and use a spreadsheet to answer a series of questions. 	<p>on the keyboard and understand when to use the left or right hand.</p> <ul style="list-style-type: none"> To learn how to type numbers accurately and to use the shift key for capital letters. To practise typing punctuation marks and symbols and build accuracy with simple words. To practise typing sentences using capital letters, spaces, and full stops. 	<ul style="list-style-type: none"> To learn how to use email safely. To explore simulated email scenarios. 	<p>branching database effectively.</p> <ul style="list-style-type: none"> To plan and create a branching database. To test and debug branching databases to correct errors. 	<p>the turtle along a route.</p> <ul style="list-style-type: none"> To create commands in 2Go in which the turtle turns using rotation. To plan algorithms and write 2Go code that uses angles of turn. To use 90° and 45° angles in 2Go. To use the repeat algorithm and coding in 2Go.
P.E	Team Games	Gymnastics	Dance	OAA	Athletics	Striking and Fielding
Spanish	<p>Personal instructions and greetings, language around the classroom, numbers to 12 and beyond. Parts of the body (monsters) Christmas celebrations in Spain.</p>		<p>Birthdays, calendars, telling the time on the hour.</p>		<p>Ordering drinks and snacks in a cafe, (focus snacks and ice-cream) La Tomatina festival.</p>	
P.S.H.E	Being Me in my world Year 3	Celebrating difference Year 3	Dreams and goals Year 3	Healthy me Year 3	Relationships Year 3	Changing me Year 3
	<ul style="list-style-type: none"> Getting to know each other Our nightmare school 	<ul style="list-style-type: none"> Families Family conflict Witness and feelings Witness and solutions 	<ul style="list-style-type: none"> Dreams and goals My dreams and ambitions A new challenge 	<ul style="list-style-type: none"> Being fit and healthy What do i know about drugs Being safe 	<ul style="list-style-type: none"> Family roles and responsibilities Friendship 	<ul style="list-style-type: none"> How babies grow Babies



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	<ul style="list-style-type: none"> • Our dream school • Rewards and consequences • Our learning charter • Owning our charter 	<ul style="list-style-type: none"> • Words that harm • Celebrating differences through compliments 	<ul style="list-style-type: none"> • Our new challenge • Overcoming obstacles • Celebrating my learning 	<ul style="list-style-type: none"> • Safe or unsafe? • My amazing body 	<ul style="list-style-type: none"> • Keeping myself safe on line • Being a global citizen • Celebrating my web of relationships 	<ul style="list-style-type: none"> • Outside body changes • Inside body changes • Family stereotypes • Looking ahead
Music	<p>Body and Tuned percussion.</p> <p>Rainforests</p> <ul style="list-style-type: none"> • To identify structure and texture in music. • To use body percussion • To create musical rhythms using body percussion. • Create simple tunes. • To build and improve a composition. 	<p>Haiku-music and performance</p> <ul style="list-style-type: none"> • To describe the Hanami festival using suitable words and sounds. • To represent a blossom tree using sounds. • To identify different musical features using descriptive vocabulary. • To work as a group to create a piece of music to celebrate the Hanami festival. • To perform a piece of music to celebrate Hanami. 	<p>Samba and carnival sounds and instruments.</p> <ul style="list-style-type: none"> • To recognise and identify the main features of Samba. • To understand and play syncopated rhythms. • To play syncopated rhythms as part of a group. • To compose a simple rhythmic break. • To perform a rhythmic break within a Samba piece. 	<p>Rock and Roll</p> <ul style="list-style-type: none"> • To understand the history of Rock and Roll music. • To be able to perform with a sense of style. • To play a walking bass line on a tuned percussion. • To be able to play a rock and roll base line. • To be able to play a rock and roll piece of music. 	<p>Adapting and Transposing Motifs</p> <p>Roman Theme</p> <ul style="list-style-type: none"> • To sing in tune and in time. • To understand what a musical motif is. • To compose a notate motif. • To develop and transpose a musical motif. • To combine and perform different versions of a musical motif. 	<p>Traditional Instruments and improvisation.</p> <p>Theme India</p> <ul style="list-style-type: none"> • To form an opinion of Indian music. • To be able to improvise using a given note. • To create a piece of music using drone, rag and tal. • To perform a piece of music using musical notation.
Art	<p>Prehistoric Pots</p> <ul style="list-style-type: none"> • Bell beaker pottery • Exploring clay 	<p>contrast and compliment</p> <ul style="list-style-type: none"> • Watercolours • Colour theory • Colour in art 	<p>People and Places</p> <ul style="list-style-type: none"> • Drawing figures • Significant artist Lowry 	<p>Ammonite</p> <ul style="list-style-type: none"> • Exploring ammonites • Draw it • Print it 	<p>Mosaic Masters</p> <ul style="list-style-type: none"> • Exploring mosaics • gathering ideas 	<p>Beautiful Botanicals</p> <ul style="list-style-type: none"> • Botanical weavers



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	<ul style="list-style-type: none"> • Styles and patterns • Evaluating our work 	<ul style="list-style-type: none"> • Colour collectors • Evaluation 	<ul style="list-style-type: none"> • Drawing with detail • Urban landscapes • Evaluation 	<ul style="list-style-type: none"> • Photograph it 	<ul style="list-style-type: none"> • practising techniques • evaluation 	<ul style="list-style-type: none"> • What is a botanical artist? • Comparing work on a theme • In the style • Print making • Evaluation
DT	<p style="text-align: center;">Cook well, Eat Well</p> <ul style="list-style-type: none"> • Using cooking appliances • making a ratatouille • evaluation • planning a taco filling • making a taco filling • evaluation 	<p style="text-align: center;">Making it Move</p> <ul style="list-style-type: none"> • Machines and mechanisms • how cams work • using different shaped cams • evaluation • Design an automata toy • make an automaton toy 	<p style="text-align: center;">Greenhouse</p> <ul style="list-style-type: none"> • Green house design • significant designers • strengthening structures • using a hot glue gun • investigation sheet materials • Planning a mini green house • making a mini green house 			
Reading	<p style="text-align: center;">Stig of the Dump</p> <p>Barney is bored at Grandmother's house and decides to visit the local chalk pit. When the ground at the edge of the pit gives way, Barney plunges into the hole and meets Stig, a boy from the Stone Age. Although they cannot use speech to communicate, they become friends and have lots of fun improving Stig's den, collecting firewood and hunting. Nobody believes that Stig is real until he has to defend Barney.</p>	<p style="text-align: center;">The Firework-makers Daughter</p> <p>Lila longs to become a Firework-Maker like her father. Against his wishes, she runs away to the volcano, Mount Merapi, to find Royal Sulphur, a task all Firework-Makers must complete. Lila meets many challenges during her journey up the mountain. Her encounter with the Fire-Fiend determines once and for all whether she will become a Firework-Maker.</p>	<p style="text-align: center;">The Secrets of Vesuvius</p> <p><i>The Secrets of Vesuvius</i> continues the adventures of a group of children who are drawn from all reaches of the empire, led by the constantly curious, mystery-seeking Flavia, who lives in Ostia with a well-heeled Roman father. Her constant companions are Jonathan (a Jewish Christian), Nubia (a rescued slave and orphan from the Nubian desert) and Lupus (a mysterious, brave Greek boy whose tongue has been cut from him). With them they have an assortment of dogs, led by Flavia's Scuto, who seems to get into even more mischief than his young mistress. Then there is</p>			



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			Miriam, Jonathan’s beautiful and very marriageable older sister (she’s reached the ripe old age of 14).
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Cycle B 2025-2026

Year	Autumn	Spring		Summer
Topic History and Geography	<u>Misty Mountains, Winding Rivers</u> <u>Geography</u> <ul style="list-style-type: none"> ● Rivers ● River features and changes ● Changing Landscape ● Uses of rivers ● The water cycle and flooding ● Mountains ● Types of mountains ● Altitudinal zones and contour lines 	<u>Invasion</u> <u>History</u> <ul style="list-style-type: none"> ● Anglo Saxons (Invasion, settlements, Christianity, monasteries, everyday life, legacy, uniting England ● Vikings (Invasion, Viking raids, resisting the Vikings, great Heathen army, everyday life, Alfred the great. ● Normans (Invasion) 	<u>Interconnecting World</u> <ul style="list-style-type: none"> ● Compass Points ● Four figure grid reference ● Six-Figure grid reference ● Tropics of cancer and Capricorn ● Countries in North and South America ● Contrasting climates in North and South America ● Geographical characteristics of North and South America ● Life in North and South America 	<u>Ancient Civilisation</u> <u>History</u> <ul style="list-style-type: none"> ● Ancient sumer (cities, rulers, invention, food and farming) ● Ancient Egypt (cities, rulers, inventions, food and farming) ● Indus Valley (cities, rulers, inventions, food and farming) ● Similarities and differences



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Literacy	Writing to Entertain <i>The Natural World</i> <i>Poetry</i> <i>Character driven short stories</i>	Writing to teach, writing to learn <i>Information</i> Capitalisation Full stops	Writing to reflect <i>Memoir</i> <i>Diary entry</i>	Writing to paint with words <i>Sensory poetry</i> <i>Animal poetry</i>	Writing to persuade and give opinion <i>Letter</i>	Personal project
	<ul style="list-style-type: none"> • Capitalisation • Full stops • Question marks • Exclamation marks • End punctuation • Commas • Nouns • Verbs • Expanded noun phrases • Prepositional phrases • Adjectives • Adverbs • Inverted commas (speech/quotation marks) • Speaker tags • Coordinating conjunctions • Subordinating conjunctions • Apostrophes to show possession • Apostrophes to show contraction 	<ul style="list-style-type: none"> • Question marks • Exclamation marks • End punctuation • Commas • Nouns • Verbs • Expanded noun phrases • Prepositional phrases • Adjectives • Adverbs • Inverted commas (speech/quotation marks) • Speaker tags • Coordinating conjunctions • Subordinating conjunctions • Apostrophes to show possession 	<ul style="list-style-type: none"> • Capitalisation • Full stops • Question marks • Exclamation marks • End punctuation • Commas • Nouns • Verbs • Expanded noun phrases • Prepositional phrases • Adjectives • Adverbs • Inverted commas (speech/quotation marks) • Speaker tags • Coordinating conjunctions • Subordinating conjunctions • Apostrophes to show possession • Apostrophes to show contraction • Paragraphs 	<ul style="list-style-type: none"> • Capitalisation • Full stops • Question marks • Exclamation marks • End punctuation • Commas • Nouns • Verbs • Expanded noun phrases • Prepositional phrases • Adjectives • Adverbs • Coordinating conjunctions • Subordinating conjunctions • Apostrophes to show possession • Apostrophes to show contraction • Paragraphs • Noun and pronoun choice • Simple and multi-clause sentences 	<ul style="list-style-type: none"> • Capitalisation • Full stops • Question marks • Exclamation marks • End punctuation • Commas • Nouns • Verbs • Expanded noun phrases • Prepositional phrases • Adjectives • Adverbs • Coordinating conjunctions • Subordinating conjunctions • Apostrophes to show possession • Apostrophes to show contraction • Paragraphs • Noun and pronoun choice • Simple and multi-clause sentences 	



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	<ul style="list-style-type: none"> • Paragraphs • Noun and pronoun choice • Simple and multi-cla 	<ul style="list-style-type: none"> • Apostrophes to show contraction • Paragraphs • Noun and pronoun choice • Simple and multi-cla 	<ul style="list-style-type: none"> • Noun and pronoun choice • Simple and multi-cla 			
Spelling and Grammar	<p>Spellings; EdShed Year 3:</p> <ul style="list-style-type: none"> • Words where the digraph 'ou' makes an /ow/ sound • Words where the digraph 'ou' makes a /u/ sound • Words where 'y' makes an /i/ sound • Words ending in '-sure' • Words ending in '-ture' • Challenge Words <p>Year 4:</p> <ul style="list-style-type: none"> • Words that are homophones • Words with the prefix 'in-' meaning 'not' 	<p>Spellings; Year 3:</p> <ul style="list-style-type: none"> • Words with the prefix 're-' • Words with the prefix 'dis-' • Words with the prefix 'mis-' • Words where '-ing', '-er' and '-ed' are added to multisyllabic words • Words where '-ing', '-en' and '-ed' are added to multisyllabic words • Challenge Words <p>Year 4:</p> <ul style="list-style-type: none"> • Words ending in '-ation' 	<p>Spellings; Year 3:</p> <ul style="list-style-type: none"> • Words with the digraph 'ai' and tetragraph 'aigh' • Words with the digraph 'ei' and tetragraph 'eigh' • Words where the digraph 'ey' makes an /ai/ sound • Words with the suffix '-ly' • Words that are homophones <p>Year 4:</p> <ul style="list-style-type: none"> • Words ending in '-sion' • Words ending in '-ous' • Words ending in '-ous' incl. 	<p>Spellings; Year 3:</p> <ul style="list-style-type: none"> • Words ending in 'al' • Words ending in 'le' • Words ending in '-ly' where the base word ends in 'le' • Words ending in '-ly' where the base word ends in '-ic' • Words ending in '-ly'; exceptions • Challenge Words <p>Year 4:</p> <ul style="list-style-type: none"> • Words where 'au' makes an /or/ sound • Words ending in '-tion' • Words ending in '-cian' • Words that are adverbs of manner • Challenge Words 	<p>Spellings; Year 3:</p> <ul style="list-style-type: none"> • Words with the suffix '-er' • Words where the digraph 'ch' makes a /k/ sound • Words ending in '-gue' and '-que' • Words where the digraph 'sc' makes a /s/ sound • Words that are homophones • Challenge Words <p>Year 4:</p> <ul style="list-style-type: none"> • Words that are homophones • Words spelled with 'c' before 'i' and 'e' • Words containing 'sol' and 'real' • Words containing 'phon' and 'sign' 	<p>Spellings; Year 3:</p> <ul style="list-style-type: none"> • Words ending in '-sion' • Challenge Words • Revision Words <p>Year 4:</p> <ul style="list-style-type: none"> • Challenge Words • Words that are plurals with possessive apostrophes • Revision Words



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	<ul style="list-style-type: none"> Words with the prefixes 'il-', 'im-' and 'ir-' Words with the prefix 'sub-' meaning 'below' or 'further divided' Words with the prefix 'inter-' meaning 'between' or 'among' Challenge Words 	<ul style="list-style-type: none"> Words ending '-ly' Words ending '-lly' Words where 'ch' makes a /sh/ sound Challenge Words 	<ul style="list-style-type: none"> those where 'ge' from the base word remains Words where a suffix is added to words ending in 'y' Words ending in '-ious' and 'eous' Challenge Words 		<ul style="list-style-type: none"> Words with the prefixes 'super-', 'anti-' and 'auto' Words with the prefix 'bi-' meaning 'two' 	
Maths	White Rose Maths		White Rose Maths		White Rose Maths	
	<ul style="list-style-type: none"> Place Value Addition and Subtraction Multiplication and division 		<ul style="list-style-type: none"> Multiplication and Division Measurement length perimeter area Number - fractions Y3 measurement mass and capacity Y4 Number - decimals 		<ul style="list-style-type: none"> Number - decimals including money Measurement time Statistics Geometry - Properties of shape Y4 Position and direction 	
Science	<u>Grouping and Classifying</u>	<u>States of Matter</u>	<u>Food and the Digestive System</u>	<u>Sound Y4</u>	<u>Electrical circuits and conductors</u>	
	<ul style="list-style-type: none"> Single stage classification Multistage classification Classification keys How classification is used Animal kingdom Invertebrates and invertebrates Plant kingdom 	<ul style="list-style-type: none"> Properties of solids, liquids and gases Particle theory Changing state States of water Melting and boiling points Measuring temperature Line graphs 	<ul style="list-style-type: none"> Producers and consumers Eco systems Food chains Changes in habitats Digestive system Purpose and parts of the digestive system Teeth types 	<ul style="list-style-type: none"> Sound facts Exploring sound How does sound travel How do we hear sound Muffling sounds Volume and distance investigation Changing the volume of sound Change the pitch of sound 	<ul style="list-style-type: none"> Exploring electricity Components Making series circuits Fixing circuits Conductivity Investigating conductive and non conductive materials 	



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					<ul style="list-style-type: none"> Understanding plugs Researching incandescent light bulbs 	
R.E	<u>Christian</u> <u>How does believing in Jesus their saviour inspire Christians to save and serve others?</u>	<u>Muslim</u> <u>Why do Muslims call Mohamed the seal of the profit?</u>	<u>Hindu</u> <u>How does the story of Rama and Sita inspire Hindus to follow their Dharma?</u>	<u>Christian</u> <u>why do christians call themself the body of christ?</u>	<u>Christian</u> <u>Why do christians believe they are people on a mission?</u>	<u>Sikh</u> <u>How do Sikhs put their belief about equality into practice?</u>
Computing	Unpacking Hardware and Software <ul style="list-style-type: none"> To understand what technology is, where we see it in everyday life, and how it helps us at school, home and beyond. To understand what technology is, where we see it in everyday life, and how it helps us at school, home and beyond. To understand what software is 	Animations and Logo <ul style="list-style-type: none"> To understand what animation is. To understand the term onion skinning and be able to use this technique for 2D computer animations. To know how to enhance simple animations using animation software. 	Sound Stories and Effective Searching <p>This unit introduces children to 2Cast.</p> <ul style="list-style-type: none"> To understand what makes audiobooks effective and identify the key features that make them engaging. To plan and write a script for an engaging audiobook. To record clear narration and add sound effects to an audiobook. To edit, improve and finalise an audiobook 	Coding <p>This unit builds on learning from previous coding units. To create a simple computer program using coding structures previously encountered.</p> <ul style="list-style-type: none"> To know what selection means in computer programming. To know how to use co-ordinates in computer programming. To explore methods that introduce loops in coding. To understand what a variable is in programming. 	Introduction to AI <p>This unit introduces pupils to Artificial Intelligence, exploring what it is, what it can do, and how it is used in today's digital world.</p> <ul style="list-style-type: none"> To understand what Artificial Intelligence is and some of the tasks it can carry out. To learn to communicate 	Micro bits <p>This unit introduces children to coding a micro:bit to make simulations of real-world tools such as dice and step counters</p> <ul style="list-style-type: none"> To code a micro:bit to make it work as a step counter. To code a micro:bit to make a light



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	<p>and how we use it to complete tasks.</p>	<ul style="list-style-type: none">• To plan an animation.• To create a narrative through animation.• To evaluate animations.• To understand how to use logo.• To know key commands and input simple instructions.• To use a variety of commands to create shapes using multi-line mode.• To use the Repeat command.• To change the line thickness and colour.• To use procedures to write instructions.	<p>using recording and sound design tools.</p> <p>This unit teaches children to use search technologies effectively.</p> <ul style="list-style-type: none">• To understand what a search engine is, how it works and how to use simple keywords to find information online.• To understand how search engines collect, sort and rank results, and why some results appear first.• To learn advanced ways to improve searches so we can find the most accurate and useful results quickly.• To develop strategies to judge whether information online is true and if sources can be trusted.	<ul style="list-style-type: none">• To create a game that keeps score.	<p>effectively with AI tools by writing clear and precise prompts.</p> <ul style="list-style-type: none">• To learn how to be a good digital citizen when using AI.• To think about how AI might develop in the future.	<p>switch that switches on or off when the light level changes.</p> <ul style="list-style-type: none">• To code a micro:bit to make a rock, paper and scissors game.• To code micro:bits to make simulated dice.
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P.E	Team Games	Gymnastics	Dance	OAA	Athletics	Striking and Fielding
Spanish	<ul style="list-style-type: none"> Personal introductions and greetings. Language around the classroom, numbers to 12 and beyond. Talking about animals. Christmas celebrations in Spain. 		<ul style="list-style-type: none"> More personal details (age, domicile, etc) Days of the week, weather, numbers to 21 and beyond. 		<ul style="list-style-type: none"> Talking about our families, dates, colours and expressing preferences, numbers to 31 and beyond. 	
P.S.H.E	Being me in my world Year 4 <ul style="list-style-type: none"> Becoming a class team Being a school citizen Rights, responsibilities and democracy Rewards and consequences Our learning charter Owning our learning charter 	Celebrating difference Year 4 <ul style="list-style-type: none"> Judging by appearances Understanding influences Understanding bullying Problem solving Special me Celebrating difference how we look 	Dreams and goals Year 4 <ul style="list-style-type: none"> Hopes and dreams Broken dreams Overcoming disappointment Creating new dreams Achieving goals We did it! 	Healthy me year 4 <ul style="list-style-type: none"> My friends and me group dynamics smoking alcohol healthy friendships celebrating my inner strength and assertiveness 	Relationships Year 4 <ul style="list-style-type: none"> Jealousy Love and loss Memories Getting on and falling out Girlfriends and boyfriends Celebrating my relationship with people and animals 	Changing me Year 4 <ul style="list-style-type: none"> Unique me Having a baby Having a baby alternative Girls and puberty Circles of change Excepting change Looking ahead
Music	Creating composition in response to an animation. Theme Mountains <ul style="list-style-type: none"> To tell a story through a piece of music with movement. 		Developing singing The Vikings. <ul style="list-style-type: none"> To sing in time with others. To recognise simple rhythmic notation through ear and by sight. 	Pentatonic melodies and composition. Chinese New Year. <ul style="list-style-type: none"> To learn about the music used to celebrate Chinese New Year festival. 	Ballads <ul style="list-style-type: none"> To use musical vocabulary to explain the stylistic features of a ballad. 	Traditional Instruments. <ul style="list-style-type: none"> To form an opinion of Indian music. To be able to improvise



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	<ul style="list-style-type: none"> To create a soundscape using percussion instruments. To create a range of sounds to accompany a story. 		<ul style="list-style-type: none"> To use a simple rhythmic notation to compose a Viking battle song. To perform music with confidence and discipline. 	<ul style="list-style-type: none"> To play a pentatonic melody on a tuned percussion instrument. To write and perform a pentatonic melody. To perform a group composition. To perform a piece of music as a group. 	<ul style="list-style-type: none"> To explore how actions can impact To plan a musical structure inspired by a story. To create lyrics that match a melody. To show awareness of style, structure and features to perform a ballad. 	<p>using given notes.</p> <ul style="list-style-type: none"> To create a piece of music using a drone, rag and tal. To perform a piece of music using musical notation.
Art	<p>Vista Art What a view!</p> <ul style="list-style-type: none"> Mountainous landscapes. Atmospheric perspective. Warmth and coolness. My Landscape Express 	<p>Animal Art</p> <ul style="list-style-type: none"> Animals in art Drawing master class Animal patterns and textures. Clay skills Making Bankura horse sculptures. 	<p>Contrast and Compliment Art</p> <ul style="list-style-type: none"> Colour theory Colour in art. Colour collectors. Colour compositions. 	<p>Warp and Weft</p> <ul style="list-style-type: none"> Textiles through time. Exploring yarn. Warp and weft. Design patterns. Branch weaving. Cup weaving. 	<p>Statues, statuettes and Figurines.</p> <ul style="list-style-type: none"> Figure drawing Exploring Statues, statuettes and figurines. Ancient sculpture Clay sculpture using an armature 	<p>Islamic Art Art</p> <ul style="list-style-type: none"> Exploring Islamic art. Exploring geometric motifs Creating a pattern from a motif. Stars in Islamic art. Clay relief sculpture.



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				<ul style="list-style-type: none"> • Making Sumer-style figurines • Creating geometric tiles.
	<p style="text-align: center;">Functional and Fancy Fabrics Design and Technology</p> <ul style="list-style-type: none"> • Exploring Fabrics • Design features of familiar products • Significant Designer-William Morris • Block Printing • Swing a hem • Embroidered embellishments • Designing a William Morris inspired fabric • Making a William Morris inspired fabric 	<p style="text-align: center;">Fresh Food , Good Food</p> <ul style="list-style-type: none"> • Keeping Food Fresh • Food packaging • Diagrams and prototypes • Fresh, healthy snacks • Designing a healthy snack and packaging • Making a healthy snack and packaging 	<p style="text-align: center;">Tomb Builders</p> <ul style="list-style-type: none"> • Identifying simple machines • Use simple machines • Making simple machines • Designing Machine prototypes 	
Reading	<p style="text-align: center;">Iron Man</p> <p>Mankind must put a stop to the dreadful destruction by the Iron Man and set a trap for him, but he cannot be kept down. Then, when a terrible monster from outer space threatens to lay waste to the planet, it is the Iron Man who finds a way to save the world. This is a compelling and exciting story with many excellent opportunities for vocabulary development with Year 3 and 4 children.</p>	<p style="text-align: center;">How to Train your Dragon</p> <p>Can Hiccup pass the Dragon Initiation Programme with a toothless, lazy dragon and fight the terrifying Sea Dragon before it gobbles up every Viking on Berk? Will Hiccup ever learn to be a hero? And what exactly is a hero? This is a hilarious, face paced story with wonderful illustrations and exciting scenes – perfect for children in Year 3 and 4 or any classes studying the Vikings.</p>	<p style="text-align: center;">Secrets of the Sun King</p> <p>A girl from London becomes an unlikely heroine in a quest to break an ancient curse that threatens her family. Her quest takes her to Egypt. She forms good friendships along the way and solves mysteries about her life and the life of the young pharaoh, Tutankhamun, who lived 3000 years ago.</p>	