

# Curriculum map Skylarks Year A

	AUTUMN 1A	AUTUMN 2A	SPRING 1A	SPRING 2A	SUMMER 1A	SUMMER 2A
Topic	Romans	Romans	Mountains, Rivers and Coasts	Mountains, Rivers and Coasts	WW2	WW2
ENGL ISH	<p><b>Class Text:</b> Romans on the Rampage <b>Myths – Jupiter, Juno and Little Io</b></p> <p><b>Narrative Writing</b></p> <p>Pupils should be taught to develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> <li>● increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>● discussing words and phrases that capture the reader’s interest and imagination.</li> </ul> <p>Pupils should be taught to understand what they read, in books they can read independently, by;</p> <ul style="list-style-type: none"> <li>● checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.</li> <li>● drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> </ul> <p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> <li>● discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> </ul> <p>Pupils should be taught to draft and write by:</p> <ul style="list-style-type: none"> <li>● composing and rehearsing sentences orally (including dialogue), progressively building a varied and</li> </ul>		<p><b>Class Text:</b> The Secret World of Polly Flint</p> <p><b>Image Poetry</b></p> <p><b>Descriptive writing devices (Alliteration, metaphors, similes, onomatopoeia, adverbs, adjectives)</b></p> <p>Pupils should be taught to develop positive attitudes to reading, and an understanding of what they read by:</p> <ul style="list-style-type: none"> <li>● listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>● preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>● identifying how language, structure, and presentation contribute to meaning.</li> </ul> <p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> <li>● discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> </ul> <p>Pupils should be taught to draft and write by:</p> <ul style="list-style-type: none"> <li>● composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> </ul> <p>Pupils should be taught to:</p>		<p><b>Class Text:</b> The Lion, Witch and the Wardrobe</p> <p><b>Recounts</b></p> <p>Pupils should be taught to develop positive attitudes to reading, and an understanding of what they read by:</p> <ul style="list-style-type: none"> <li>● listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>● reading books that are structured in different ways and reading for a range of purposes.</li> <li>● identifying themes and conventions in a wide range of books.</li> <li>● discussing words and phrases that capture the reader’s interest and imagination.</li> </ul> <p>Pupils should be taught to understand what they read, in books they can read independently, by;</p> <ul style="list-style-type: none"> <li>● checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.</li> <li>● asking questions to improve their understanding of a text.</li> <li>● drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> </ul>	

	<p>rich vocabulary and an increasing range of sentence structures.</p> <ul style="list-style-type: none"> <li>organising paragraphs around a theme.</li> <li>in narratives, creating settings, characters and plot.</li> </ul> <p>Pupils should be taught to develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>using fronted adverbials.</li> <li>using commas after fronted adverbials.</li> </ul>	<ul style="list-style-type: none"> <li>read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> <p>Pupils should be taught to develop their understanding of the concepts set out in <a href="#">English appendix 2</a> by:</p> <ul style="list-style-type: none"> <li>using conjunctions, adverbs and prepositions to express time and cause.</li> <li>using fronted adverbials.</li> </ul> <p>Pupils should be taught to indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>using commas after fronted adverbials.</li> </ul> <p>Pupils should use and understand the grammatical terminology in <a href="#">English appendix 2</a> accurately and appropriately when discussing their writing and reading.</p>	<ul style="list-style-type: none"> <li>predicting what might happen from details stated and implied.</li> <li>identifying main ideas drawn from more than 1 paragraph and summarising these.</li> <li>identifying how language, structure, and presentation contribute to meaning.</li> </ul> <p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> <li>discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> </ul> <p>Pupils should be taught to draft and write by:</p> <ul style="list-style-type: none"> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>organising paragraphs around a theme.</li> </ul>
<p>ENGL ISH</p>	<p><b><u>Newspaper Reports</u></b> <b><u>Non-Fiction – Mount Vesuvius eruption and destruction of Pompei.</u></b> <u>Text: The Roman Chronicle</u> Pupils should be taught to develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>reading books that are structured in different ways and reading for a range of purposes.</li> <li>using dictionaries to check the meaning of words that they have read.</li> <li>discussing words and phrases that capture the reader’s interest and imagination.</li> <li>retrieve and record information from non-fiction.</li> </ul>	<p><b><u>Information Texts</u></b> <b><u>Non Fiction – Non-Chronological Reports on Rivers</u></b> Pupils should be taught to develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>reading books that are structured in different ways and reading for a range of purposes.</li> </ul> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>retrieve and record information from non-fiction.</li> </ul> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s].</li> </ul> <p>Pupils should be taught to plan their writing by:</p>	<p><b><u>Narrative Writing</u></b> <b><u>Fiction - Story writing based on The Lion, The Witch and the Wardrobe.</u></b> Pupils should be taught to develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>reading books that are structured in different ways and reading for a range of purposes.</li> <li>using dictionaries to check the meaning of words that they have read.</li> <li>discussing words and phrases that capture the reader’s interest and imagination.</li> <li>retrieve and record information from non-fiction.</li> </ul> <p>Pupils should be taught to plan their writing by:</p>

<p>Pupils should be taught to plan their writing by:</p> <ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>• discussing and recording ideas</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <a href="#">English appendix 2</a></li> <li>• organising paragraphs around a theme.</li> </ul> <p>Pupils should be taught to indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• indicating possession by using the possessive apostrophe with plural nouns.</li> <li>• using and punctuating direct speech.</li> </ul>	<ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> </ul> <p>Pupils should be taught to draft and write by:</p> <ul style="list-style-type: none"> <li>• organising paragraphs around a theme.</li> <li>• in non-narrative material, using simple organisational devices [for example, headings and sub-headings].</li> </ul> <p><b><u>Diaries - Personal Writing</u></b>  <b><u>Linked to Class Text – The Secret Life of Polly Flint</u></b></p> <p>Pupils should be taught to draft and write by:</p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>• choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> </ul> <p>Pupils should understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> </ul> <p>Pupils should:</p> <ul style="list-style-type: none"> <li>• write for a range of real purposes and audiences.</li> <li>• Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> </ul>	<ul style="list-style-type: none"> <li>• discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</li> <li>• discussing and recording ideas</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures <a href="#">English appendix 2</a></li> <li>• organising paragraphs around a theme.</li> </ul> <p>Pupils should be taught to indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>• indicating possession by using the possessive apostrophe with plural nouns.</li> <li>• using and punctuating direct speech.</li> </ul>
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Children should be taught to evaluate and edit by:

- **assessing the effectiveness of their own and others’ writing suggesting improvements**
- **proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning**
- **proof-read for spelling and punctuation errors**

Spelling	Year 3 / 4 - No Nonsense Spelling – 2 or 3 times per week. Topic Spellings	Year 3 / 4 - No Nonsense Spelling – 2 or 3 times per week. Topic Spellings	Year 3 / 4 - No Nonsense Spelling – 2 or 3 times per week. Topic Spellings	Year 3 / 4 - No Nonsense Spelling – 2 or 3 times per week. Topic Spellings	Year 3 / 4 - No Nonsense Spelling – 2 or 3 times per week. Topic Spellings	Year 3 / 4 - No Nonsense Spelling – 2 or 3 times per week. Topic Spellings
	<b>White Rose Maths</b> - Mixed age planning for Years 3 / 4.					
MATHS YEAR 3	<b>White Rose Maths</b> - Mixed age planning for Years 3 / 4.					
Maths YEAR 4	<b>White Rose Maths</b> - Mixed age planning for Years 3 / 4.					

	<u>States of Matter</u>	<u>Rocks</u>	<u>Electricity</u>	<u>Light</u>
<p>Pupils should:</p> <ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</li> <li>explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container).</li> <li>observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled.</li> <li>group and classify a variety of different materials; exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party).</li> <li>research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid.</li> <li>observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying or snowmen melting.</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>Learn about the formation of types of rock and soils.</li> <li>Setting up simple practical enquiries, comparative and fair tests based on permeability, hardness and acid test.</li> <li>Research the people who made significant discoveries regarding rocks, fossils and soils.</li> <li>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>Understand how fossils are made and record the stages through sequencing and illustrating.</li> <li>Understand the uses of rock in our local environment.</li> <li>Investigate and compare types of soil.</li> <li>Gather, record, classify and present data.</li> <li>Understand and use vocabulary related to rocks and soils.</li> </ul>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>identify common appliances that run on electricity.</li> <li>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li> <li>identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</li> <li>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li> <li>recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>recognise that they need light in order to see things and that dark is the absence of light.</li> <li>notice that light is reflected from surfaces.</li> <li>recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li> <li>recognise that shadows are formed when the light from a light source is blocked by an opaque object.</li> <li>find patterns in the way that the size of shadows change.</li> </ul>	

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<p>HISTORY</p>	<p>Pupils should be taught about: (linked to topic)</p> <ul style="list-style-type: none"> <li>the Roman Empire and its impact on Britain.</li> </ul> <p>This should include:</p> <ul style="list-style-type: none"> <li><b>Julius Caesar’s attempted invasion in 55-54 BC.</b></li> <li><b>the Roman Empire by AD 42 and the power of its army.</b></li> <li><b>successful invasion by Claudius and conquest, including Hadrian’s Wall.</b></li> <li><b>British resistance, for example, Boudica.</b></li> <li><b>‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</b></li> </ul>	<p>Pupils should (linked to topic):</p> <ul style="list-style-type: none"> <li><b>Understand how rivers contribute to the formation of historical towns and cities within the UK.</b></li> <li><b>Be able to recall how Britain was invaded by Vikings using the river system.</b></li> </ul>	<p>Pupils should be taught about: (linked to topic)</p> <ul style="list-style-type: none"> <li><b>a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066.</b></li> <li><b>a significant turning point in British history, for example, the first railways or the Battle of Britain.</b></li> <li><b>a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</b></li> </ul>
<p>GEOGRAPHY</p>	<p>Pupils should be taught to: (linked to topic)</p> <ul style="list-style-type: none"> <li><b>locate the world’s countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</b></li> <li><b>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human characteristics, and land-use patterns; and understand how some of these aspects have changed over time.</b></li> <li><b>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</b></li> <li><b>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</b></li> </ul>	<p>Pupils should (linked to topic):</p> <ul style="list-style-type: none"> <li><b>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</b></li> <li><b>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</b></li> <li><b>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</b></li> <li><b>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</b></li> <li><b>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</b></li> <li><b>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</b></li> </ul>	<p>Pupils should be taught to (linked to topic):</p> <ul style="list-style-type: none"> <li><b>locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</b></li> <li><b>name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.</b></li> <li><b>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</b></li> <li><b>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</b></li> </ul>

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	<p>Describe key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</b></li> <li>• <b>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</b></li> </ul>	<p>Pupils should (linked to topic):</p> <ul style="list-style-type: none"> <li>• <b>develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</b></li> <li>• <b>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</b></li> </ul>	<p>Describe and understand the key aspects of:</p> <ul style="list-style-type: none"> <li>• <b>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</b></li> </ul>
ART & DESIGN			
MUSIC	<p><b>Norfolk Music Hub</b> - teaching once a week covering the aspects of the music curriculum.</p>		
COMPUTING	<p>Pupils should (linked to topic):</p> <ul style="list-style-type: none"> <li>• <b>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</b></li> <li>• <b>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</b></li> <li>• <b>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</b></li> </ul> <p>Pupils Should (using Discovery Coding):</p> <ul style="list-style-type: none"> <li>• <b>use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</b></li> <li>• <b>use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</b></li> <li>• <b>design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</b></li> <li>• <b>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</b></li> </ul>		
PE	<p><b>Getset4PE</b> - Lessons, planning and curriculum.</p>		

**French (Salut Lesson Package):**

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AGE

Pupils should:

- **listen attentively to spoken language and show understanding by joining in and responding.**
- **explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.**
- **engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.**
- **speak in sentences, using familiar vocabulary, phrases and basic language structures.**
- **develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.**
- **present ideas and information orally to a range of audiences.**
- **read carefully and show understanding of words, phrases and simple writing.**
- **appreciate stories, songs, poems and rhymes in the language.**
- **broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary. write phrases from memory, and adapt these to create new sentences, to express ideas clearly.**
- **describe people, places, things and actions orally and in writing.**

RE

**Sikhism**

Creation, Worship, Gods/gurus

**Christianity**

Worship, Bible, Easter

**Religious Pilgrimages**

(All religions)