



# Curriculum map (Year B - Skylarks)

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	AUTUMN 1B	AUTUMN 2B	SPRING 1B	SPRING 2B	SUMMER 1B	SUMMER 2B
TOPIC	Anglo-Saxons and Vikings	Anglo-Saxons and Vikings	Rainforests	Rainforests	Tudors	Tudors
ENGLISH	<p><b>Class Text / Whole Class Reading:</b> The Tales of Erik the Viking. <b>Norse Myths: Sif and Her Golden Hair</b> <b>Narrative Writing - Writing own Myth</b></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> <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> <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>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> <li>in narratives, creating settings, characters and plot.</li> <li>using fronted adverbials.</li> <li>using commas after fronted adverbials.</li> </ul>		<p><b>Class Text / Whole Class Reading:</b> The Girl Who Stole an Elephant <b>Shape Poetry - Rainforest Animals</b> <b>Descriptive writing devices (Alliteration, metaphors, similes, onomatopoeia, adverbs, adjectives)</b></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> <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>Place the possessive apostrophe correctly in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].</li> <li>composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <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> <li>using conjunctions, adverbs and prepositions to express time and cause.</li> <li>using fronted adverbials.</li> <li>using commas after fronted adverbials.</li> </ul>		<p><b>Class Text / Whole Class Reading:</b> The Queen's Token. <b>Narrative Writing</b> <b>Book: The Princess and the Pea (Lauren Child)</b></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> <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> <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>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> <li>in narratives, creating settings, characters and plot.</li> <li>using fronted adverbials.</li> <li>using commas after fronted adverbials.</li> </ul> <p><b>Non-Fiction</b> <b>Newspaper Reports</b></p>	

<p><b>Poetry: Autumn is Here (The Write Stuff)</b></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> <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>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <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> <li>• using conjunctions, adverbs and prepositions to express time and cause.</li> <li>• using fronted adverbials.</li> <li>• using commas after fronted adverbials.</li> </ul> <p><b>Non-Fiction</b></p> <p><b>Balanced Argument: Should we feed animals at National Parks?</b></p> <p><b>Book: National Parks of the U.S.A (Chris Turnham)</b></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> </ul>	<p><b>Non-Fiction</b></p> <p><b>Persuasive Writing</b></p> <p><b>Alternatives to Plastic Straws (The Write Stuff)</b></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> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <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>• composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</li> <li>• extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although.</li> <li>• use and understand the grammatical terminology in <a href="#">English appendix 2</a> accurately and appropriately when discussing their writing and reading.</li> </ul> <p><b>Narrative Writing</b></p> <p><b>Book: The Great Chocoplot (Chris Callaghan)</b></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> <li>• checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.</li> </ul>	<p><b>Book: The Creature (The Write Stuff)</b></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> <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> <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> <li>• indicating possession by using the possessive apostrophe with plural nouns.</li> <li>• using and punctuating direct speech.</li> </ul> <p><b>Playscripts</b></p>
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- identifying themes and conventions in a wide range of books.
- discussing words and phrases that capture the reader's interest and imagination.
- checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context.
- identifying main ideas drawn from more than 1 paragraph and summarising these.
- identifying how language, structure, and presentation contribute to meaning.
- retrieve and record information from non-fiction.
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- discussing and recording ideas.
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- organising paragraphs around a theme.
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings].

**Non-Fiction**

**Non-Chronological Reports: Earth Shattering Events**

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.
- organising paragraphs around a theme.
- in narratives, creating settings, characters and plot.
- using fronted adverbials.
- using commas after fronted adverbials.

**Book: The Plague – BBC Playscript**

- develop positive attitudes to reading, and an understanding of what they read.
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- reading books that are structured in different ways and reading for a range of purposes.
- using dictionaries to check the meaning of words that they have read.
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- discussing words and phrases that capture the reader's interest and imagination.
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

**Book: Earth Shattering Events (Robin Jacobs)**

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- reading books that are structured in different ways and reading for a range of purposes.
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- discussing and recording ideas.
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings].
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although.
- Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Use conjunctions, adverbs and prepositions to express time and cause.
- Indicating possession by using the possessive apostrophe with plural nouns.

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**

ENGLISH  
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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 - Mixed age planning for Years 3 / 4.</b>					
MATHS	<ul style="list-style-type: none"> <li>Place Value and Number</li> <li>Addition and Subtraction</li> </ul>	<ul style="list-style-type: none"> <li>Addition and Subtraction</li> <li>Multiplication and Division</li> </ul>	<ul style="list-style-type: none"> <li>Multiplication and Division</li> <li>Length and Perimeter</li> <li>Area</li> </ul>	<ul style="list-style-type: none"> <li>Fractions</li> <li>Decimals</li> <li>Problem Solving</li> <li>Mass and Capacity</li> </ul>	<ul style="list-style-type: none"> <li>Money</li> <li>Time</li> <li>Stats</li> </ul>	<ul style="list-style-type: none"> <li>Shape</li> <li>Position and Direction</li> </ul>
	SCIENCE	<p style="text-align: center;"><b><u>Forces and Magnets</u></b></p> <ul style="list-style-type: none"> <li>compare how things move on different surfaces.</li> <li>notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.</li> <li>observe how magnets attract or repel each other and attract some materials and not others.</li> <li>compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.</li> <li>describe magnets as having 2 poles.</li> <li>predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</li> </ul>		<p style="text-align: center;"><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</li> <li>explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</li> <li>investigate the way in which water is transported within plants.</li> <li>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <p style="text-align: center;"><b><u>Living things and their Habitats</u></b></p> <ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways.</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>		<p style="text-align: center;"><b><u>Sound</u></b></p> <ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating.</li> <li>recognise that vibrations from sounds travel through a medium to the ear.</li> <li>find patterns between the pitch of a sound and features of the object that produced it.</li> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>recognise that sounds get fainter as the distance from the sound source increases.</li> </ul> <p style="text-align: center;"><b><u>Animals including Humans</u></b></p> <ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans.</li> <li>identify the different types of teeth in humans and their simple functions.</li> <li>construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>

<p style="text-align: center;"><b>HISTORY</b></p>	<p>Pupils should be taught about: (linked to topic)</p> <ul style="list-style-type: none"> <li>● Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire.</li> <li>● Scots invasions from Ireland to north Britain (now Scotland).</li> <li>● Anglo-Saxon invasions, settlements and kingdoms: place names and village life.</li> <li>● Anglo-Saxon art and culture</li> <li>● Christian conversion – Canterbury, Iona and Lindisfarne.</li> <li>● the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</li> <li>● Viking raids and invasion.</li> <li>● resistance by Alfred the Great and Athelstan, first king of England.</li> <li>● further Viking invasions and Danegeld.</li> <li>● Anglo-Saxon laws and justice.</li> <li>● Edward the Confessor and his death in 1066.</li> </ul>	<p>Pupils should be taught about: (linked to topic)</p> <ul style="list-style-type: none"> <li>● a depth study linked to one of the British areas of study listed above.</li> <li>● a study over time tracing how several aspects of national history are reflected in the locality.</li> </ul>	<p>Pupils should be taught about: (linked to topic)</p> <ul style="list-style-type: none"> <li>● a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</li> <li>● the changing power of monarchs using case studies such as John, Anne and Victoria.</li> </ul>
<p style="text-align: center;"><b>GEOGRAPHY</b></p>	<p>Pupils should be taught to: (linked to topic)</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul>	<p>Pupils should be taught to: (linked to topic)</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● 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.</li> <li>● Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).</li> </ul>	<p>Pupils should be taught to: (linked to topic)</p> <ul style="list-style-type: none"> <li>● Pupils should be taught about: (linked to topic)</li> <li>● 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.</li> <li>● 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.</li> </ul>

		<ul style="list-style-type: none"> <li>understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</li> <li>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>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.</li> </ul> <p>Pupils should be taught to describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>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.</li> </ul>	<p>Pupils should be taught to describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>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.</li> </ul>
<p>ART &amp; DESIGN</p>	<p><b><u>Dying material – sewing tunics</u></b> <b><u>Alfred the Great statues</u></b> <b><u>Drawing Techniques, Pencil Skills and Tone</u></b></p> <p>Pupils should be taught: (linked to topic)</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas.</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>about great artists, architects and designers in history.</li> </ul>	<p><b><u>Rainforest dioramas</u></b> <b><u>Henri Rousseau style pictures</u></b></p> <p>Pupils should be taught: (linked to topic)</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas.</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>about great artists, architects and designers in history.</li> </ul>	<p><b><u>Making Tudor houses</u></b> <b><u>Tudor roses</u></b> <b><u>Hans Holbein Portraits</u></b></p> <p>Pupils should be taught: (linked to topic)</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas.</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>about great artists, architects and designers in history.</li> </ul>

MUSIC	<b>Charanga – Set Scheme. 1 hour of Music Weekly</b>					
COMPUTING	<b><u>Teach Computing – 1 hour per week for 6 weeks per term.</u></b>					
	<p>Pupils should (linked to topic):</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</li> <li>● use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul> <p>Pupils Should (using Teach Computing):</p> <ul style="list-style-type: none"> <li>● use sequence, selection, and repetition in programs; work with variables and various forms of input and output.</li> <li>● use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>● design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.</li> <li>● use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>					
PE	<b>Getset4PE - Lessons, planning and curriculum.</b>					
PE	<b>Fitness</b>	<b>Gymnastics</b>	<b>Dance</b>	<b>Hockey</b>	<b>Athletics / Swimming</b>	<b>Athletics / Swimming</b>
FOREIGN LANGUAGE	<b>French (Salut/Twinkl Lesson Package):</b>					
	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>● listen attentively to spoken language and show understanding by joining in and responding.</li> <li>● explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</li> <li>● engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</li> <li>● speak in sentences, using familiar vocabulary, phrases and basic language structures.</li> <li>● develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</li> <li>● present ideas and information orally to a range of audiences.</li> <li>● read carefully and show understanding of words, phrases and simple writing.</li> <li>● appreciate stories, songs, poems and rhymes in the language.</li> </ul>					

RE	<ul style="list-style-type: none"> <li>● 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.</li> <li>● describe people, places, things and actions orally and in writing.</li> </ul>					
	<p align="center"><b>Plan Bee – Whole School RE Curriculum</b></p>					
	<b>Sikh Rites of Passage</b>	<b>Christmas Journeys</b>	<b>Hindus Home and Mandir</b>	<b>Why is Easter important?</b>	<b>Buddhist Festivals</b>	<b>Identity and Belonging</b>