

## Year 3 and 4 Curriculum Map 2025 - 2026

Links to EYFS framework	Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Values</b>	Tolerance of those with different beliefs  Democracy	Tolerance of those with different beliefs  Mutual Respect  Individual Liberty	The rule of law  Respect  Individual Liberty	Individual Liberty  Democracy  Mutual Respect	Tolerance of those with different beliefs  Individual Liberty	Tolerance of those with different faiths and beliefs  Rule of law
	<b>Cultural Capital</b>	Children bring in own toys from home Testing our five senses experience Visit from Quarry Bank Mill staff with toys from the past Christmas Traditions -trip to CAFT farm Parent workshop Black History Month		Easter Traditions World Book Day Parent workshop Science Week Number Day – NSPCC Comic Relief Red Nose Day Hannukah		Park visits Sports Day National School Sports Day Library visit Parent workshop Windrush Earth Day St George's Day	
<b>Shared reading texts</b>			Y3 Hercules Tom Vaughan & David O'Connell	Romans on the Rampage Jeremy Strong	The Abominables Eva Ibbotson & Jamie Littler	Water: Protect Freshwater to Save Life on Earth Catherine Barr	Everything Stone Age to Iron Age by National Geographic kids
		<b>Greek Myths</b>  <b>Marcia Williams</b>	Y4 U:Mark of the Cyclops (The Ancient Greek Mysteries) Saviour Pirota & Freya Hartas  Y4 L: <b>Greek Myths</b>	Empire's End – A Roman Story Leila Rasheed	Everest David Long & Stefano Tambellini	The River Singers by Tom Moorhouse	Defenders: Pitch Invasion Tom Palmer & David Shephard

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			<b>Marcia Williams</b>				
<b>English</b>	<b>Text</b>	Gorilla – Anthony Browne	Greek Myths By Jean Menzies	Escape from Pompeii	Koji's Island Amazing Island	Where the forest meets the sea	Blue John
	<b>Writing</b>	<b>Writing outcome:</b> To write a narrative based on the story of 'Gorilla'	<b>Writing outcome:</b> To make a mini-book of their own Odyssey adventure	Writing outcome: Write the story from the point of view of one of the children	Writing outcome: To write their own version of 'Koji's Island' in the first person from the point of view of the boy in the story.	Writing outcome: To make a zoo information board for a rainforest exhibit.	Writing outcome: Write an explanation about cave formation including diagrams
<b>Maths and numerical patterns</b>		Place Value Addition and Subtraction	Addition and subtraction Multiplication and Division A	Multiplication and Division B Length and Perimeter	Fractions A Mass and Capacity	Fractions B Money	Time Shapes Statistics
<b>Understanding the World (The Natural Environment)</b>	<b>Science Year 3</b>	Skeletons Movement Nutrition and diet	Food waste Rock	Fossils Soils	Light	Plants A Forces	Magnets Plants B Biodiversity
	<b>Science Year 4</b>	Group and classify living things Data collection A	States of matter	<b>Sound Data collection B</b>	<b>Electricity Energy</b>	Data collection C Habitats Deforestation	<b>The digestive system Food chains</b>
<b>Understanding the World</b>	<b>Geography History</b>	<b>Geography Land Use</b> Investigate the ways in which humans have made use of the land. Start by contrasting urban and rural	<b>History Ancient Greeks</b>  How have the Ancient Greeks influenced our lives today? How has life changed since the Ancient Greek period?	<b>History Romans</b>  How did the Romans impact on Modern Britain? What influence did the Romans	<b>Geography Mountains and Volcanoes –</b> What, where and why?	<b>Geography Climate Zones</b> What are they and why do they matter?	<b>History Iron Age Britain – What have historians learnt about Iron Age Britain?</b>

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		settlements and explore the concept of a wilderness. Building upon previously learnt about the formation of mountains and valleys.	How did the Greeks help us understand the world?	have on Britain? Why were the Romans such an important part of British history?		
<b>Expressive Art and Design</b>	<b>Art</b>	Festival Feasts Medium: Paper/Card, Drawing Materials, Modelling Materials (incl. Modroc) Artists: Claes Oldenberg, Lucia Hierro, Nicole Dyer		Making Animated Drawings Medium: Paper, (Digital media) Artists: Lauren Child, Steve Kirby, Andrew Fox, Lucinda Schreiber		Exploring Pattern Medium: Paper, Pens, Paint Artists: Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont
<b>Expressive Art and Design</b>	<b>DT</b>	Textiles – Hats for Mountaineers		Food – Italian Pizza		Mechanisms: Extreme weather warning machines
<b>Understanding the World (people, culture &amp; communities)</b>	<b>RE</b>	<p align="center"><b>RE theme day</b></p> <p align="center"><b>RE day – Sikhism</b></p> <p>All classes will visit a Sikh Temple during this week communities</p> <p align="center"><b>Harvest Festival</b></p> <p>Children will be asked to donate food and this will be shared with the local food bank. Living in the wider world and communities</p> <p align="center"><b>RE day Christianity – Christmas</b></p>		<p align="center"><b>RE theme day</b></p> <p align="center"><b>Chinese New Year – Spring 1</b></p> <p align="center"><b>Judaism – Passover – Spring 2</b></p> <p>All classes will visit a Synagogue – communities</p> <p align="center"><b>Cultural/MFL Day</b></p>		<p align="center"><b>RE theme day</b></p> <p align="center"><b>Islam – Eid – Summer 1</b></p> <p>All classes will visit Cheadle Mosque - communities</p> <p align="center"><b>Buddhism – Summer 2</b></p> <p>All classes will visit a Buddhist Temple communities</p>

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		<p>All classes will visit a church</p> <p>Christmas performances</p> <p>Christmas around the world Thursday 18th December</p>			<p>Windrush Day across the UK — a day to celebrate the contribution Caribbean migrants and their families have made to the UK</p>		
<b>PSHE overview</b> (Please see separate <b>ALL CLASSES</b> document)		<p><b>SELF AWARENESS</b></p> <p><b>MANAGING EMOTIONS</b></p> <p><b>Fire safety – Keeping Safe</b> Visit from the local fire service to talk to the children about fire safety – fireworks etc</p> <p><b>Anti Bullying Week</b> Friendships Managing hurtful behaviour and bullying</p>		<p><b>CHANGING AND GROWING</b></p> <p><b>SELF-CARE</b></p>		<p><b>THE WORLD WE LIVE IN</b></p> <p><b>HEALTHY LIFESTYLES</b></p>	
<b>Physical Education</b>		<p><b><u>Invasion Games</u></b> Play competitive games, modified where appropriate. Apply basic principles of attacking and defending.</p>	<p><b><u>Agility, Balance and Coordination</u></b> Develop flexibility, strength, technique, control and balance. Compare their performance with previous ones.</p>	<p><b><u>Gymnastics and Dance</u></b> Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns.</p>	<p><b><u>Throwing and Catching</u></b> Use running, jumping, throwing and catching in isolation.</p>	<p><b><u>Striking and Fielding Games</u></b> Use running, jumping, throwing and catching in isolation. Play competitive games, modified where appropriate (e.g. cricket and rounders).</p>	<p><b><u>Athletics</u></b> Use running, jumping and catching in isolation and in combination. Compare their performances with previous ones.</p>
<b>Computing</b>		<p>Computing systems and Networks 1: Networks and the Internet</p>	<p>Programming: Scratch</p>	<p>Computing systems and Networks 2: Emailing</p>	<p>Computing systems and Networks 3: Journey into a computer</p>	<p>Data Handling: databases</p>	<p>Creating Media Animations</p>

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<p><b>How we celebrate and share what we have learnt</b></p>		<p>End of topic quizzes (Science and History)</p> <p><b>Black History activities</b> Respecting self and others Communities</p>	<p>Christmas performances</p>	<p>Make a class poster about learning in Science</p>	<p>Make a class poster about learning in History</p>	<p>Make a class poster about learning in Geography</p>	<p>Class Assembly</p>
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