

## Carlton Primary School Year 3 Curriculum Map B

	Autumn		Spring		Summer	
<b>Literacy-Fiction</b>	The Caravan King Alfred's Quest		The Museum Egyptian Cinderella		Theseus Midas	
<b>Literacy-Non-Fiction</b>	Report Discussion		Instructions Persuasion		Recount Explanation	
<b>Poetry</b>	Storm at Sea	Entering the Castle – Brian Moses	Piercing the Veil	Summer Desert Heat	Keeping On	All that is Gold does not Glitter
<b>Reading</b>	The Sheep Pig, Iron Man,		Emmeline and the Plucky Pup, The Stone age Boy		The Flower, The Lion, Witch and the Wardrobe	
<b>Y3 and Y4 Maths</b>	Y3 Place Value Addition and subtraction Multiplication and Division	Y4 Place Value Addition and subtraction Area Multiplication and Division	Y3 Multiplication and Division Length and Perimeter Fractions Mass and Capacity	Y4 Multiplication and Division Length and Perimeter Fractions Decimals	Y3 Fractions Money Time Shape Statistics	Y4 Decimals Money Time Consolidation Shape Statistics Position and Direction
<b>Science</b>	Y3 Forces & Magnets Rocks	Y4 Sound Electricity	Y3 Light Plants	Y4 States of Matter Living things and their habitats	Y3 Animals inc Humans	Y4 Animals inc Humans
	Working Scientifically					
<b>History</b>	Britain's Settlement by Anglo Saxons and Scots		Achievements of the earliest civilisations		Ancient Greece	
<b>Geography</b>	Resources of the World		Rivers & Water Cycle		Europe- compare & contrast	
	Geographical skills and fieldwork					
<b>RE</b>	What does it mean to be a Hindu in Britain today?		Why is Jesus inspiring to some people?		What can we learn from religions about what is right and wrong?	
	Diwali (Including Sikh and Hindu festival)		Hajj & Eid al Adha			
<b>PSHE</b>	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>MFL</b>	U7 – Les Monstres U8 – Les Calendrier		U9 – Les animaux U10 – Au Marché		U11 – Je suis le musicien U12 – À la mode	
<b>Music</b>	Reading notation & Performance Recorders introduction		Recorder & Performance Y2/3/4 Production		Composition (Ipads) & Performance	
	Singing and listening					
<b>PE</b>	Fundamentals	Fitness	Dance	Gymnastics	Athletics	Tennis
	Netball	Tag Rugby	Yoga	OAA	Ball Skills	Cricket

<b>Design Technology</b>	Levers and Linkages – mechanical control 3D Structures Electrical circuits and control		
<b>Art</b>	<b>Artist: Elizabeth Peyton</b>		
	Drawing	Painting	Printing
	<b>One off: Textiles</b>		
<b>Computing</b>	PowerPoint		
	<b>Algorithms and programming-</b> Use variables to control models and make predictions.		
	<b>Information Technology-</b> collect and present data in a variety of ways including podcasts. <b>Digital Literacy-</b> Recognise the acceptable and unacceptable use of technology.		
<b>Visits</b>	Outdoor adventure		
<b>Life skill</b>	Chess/card games, Sewing		
<b>ReflectEd</b>	New skills- Sewing	Successful learners	Growth mindset
	Growth Mindset Mistakes	Reading Problem solving & memory	Metacognitive talk Plan, monitor, evaluate
<b>Cooking</b>	Baking-savoury		

**Carlton Primary School**  
**Year 3 end of Year subject expectations**

Subject	Expected Standard			
<b>Science</b>	With help put forward ideas about testing. Begin to make predictions. With help, consider what constitutes a fair test and carry out a fair test.	Recognise the need to collect data to answer questions. Measure using given equipment and select equipment from a limited range. With help, pupils begin to realise that scientific ideas are based on evidence.	Begin to offer explanations for what they see and communicate in a scientific way what they have found out. Record observations, comparisons and measurements using tables and other appropriate methods.	
<b>PE</b>	Children can throw and catch with control. Run at fast, medium and slow and change direction. Use space to support team-mates and cause problems for the opposition. They know and use rules fairly. Children can explain the importance of a nutritious and balanced diet. Adapt sequences to suit different apparatus and can improvise freely and translate ideas from a stimulus into a movement. Explain how strength and suppleness affect performance.			
<b>History</b>	Describe events from the past using dates and order them using a timeline. Begin to use research skills to learn about specific events from history. Begin to compare and contrast two different periods in history			
<b>Geography</b>	Use Geographical language to describe a place. Use basic OS symbols and grid references on a map. Use an atlas to find places. Describe how volcanoes & earthquakes are created and locate some of the world's most famous volcanoes. Name some countries in the northern hemisphere & name and locate capital cities of neighbouring European countries. Use OS maps, atlases, globes and aerial photographs.			
<b>RE</b>	Use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. Make links between beliefs and sources, including religious stories and sacred texts Begin to identify the impact religions and beliefs have on believers' lifestyles.	Identify what influences them, their attitudes and behaviour. Ask important questions about religious beliefs and ways of living.		
<b>Art</b>	Gather and review information, references and resources related to their ideas and intentions. Use a sketchbook for different purposes, including recording observations, planning and shaping ideas.	<b>Sculpture-</b> shapes made from nets and paper mache, create expression, feelings and movement. Adding other materials to create interest. <b>Painting-</b> Colour wash background using watercolour and then add detail. Experiment with mood and colour. Apply colour using dotting, scratching, splashing. <b>Drawing-</b> Use different grades of pencils, shading to create shadow, cross hatching to create texture whilst using close observation of an object. Draw both positive and negative shapes. Accurate drawings of people – particularly faces.	Take the time to reflect upon what they like and dislike about their work in order to improve it	Understand that art, is made by artists craftspeople and designers exhibiting care and skill and is valued for its qualities. how to explain what they are doing or how they created their final art piece
<b>DT</b>	Use research criteria to develop products that are fit for purpose. Use annotated sketches to communicate ideas	Use a range of tools and techniques to produce a product that is fit for purpose. Work includes simple mechanisms and textiles.	Evaluate their own product against design criteria. Evaluate existing products.	Know that food is grown and reared. Be aware of a balanced diet (The Eat Well Plate). Prepare a range of savoury food products safely and hygienically.
<b>Computing</b>	Design a sequence of instructions that help write a program that accomplishes specific goals and work with inputs and outputs. Search, collect and present information in a variety of ways. Design, create and manipulate content.			
<b>Music</b>	Perform with some musical fluency in solo and ensemble contexts. Perform and compose using standard notation with understanding. Improvise new melodies using pentatonic scale whilst exploring Jazz. Experiment with transferring learnt and natural musical skills on to keyboards. Expand understanding and knowledge of the history of music. Sing with increasing confidence.			

<b>PSHE</b>	Know that they can make choices about their lifestyle to improve their health and well-being and know how to ask for help in order to keep themselves safe. Able to look after and handle money in everyday situations and know there are different ways to gain money, including earning it through work. Understand that the learning choices they make will affect their future options. Identify positive achievements and set themselves some short and long term goals.
<b>MFL</b>	Name and describe people, places and objects using simple vocabulary. Take part in a short conversation saying 1 – 2 things. Respond using a short phrase. Read and understand the gist of a short passage using familiar vocabulary. Writing phrases from memory with a plausible spelling attempts.

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**Selby Community Primary School**  
**Year 4 end of Year subject expectations**

Subject	Expected Standard			
<b>Science</b>	Suggest questions that can be tested. Put forward ideas about testing and make predictions. Begin to give scientific reasons for these predictions.	Carry out investigations with growing accuracy and independence. Select and use suitable equipment.	Record their observations in written, pictorial and diagrammatic forms. Begin to select the appropriate format to record their observations. Compare predictions with actual results. Identify patterns in measurements.	
<b>PE</b>	Children can change speed and use a range of shapes and use movement to communicate an idea. Can work with a partner and can take the lead with a partner or small group.	Children can change speed and use a range of shapes and use movement to communicate an idea. Can work with a partner and can take the lead with a partner or small group.	Can throw and catch and hit a ball accurately and with control. Can run over long distances and sprint over short. Within games, children can vary tactics and adapt skills depending on what is happening in a game.	Children can plan a balanced meal and talk about how exercise makes their bodies feel and the impact fitness levels have on their daily lives.
<b>History</b>	Create timelines using decades and centuries.	Use evidence to explain differences in a historical period (e.g. rich and poor). Use a range of evidence, including artefacts, to build up a picture of the past.	Research different versions of the same event and discuss how they differ.	
<b>Geography</b>	Become a competent user of OS maps, atlases, globes and aerial photographs. Name and locate many of the world's most famous rivers using an atlas.	Know the countries that make up Europe. Name key cities and different topographical areas. Locate the tropics of Capricorn and Cancer Understand where different resources are found in the world and the difference between renewable and non-renewable resources.	Explain the course of a river and understand why many cities are located on or close to it. Understand why people are attracted to live by rivers.	
<b>RE</b>	Use a developing religious vocabulary to describe some key features of religions, recognising similarities and differences. Make links between beliefs and sources, including religious stories and texts eg. The Bible, Torah and Vedas. Identify the impact religions and beliefs have on believers' lifestyles.		Understand why some people, religious or otherwise, inspire others, and why. Ask important questions about religious beliefs and ways of living - linking their own and others' responses.	
<b>Art</b>	Select and use relevant resources and references to develop their ideas. Use drawing within their sketchbooks, purposefully to improve understanding, inform ideas and plan for an outcome.	<b>Printing-</b> Make printing blocks and use them to create precise repeating patterns of overlaying colours, replicating environmental natural or built patterns <b>Drawing-</b> Use different grades of pencils, identify and draw the effect of light, scale and proportion. Work in a variety of scales. Accurate drawings of whole people including proportion and placement.	Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.	Describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied. Be able to demonstrate, how tools they have chosen, should be used effectively and with safety.
<b>DT</b>	Use research to develop products which are fit for purpose. Use annotated sketches and prototypes or drawing apps to explain ideas.	Use a range of tools and techniques to produce a product that is fit for purpose. Work involves levers, linkages and electrical components and how to strengthen a 3D framework. Work includes textile techniques.	Evaluate their own product against design criteria. Evaluate existing products, with an awareness of good design.	Know that food is grown and reared. Be aware of a balanced diet. Prepare a range of savoury food products safely.
<b>Computing</b>	Able to experiment with variables for a specific purpose. Predict and explain what will happen and debug programs where appropriate.	Select and use software to accomplish given goals and able to produce and upload a pod cast.	Recognise the acceptable and unacceptable use of technology.	

<b>Music</b>	Demonstrate a continued development and grasp of musical knowledge and ability by performing set tasks with aspects of accurate timekeeping, tunefulness, expression, sensitivity and increasing musical fluency.	Enhanced understanding of standard notation.	Use tuned percussion and keyboards to demonstrate composition competencies.
<b>PSHE</b>	Identify their strengths, areas for improvement and set high aspirations and goals.	Be aware of some factors (positive and negative) that affect physical, mental and emotional health	Understand that the learning choices they make will affect their future options.
<b>Languages</b>	Take part in a conversation saying 3-4 things. Respond using short phrases. Starting to speak in sentences.	Name and describe people, places and objects using a wider range of vocabulary.	Read independently, understand and explain the main points in a short passage. Using bilingual dictionaries to look up new words.
			Take responsibility for their own behaviour and safety.
			Writing 2-3 short sentences on a familiar topic. Express opinions about some topics.

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**Carlton Primary School**  
**Year 3 end of Year subject expectations for mastery**

<b>Subject</b>	<b>Mastery Expectations</b>
<b>Science</b>	Revise and justify their ideas based on investigations and raise scientific questions. Know how scientific discoveries have an impact on our lives today. Learning is transferred and applied into different contexts.
<b>PE</b>	Pupils link skills, techniques and ideas and apply them accurately and appropriately. Their performance shows precision, control and fluency. They understand tactics and composition. They compare and comment on skills, techniques and ideas used in their own and others' work, and use this understanding to improve their performance. They are beginning to take the lead in group activities. They explain and apply basic safety principles in preparing for exercise. They describe what effects exercise has on their bodies, and how it is valuable to their fitness and health.
<b>History</b>	Justify opinions. Ask and answer questions about history. Know how history has an impact on our lives today locally and nationally. Learning is transferred and applied into different contexts.
<b>Geography</b>	Ask geographical questions, and suggest a how we could research and answer these. Explain and justify opinions to others. Begin to understand and use a wide range of geographical vocabulary. Explain how and why places change through human and physical actions. Learning is transferred and applied into different contexts e.g. purposeful research, extended writing and accurate presentation of information.
<b>RE</b>	Use religious vocab to describe and show understanding of practices, beliefs and sources with growing confidence. Begin to think who inspires them and why.
<b>Art</b>	Pupils who are exceeding the expectations will typically be providing evidence of achievement which consistently extends their learning beyond the confines of the task. They are working in ways which show deeper understanding and mastery and which are above the norm for their peer group.
<b>DT</b>	The pupil uses ideas and opinions to produce a detailed annotated design. They can work safely and accurately with tools and techniques to produce a product that is fit for purpose. When working with food they work safely, hygienically and with some care. They can evaluate their product against their original design.
<b>Computing</b>	Able to clearly communicate how inputs and outputs work. Understands when it is best to use technology and where it adds little or no value.
<b>Music</b>	Demonstrate an enhanced approach to performing, composing and musical knowledge by pushing outside of the boundaries set for 'expected' levels of musical understanding
<b>PSHE</b>	To communicate the expectations both orally and in writing. To understand that they can take responsibility for improving their health and well-being and state ways in which they can do this. To name a range of ways of acquiring money.
<b>MFL</b>	Speaks in sentences using a wider range of vocabulary and language structures. Language learning is transferred and applied into different contexts. Recites songs and poems confidently and applies the vocabulary.

## Map B Subject Vocabulary

<b>PE</b>	intercept	footwork	compose	canon
	receive	forehand/backhand	levels	unison
	pivot	tactics	routine	accuracy
<b>Science (Y3)</b>	seed dispersal	reflect	skeleton	metamorphic
	seed transformation	absence	muscles	igneous
	nutrients	pollination	sedimentary	magnetic
<b>Science (Y4)</b>	vertebrate	pitch	prey	circuit
	invertebrate	deforestation	producer/consumer	conductor
	environment	solid	gas	insulator
	vibrations	liquid	evaporation	
	volume	predator	condensation	
<b>History</b>	withdrawal	conquest	kingdom	settlement
	civilisation	decade/centuries	European	society
	Pharaoh	interpretation	enemies	citizen
<b>Geography</b>	Know the names of European countries			
	energy	locate	pollution	estuary
	water cycle	resources	compare	outskirts, surround
	river course (and related vocabulary)	Non/renewable	contrast	topography
<b>RE</b>	incarnation	dharma	beatitudes	commandments
	salvation	artha	rituals	temptation
	gratitude	kama	Eid	guidance
	inspirational	moksha	Hajj	Diwali
<b>Art</b>	horizontal	colour wheel	reverse image	brayer
	vertical	tertiary	relief	cutting tools
	foreground	bold	indent	edition
	intersect	base colour	monoprint	
<b>DT</b>	architect	fit for purpose	circuit	papier mache
	technique	temporary fixing	mixing	hygiene
	mock-up	pivot	process	energy
	podcast	present data	variable	acceptable/unacceptable

<b>Computing</b>	copy and paste				speaker notes		duplicate		cyber bullying			
	format				repeat		accuracy		slides, animation			
<b>Music (Year 3)</b>	allegro				pulse		forte		minim			
	adagio				beat		piano		quaver			
<b>Music (Year 4)</b>	accelerando				crescendo		legato		crotchet rest			
	rallentando				decrescendo/diminuendo		staccato		minim rest			
<b>PSHE (Year 3)</b>	challenge				witness		oxygen		wants/needs			
	valued				appreciation		energy		uterus /womb			
	welcome				dream		Calories/kilojoules		puberty			
	consequences				ambition		unisex		eggs/ova			
	conflict				overcome		empathy		ovaries			
<b>PSHE (Year 4)</b>	included/excluded				actions		disappointment		jealousy			
	team				assumptions		peer pressure		loss			
	charter				character		smoking		Menstruation/periods			
	democracy				influence		alcohol		sperm/ semen			
	attitude				uniqueness		anxiety		making love/ having sex/ sexual intercourse			
<b>MFL</b>	eyes white ears mouth	nose hand What is it? long black	Months August In Spring In Summer In Autumn	In Winter Merry Christmas Happy New Year	cat tail dog rabbit	Have you? I have I don't have Here is Who is called	potato peas cabbage I would like At the market	What do you have? 100 please How much?	Who likes..? drum louder softly quicker	slowly What do you play? rubbish	trousers glasses shirt I am wearing	when hot cold pretty horrible