



Class 3- Year 3/4 Curriculum Map- Cycle A

		Autumn 2 – Living things and their habitats
Reading	Word reading	NC Appendix 1
	Comprehension	A range of fiction and non-fiction texts based on Living things and their habitats. Class novel 'How the whale became' by Ted Hughes.
Writing	Transcription	NC appendix 1
	Composition	Range of narrative and non-narrative writing such as re-telling the story, recount and reports.
	VGP	NC appendix 2
Speaking and Listening	<p>To participate in discussions, taking turns to speak and listen to what others say. Discussions about living things and presenting findings of investigations to the class.</p> <p>To construct and ask questions about animals and where they live.</p> <p>To carry out drama tasks linked to class novel and topic such as enactments of scenes, freeze frames and hot seating of characters.</p> <p>To explain and discuss their understanding of books (both those that they listen to and those that they read for themselves), poems and other materials including content of other subjects.</p>	
Maths	<p>Continuing of addition and subtraction;</p> <p>Number – Multiplication and division.</p> <p>Frequent mental maths/arithmetic sessions, link to problem solving where possible.</p> <p>Daily times tables and division for 'times table champion' (Carried out in class).</p>	
Science	<p>Living things and their habitats. To know the 7 characteristics of living things. Grouping, exploring and using classification keys. Identifying and naming a variety of living things in their local and wider environment. Recognising environment change and the dangers living things can face in their habitats.</p>	
Computing	<p>Programming – Exploring use of apps to support programming – ALEX – Junior Scratch.</p> <p>Digital Literacy – SWGFL – Exploring and creating passwords.</p>	
History		
Geography	<p>Look at key topographical features (including hills, mountains, coasts and rivers, and land-use patterns) and understand how some of these aspects have changed over time.</p>	
D.T.	<p>Structure, design, create, test and evaluate their own moving cart.</p>	

Art & Design	<p>Timed sketches/ use of sketchbook to show development/ sections of drawings related to Christmas.</p> <p>Apply paintings and drawings to making a seasonal display/Christmas card for class or home.</p>
Music	<p>Recorders.</p> <p>Performing singing – Christmas concert and Christmas songs.</p> <p>Creating a seasonal group performance.</p>
MFL	<p>To continue to develop and expand the ability to use a range of words, phrases and questions with increasing fluency and accuracy.</p> <p>To be able to read and write key words in Spanish.</p> <p>How are you? What is your name? My family, songs and games.</p>
P.E	<p>Swimming – children taken out of school</p> <p>Gymnastics.</p>
R.E	<p>Advent – How and why it is important at Christmas.</p>