



ST.FRANCIS' CATHOLIC PRIMARY SCHOOL

CURRICULUM MAP B

YEAR GROUP 3/4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CLASS TOPIC	Sparks Might Fly	The Great Plague	The Art Of Food	Passport To Europe	How Does Your Garden Grow?	What the Romans Did For Us
AUTHOR STUDY/CLASS READ 	The Firework Makers Daughter by Phillip Pullman.	Plague-A Cross on the Door by Anne Turnbull	What Has Happened to Lulu? by Charles Causley. Bill's New Frock by Anne Fine.	Gulliver's Travels by Marie Crook	The Enchanted Wood by Enid Blyton. The Spider and the Fly by Mary Howitt.	Romans on the Rampage by Jeremy Strong.
GENRES 	Oral and written explanation of a process. Innovated narrative based on a model. Script based on a film - Dangle by British Film Institute.	Fairy Tales Classic Narrative Poetry Recount: Newspapers	Issues and dilemmas Persuasion	Novel as a Theme Non-chronological Reports	Classic Poetry Mystery / Adventure / Fantasy Stories Explanations	Play script based on a film - Dum Spiro. Non-Chronological reports
MULTI-MODAL WRITING/ CROSS-CURRICULAR	Circuit writing Firework writing	skeleton writing rat writing diaries The Plague Times Newspaper	Persuasive advert for toothpaste Body part writing	Paris Landmark writing Paris information booklets	Spider writing Flower shaped writing Puppet pals – Seed dispersal/pollination explanation	Roman Soldier writing – soldier/shield shapes Puppet pals – Roman animation with narrative



ST.FRANCIS' CATHOLIC PRIMARY SCHOOL

CURRICULUM MAP B

YEAR GROUP 3/4




						
OUTDOOR LEARNING 	Planting	History – Timeline Ring a ring a roses Recycling	Reconstruct large scale digestion system Big Bird Watch	3D structures of Paris landmarks	Exploring/investigating plants in school grounds – sketching/digital images Bug Hotel Planting	Gladiator games Roman army/camp re-enactment.
LOCAL LINK 	How does electricity change our lives and how do we generate it?	Lancashire Recycling – protecting our local environment	Healthy eating in the Lancashire area.	French local links	Local flowers/plants	Romans in Ribchester
NATIONAL LINK 	Electricity power sources across the UK	National recycling – protecting the environment	Healthy eating in the UK	French links to UK	UK flowers/plants	Romans in the UK
GLOBAL LINK 	Electricity power sources across the globe	Global recycling – protecting the future of the world	Healthy eating across the globe	France, Europe	Flowers around the world.	Italy - Rome
VISITS/VISITORS	'Bright Sparks' Electricity day BNFL	Museum visit Lancashire Evening Post visit Recycling centre	Visit from dentist Trip to Museum	French cafe	Trip to Myerscough College Local joiner - DT	Trip to Ribchester Museum Trip to the Lake District



ST.FRANCIS' CATHOLIC PRIMARY SCHOOL

CURRICULUM MAP B

YEAR GROUP 3/4

						
<p>MATHS</p> 	<p>LANCASHIRE PLANS</p> <p>Place value</p> <p>Decimals and fractions</p> <p>Addition and subtraction</p> <p>Properties of 2-D shape</p> <p>Measurement - time</p>	<p>LANCASHIRE PLANS</p> <p>Mental multiplication</p> <p>Mental division</p> <p>Written multiplication</p> <p>Measurement (length including perimeter)</p> <p>Statistics</p>	<p>LANCASHIRE PLANS</p> <p>Place value and counting (including negative numbers)</p> <p>Fractions</p> <p>Fractions and division</p> <p>Position and direction</p> <p>Area and multiplication</p> <p>Written addition and subtraction using money and measures</p>	<p>LANCASHIRE PLANS</p> <p>Multiplication and division</p> <p>Place value</p> <p>Written multiplication</p> <p>Shape and position</p> <p>Calculation in the context of statistics</p>	<p>LANCASHIRE PLANS</p> <p>Counting and sequencing using statistics and measures</p> <p>Decimals and fractions in the context of measures</p> <p>Fractions and division</p> <p>Measures (perimeter, volume/capacity and mass)</p> <p>Shape and area</p> <p>Multiplication facts and time</p>	<p>LANCASHIRE PLANS</p> <p>Place Value</p> <p>Statistics</p> <p>Addition and subtraction</p> <p>Mental and written multiplication</p> <p>Shape</p>
<p>SCIENCE</p> 	<p><u>Electricity</u></p> <ul style="list-style-type: none"> - Identify common appliances that run on electricity. - Construct a simple series electrical circuit, 	<p><u>Skeletons</u></p> <p>Identify that humans and some other animals have skeletons and muscles for support,</p>	<p><u>Animals – Teeth and Digestion</u></p> <ul style="list-style-type: none"> - Describe the simple functions of the basic parts of the digestive system in humans. 		<p><u>Plants - Functions of Parts of a Plant</u></p> <ul style="list-style-type: none"> - Identify, locate and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. 	<p><u>Light – Recognise that they need light in order to see things.</u></p> <ul style="list-style-type: none"> -That dark is the absence of light.



ST.FRANCIS' CATHOLIC PRIMARY SCHOOL

CURRICULUM MAP B

YEAR GROUP 3/4


	<p>identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <ul style="list-style-type: none"> - 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. - Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. - Recognise some common conductors and insulators, and associate metals with being good conductors. - Know that electricity can be dangerous. 	<p>protection and movement.</p>	<ul style="list-style-type: none"> - Identify the different types of teeth in humans and their simple functions. - Construct and interpret a variety of food chains, identifying producers, predators and prey. - Describe how teeth and gums have to be cared for in order to keep them healthy. 		<ul style="list-style-type: none"> - 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. - Investigate the way in which water is transported within plants. - Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. - Know that: <ul style="list-style-type: none"> - Roots grow downwards and anchor the plant. - Water, taken in by the roots, goes up the stem to the leaves, flowers and fruit. - Nutrients (not food) are taken in through the roots. - Stems provide support and enable the plant to grow towards the light. - Plants make their own food in the leaves using energy from the sun. - Flowers attract insects to aid pollination. 	<ul style="list-style-type: none"> -Notice that light is reflected from surfaces -Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. -Recognise that shadows are formed when the light from a light source is blocked by an opaque object. -Find patterns in the way size of shadows change.
--	--	---------------------------------	--	--	--	---



ST.FRANCIS' CATHOLIC PRIMARY SCHOOL

CURRICULUM MAP B

YEAR GROUP 3/4

	<ul style="list-style-type: none"> - Recognise electricity sources can be mains or battery. - Know that batteries 'push' electricity round a circuit and can make bulbs, buzzers and motors work. -Recognise that faults in circuits can be found by methodically testing connections. -Know that drawings, photographs and diagrams can be used to represent circuits. 				<ul style="list-style-type: none"> - Pollination is when pollen is transferred between plants by insects, birds, other animals and the wind. - Seeds are formed after the flowers are pollinated. - Many flowers produce fruits which protect the seed and/or aid seed dispersal. - Seed dispersal, by a variety of methods, helps ensure that new plants survive. - Plants need nutrients to grow healthily (either naturally from the soil or from fertiliser added to soil). 	
<p>SCIENTIFIC ENQUIRY</p> 	<p>Ask relevant questions using different types of scientific enquiry.</p> <p>Set up simple practical enquiries, comparative and fair tests.</p> <p>Make systematic and careful observations, taking appropriate measurements using standard units (using a range of equipment, inc thermometers and data loggers)</p> <p>Gathering, recording, classifying and presenting data in a variety of ways.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</p> <p>Report on findings for enquiries – written and oral explanations, displays or presentation of results.</p> <p>Use results to draw simple conclusions, make predictions, suggest improvements and raise further questions.</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Use straightforward scientific evidence to answer questions or to support their findings.</p>					



ST.FRANCIS' CATHOLIC PRIMARY SCHOOL

CURRICULUM MAP B

YEAR GROUP 3/4

GEOGRAPHY		<p><u>Our Environment</u></p> <ul style="list-style-type: none"> - What is meant by 'environment'? - What do we like/dislike about our environment (classroom, school, home, town, country, world etc)? - How much waste/rubbish do we all produce? - What, exactly, is meant by waste/rubbish? Where does all the rubbish go? How does it get there? What are these places like? - Could more waste be reused or recycled? - How could we reduce the amount of rubbish we produce in the first place? - Why should we reduce the amount of rubbish produced? - How could we persuade others to reduce the amount of waste they produce?- 		<p><u>The Paris Basin</u></p> <ul style="list-style-type: none"> - Where is the region located? How far away is this region? How might people travel there? - What is the physical geography like e.g. climate, landscape, rivers, mountains etc? What distinctive features does the region have? - What is the human geography like e.g. settlement size, transport, tourist attractions, economic activity and trade links? - Why have towns and cities developed where they are? - How does location, climate etc. have a 		<p><u>The Lake District</u></p> <ul style="list-style-type: none"> - Where is the Lake District? - What is a National Park? How are they each different? - What does the Lake District have in common with the other National Parks of Britain? - What is the physical geography of the Lake District like? (climate, vegetation, mountains, rivers, lakes etc.) - How have geographical processes (changes) affected the landscape? (volcanic impact, glaciation). - What is the human geography of the Lake District like?
------------------	--	---	--	---	--	--



ST.FRANCIS' CATHOLIC PRIMARY SCHOOL

CURRICULUM MAP B

YEAR GROUP 3/4

				<p>bearing on economic activity in the region?</p> <ul style="list-style-type: none">- What are the similarities and differences between this region and the region of the UK that has been explored previously in Year Three?- What are the lives of children in this region like? How are their lives similar to ours? What would it be like to live in this place?		<p>(settlement type, farming, mining, quarrying, tourism, energy, water supplies, transport links).</p> <ul style="list-style-type: none">- Why does the Lake District attract tourists?- How has the human activity affected the region? (impact of tourism etc).- How does the Lake District compare with our own locality?- How does the Lake District compare with other regions in the UK that we know about?- How does the Lake District compare with other worldwide regions studied i.e. in Europe, and
--	--	--	--	--	--	---



ST.FRANCIS' CATHOLIC PRIMARY SCHOOL

CURRICULUM MAP B

YEAR GROUP 3/4

						South/North America?
<p>HISTORY</p> 		<p><u>The Great Plague</u></p> <p>What was London like in the time before the Great Fire of London in 1666?</p> <p>What other sources can we use to imagine what London might have been like?</p> <p>What was the plague and why was it a problem?</p> <p>Why did plague spread so quickly?</p> <p>What help was available?</p> <p>How did people cope with being incarcerated with dying relatives and friends?</p> <p>What were the plague pits and why were they necessary?</p>				<p><u>Roman Britain</u></p> <ul style="list-style-type: none"> - What was life in Britain like before the Romans invaded and settled? - How reliable is the evidence? - Why did the Romans come to Britain? - Who was Boudicca and what did she do? - What were the main Roman settlements and how were these connected? - How did the Romans live in Britain? - How did the Romans change life in Britain?



ST.FRANCIS' CATHOLIC PRIMARY SCHOOL

CURRICULUM MAP B

YEAR GROUP 3/4

		<p>How do we know about the London Great Plague victims?</p> <p>How many did it kill?</p> <p>Did the plague spread outside of London? What happened at Eyam?</p> <p>Does the plague still exist today?</p>				
<p>MUSIC</p> 	<p>CHARANGA</p> <p><u>Electricity</u></p> <p>Exploring sounds that are generated by electronic devices.</p> <p>Exploring the sound and structure of pop songs that using electronic sounds.</p> <p>Compose and perform an electronic composition.</p>	<p>CHARANGA</p>	<p>CHARANGA</p> <p>- Investigate and then create music for an occasion such as for a school event.</p> <p>Performing</p> <p>Listening</p> <p>Creating</p> <p>Pitch, duration, dynamics, tempo, timbre, texture and structure.</p>	<p>CHARANGA</p> <p>- Investigate Maurice Ravel, who was considered one of the most popular French composers.</p> <p>Performing</p> <p>Listening</p> <p>Creating</p> <p>Pitch, duration, dynamics, tempo, timbre, texture and structure.</p>	<p>CHARANGA</p>	<p>CHARANGA</p> <p>Children will learn Italian songs and investigate 'Pines of Rome' by Ottorino Respighi – a famous classical work depicting places in Rome at different parts of the day.</p> <p>Performing</p> <p>Listening</p> <p>Creating</p> <p>Pitch, duration, dynamics, tempo,</p>



ST.FRANCIS' CATHOLIC PRIMARY SCHOOL

CURRICULUM MAP B

YEAR GROUP 3/4

						timbre, texture and structure.
COMPUTING/ICT 	Online Safety Programming	Online Safety Data Handling Microsoft Power Points UFA	Online Safety Text and images Simulations and Modelling Lego Education Coding UFA	Online Safety Sound Lego Education Coding UFA	Online Safety Images, Video and Animation Lego Education Coding UFA	Online Safety Electronic communication - Networks and internet Lego Education Coding UFA
PSHE/HRSE 	<u>Rules & diversity</u> Importance of school/class rules for health and safety; how to improve respectful relationships; recognise differences and know to respect these Rule of Law Tolerance Mutual respect Life Education Caravan 'Meet the Brain' Qualities of friendship - reasons why friends fall out; making up; risks of drugs, alcohol and tobacco	<u>What can we do about bullying?</u> Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe; overcoming difficulties in friendships – working through these can strengthen friendships Tolerance & Mutual respect CT2 Importance of forgiveness & about Jesus' teachings about forgiveness	<u>What are the rules that keep us safe?</u> How to stay safe online- passwords, avatars, fire safety, first aid; how our actions affect self and others; appropriate and inappropriate touch Tolerance & Mutual respect CT1 Take increased responsibility for their safety and that of others CT2 judge what kind of physical contact is acceptable/unacceptable and how to respond or seek help	<u>How can we describe our feelings?</u> Describe a wider range of feelings; people respond to feelings differently. Taking care of our mental wellbeing – mindfulness, growth mindset. CT1 identify, name & respond to a wider range of feelings in self and others; CT3 all people have worth and dignity as creations of God	<u>What jobs would we like?</u> Challenging stereotypes, how communities work together, how to achieve personal goals – mindset, ambition Individual Liberty CT2 being part of a community means working together; they are part of different communities – local, national, international and that the church is a community of faith	<u>How can we stay healthy?</u> What makes a balanced lifestyle; balanced diet; making choices; what influences choices. Individual Liberty CT1 value self as child of God – life is precious and body is a gift from God; be thankful for gifts from God; CT2 With their family, they take responsibility for



ST.FRANCIS' CATHOLIC PRIMARY SCHOOL

CURRICULUM MAP B

YEAR GROUP 3/4

						<p>staying healthy and safe</p> <p>CT3 responsibility for own health, taking care of body and protecting from inappropriate contact</p>
<p>ART</p> 		<p><u>Skulls</u></p> <p>- Explore the use of the image of the skull - decoration on the front cover of the Bills of Mortality, Jean Basquait's skull imagery and Escher's intricate drawing 'Eye with Skull'.</p> <p><u>Drawing</u></p> <p>- Experiment with ways in which surface detail can be added to drawings, e.g. use grades of pencil, biros, charcoal and chalk.</p> <p>- Use journals to collect and record visual information from different sources.</p>	<p><u>Food</u></p> <p>Explore still life artists from the Dutch Masters through to Renoir's study of onions and Cezanne's apples</p> <p><u>Drawing and Painting</u></p> <p>- Experiment with ways in which surface detail can be added to drawings.</p> <p>- Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc.</p> <p>- Experiment with different grades of pencil and other implements to create lines and marks.</p>	<p><u>French Landmarks</u></p> <p><u>Drawing</u></p> <p>- Make a series of observational drawings in sketchbooks of key sites/landmarks.</p> <p><u>Painting</u></p> <p>- Develop their drawings into paintings, for example using watercolours, and once dry, add depth and texture by working into them with dry media such as pastels.</p> <p><u>Collage</u></p>	<p><u>Flowers/Plants/Trees/Gardens</u></p> <p><u>Drawing</u></p> <p><u>Andy Goldsworthy artist</u></p> <p>- Make a series of observational drawings in sketchbooks of flowers, plants or gardens.</p> <p><u>3-D</u></p> <p>- Create a 3-D sculpture of a flower using the wire inspired by artists (Haley Harmon, Elizabeth Berrien and Teresa Leung).</p> <p><u>Textiles</u></p> <p>- Use fabric to enhance the flower sculptures.</p>	<p><u>Mosaics</u></p> <p><u>Drawing and Painting</u></p> <p>-Make a series of observational drawings in sketchbooks of examples of villa frescoed walls or mosaic designs.</p> <p>-Using journals/sketchbooks, make a series of observational drawings of flowers or landscapes and/or experiment making drawings of Roman gods.</p>



ST.FRANCIS' CATHOLIC PRIMARY SCHOOL

CURRICULUM MAP B

YEAR GROUP 3/4

		<ul style="list-style-type: none"> - Draw for a sustained period of time at an appropriate level. - Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. - Experiment with different grades of pencil and other implements to create lines and marks. - Experiment with different grades of pencil and other implements to draw different forms and shapes. - Experiment with different grades of pencil and other implements to achieve variations in tone. - Begin to show an awareness of objects having a third dimension. - Create textures with a wide range of drawing implements, e.g. use oil and chalk pastel. 	<ul style="list-style-type: none"> - Begin to show an awareness of objects having a third dimension. - Experiment with different grades of pencil and other implements to achieve variations in tone. - Create textures with a wide range of drawing implements; experiment with oil and chalk pastel. - Experiment with different effects and textures in paint. - Mix colours and know which primary colours make secondary colours. - Use more specific colour language. - Mix and use tints and shades. <p><u>3-D</u></p> <ul style="list-style-type: none"> - Plan, design and make models from observation or imagination. - Join clay adequately and construct a simple base for extending and modelling other shapes. 	<ul style="list-style-type: none"> - Use drawings, photocopied drawings and photographic images to tear, cut, overlap and layer images. <p><u>Digital</u></p> <ul style="list-style-type: none"> - Use an online collage maker to manipulate photographic images. 		<ul style="list-style-type: none"> - Develop drawings into painting, such as with watercolour and when dry, further work into with dry media such as pastels to add depth and texture. - Experiment with overdrawing on a painting. - Use fine pencil and watercolour techniques to develop a painting onto a piece of plaster - Design a simplified motif that can be transferred into paper or tile mosaic. - Use a graphics package to develop a design for mosaic technique.
--	--	---	--	---	--	---



ST.FRANCIS' CATHOLIC PRIMARY SCHOOL

CURRICULUM MAP B

YEAR GROUP 3/4

		<p><u>Painting</u></p> <ul style="list-style-type: none"> - Experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. - Work on a range of scales e.g. thin brush on small picture etc. - Create different effects and textures with paint according to what they need for the task. <p><u>Printing</u></p> <ul style="list-style-type: none"> - Create printing blocks using a relief or impressed method. - Create repeating patterns. - Print with two colour overlays. 	<ul style="list-style-type: none"> - Create surface patterns and textures in a malleable material. - Use papier-mâché to create a simple 3-D object. 			
DT	<p><u>Electrical Systems</u></p> <p><u>Evaluation of Existing Products</u></p>			<p><u>Textiles – 3-D</u></p> <p><u>Product from 2-D Pieces</u></p>	<p><u>Structures</u></p> <p><u>Product: A planter / raised bed.</u></p>	



ST.FRANCIS' CATHOLIC PRIMARY SCHOOL

CURRICULUM MAP B

YEAR GROUP 3/4

	<ul style="list-style-type: none"> - Investigate similar products to the one to be made to give starting points for a design. - Draw/sketch products to help analyse and understand how products are made. - Investigate key events and individuals in Design and Technology. <p><u>Focused Tasks</u></p> <ul style="list-style-type: none"> - Use electrical systems such as switches, bulbs and buzzers. - Develop vocabulary related to the project. - Use ICT to control products. <p><u>Design</u></p> <ul style="list-style-type: none"> - Develop more than one design or adaptation of an initial 			<p><u>Passport Holder (to keep it safe and protect from weather etc).</u></p> <p>Evaluation of Existing Products.</p> <p>Focused Tasks – Structures</p> <p>Design</p> <p>Make</p> <p>Evaluate</p>	<p><u>Purpose: Growing plants (for use in science) User: KS2 child</u></p> <p>Evaluation of Existing Products.</p> <p>Focused Tasks – Structures</p> <p>Design</p> <p>Make</p> <p>Evaluate</p>	
---	--	--	--	---	--	--



ST.FRANCIS' CATHOLIC PRIMARY SCHOOL

CURRICULUM MAP B

YEAR GROUP 3/4

	<p>design – research needs of user.</p> <ul style="list-style-type: none">- Plan a sequence of actions to make a product.- Use prototypes to develop and share ideas – identify the strengths/weaknesses of their design ideas in relation to purpose/user.- Think ahead about the order of their work.- Decide which design idea to develop; propose realistic suggestions as to how they can achieve their design ideas.- Consider aesthetic qualities of materials chosen.- Use CAD where appropriate. <p>Make</p>					
--	---	--	--	--	--	--



ST.FRANCIS' CATHOLIC PRIMARY SCHOOL

CURRICULUM MAP B

YEAR GROUP 3/4

	<ul style="list-style-type: none"> - Select from techniques for different parts of the process. - Select from materials according to their functional properties. - Use appropriate finishing techniques. <p><u>Evaluation (of Their Finished Product)</u></p> <ul style="list-style-type: none"> - Consider and explain how the finished product could be improved. - Discuss how well the finished product meets the design criteria of the user. 					
<p>PE</p> 	<p>Lancs PE Scheme of Work - Games</p> <p>To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey,</p>	<p>Lancs PE Scheme of Work – Dance</p> <p>To perform dances using a range of movement patterns .</p>	<p>Lancs PE Scheme of Work – Gymnastics</p> <p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Lancs PE Scheme of Work – Games and Dance.</p> <p>To play competitive games, modified where appropriate [for example, badminton,</p>	<p>Lancs PE Scheme of Work – Net and Wall Games.</p> <ul style="list-style-type: none"> - Explore different throwing actions. (consolidate throwing actions and practise catching). - Explore different ways of throwing. 	<p>Lancs PE Scheme of Work – Athletics</p> <ul style="list-style-type: none"> - Perform the pull throwing action. - To explore different running techniques. - To perform the sling throw.



ST.FRANCIS' CATHOLIC PRIMARY SCHOOL

CURRICULUM MAP B

YEAR GROUP 3/4


	<p>netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>		<ul style="list-style-type: none"> - To develop ways of travelling on feet and hands and feet. - To develop balance on small body parts. - To develop a range of jumping actions. - To develop balance on large body parts. - To create a gymnastic sequence of travelling and balancing. - To explore different ways of rolling. - To perform rolling actions and link these with other actions to create a sequence. - To explore different ways of balancing, jumping and travelling. - To create a sequence using travelling, balancing, jumping and rolling that meet a set of conditions - To make simple judgements about the quality of performances. 	<p>basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>To perform dances using a range of movement patterns.</p>	<p>(consolidate catching skills).</p> <ul style="list-style-type: none"> - Suggest ideas and practices to improve their play. - Strike the ball using their hand or small bat. - Improve movement skills and body positions. - Practise striking skills using a racquet. - Choose a range of simple tactics to use in a simple game. - Develop range of striking skills suitable for net / wall type. 	<ul style="list-style-type: none"> - To develop jumping actions. - Select an appropriate running technique for distance. - To perform a push throw. - To perform a start in a sprint type race. - To throw for distance using three different throws. - To perform a hop, step and jump. - To pass a baton successfully in a race. - To perform 5 different jumps. - To perform in athletic type competitive events (run, jump and throw).
--	---	--	---	---	---	---



ST.FRANCIS' CATHOLIC PRIMARY SCHOOL

CURRICULUM MAP B

YEAR GROUP 3/4

			<ul style="list-style-type: none"> - To create a sequence using travelling, balancing, jumping and rolling that meet a set of conditions - To make simple judgements about the quality of performances and suggest ways they can be improved. 			
MFL	Year 5/6 – French	Year 5/6 – French	Year 5/6 – French	Year 3/4 – French	Year 5/6 – French	Year 5/6 – French
R.E. 	Creation: Make links between Genesis1 and Catholic belief in God	People of God: promises made during a Catholic ceremony	God: Gospels	Gospel: Links between the calling of the disciples and how Catholics try to be like Jesus	Salvation: Discuss Easter and link to the Crucifixion and Holy Week.	Kingdom of God: Focus on Pentecost
NOTES						