



SWJS Year 3 & Year 4 Curriculum Map showing links with the National Curriculum

SCIENCE National Curriculum Expectations	Year 3			Year 4		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Plants <ul style="list-style-type: none"> • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • 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. 						
Animals, including humans <ul style="list-style-type: none"> • identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat • identify that humans and some other animals have skeletons and muscles for support, protection and movement. 						
Rocks <ul style="list-style-type: none"> • compare and group together different kinds of rocks on the basis of their appearance and simple physical properties • describe in simple terms how fossils are formed when things that have lived are trapped within rock • recognise that soils are made from rocks and organic matter. 						
Light <ul style="list-style-type: none"> • recognise that they need light in order to see things and that dark is the absence of light • 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 that the size of shadows change. 						



<p>Forces and magnets</p> <ul style="list-style-type: none"> • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • 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 • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing. 						
<p>4 Living things and their habitats</p> <ul style="list-style-type: none"> • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things. 						
<p>Animals, including humans</p> <ul style="list-style-type: none"> • describe the simple functions of the basic parts of the digestive system in humans • 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. 						
<p>States of matter</p> <ul style="list-style-type: none"> • compare and group materials together, according to whether they are solids, liquids or gases • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 						
<p>Sound</p> <ul style="list-style-type: none"> • identify how sounds are made, associating some of them with something vibrating • recognise that vibrations from sounds travel through a medium to the ear • find patterns between the pitch of a sound and features of the object that produced it • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases. 						



<p>Electricity</p> <ul style="list-style-type: none"> • identify common appliances that run on electricity • construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • 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. 						
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Working scientifically National Curriculum Expectations	Year 3			Year 4		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Ask relevant questions						
Set up simple, practical enquiries and comparative and fair tests						
Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers						
Gather, record, classify and present data in a variety of ways to help in answering questions						
Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables						
Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions						
Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests						
Identify differences, similarities or changes related to simple, scientific ideas and processes						
Use straightforward, scientific evidence to answer questions or to support their findings						



Art and Design National Curriculum Expectations	Year 3			Year 4		
	Autumn	Spring	Summer	Autumn	Spring	Summer
to create sketch books to record their observations and use them to review and revisit ideas						
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]						
about great artists, architects and designers in history.						

Computing National Curriculum Expectations	Year 3			Year 4		
	Autumn	Spring	Summer	Autumn	Spring	Summer
design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts						
use sequence, selection, and repetition in programs; work with variables and various forms of input and output						
use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs						
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						
use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content						
select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information						
use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.						



Design Technology National Curriculum Expectations	Year 3			Year 4		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Design <ul style="list-style-type: none"> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design 						
Make <ul style="list-style-type: none"> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities 						
Evaluate <ul style="list-style-type: none"> investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world 						
Technical knowledge <ul style="list-style-type: none"> apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] apply their understanding of computing to program, monitor and control their products. 						
Cooking and nutrition <ul style="list-style-type: none"> understand and apply the principles of a healthy and varied diet prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 						



Geography National Curriculum Expectations	Year 3			Year 4		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Locational knowledge <ul style="list-style-type: none"> 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 						
<ul style="list-style-type: none"> 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 						
<ul style="list-style-type: none"> 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) 						
Place knowledge <ul style="list-style-type: none"> 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 						
Human and physical geography describe and understand key aspects of: <ul style="list-style-type: none"> physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle 						
<ul style="list-style-type: none"> 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 						
Geographical skills and fieldwork <ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 						
<ul style="list-style-type: none"> 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 						
<ul style="list-style-type: none"> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 						



History National Curriculum Expectations	Year 3			Year 4		
	Autumn	Spring	Summer	Autumn	Spring	Summer
changes in Britain from the Stone Age to the Iron Age						
the Roman Empire and its impact on Britain						
Britain's settlement by Anglo-Saxons and Scots						
the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor						
a local history study						



Languages National Curriculum Expectations	Year 3			Year 4		
	Autumn	Spring	Summer	Autumn	Spring	Summer
listen attentively to spoken language and show understanding by joining in and responding						
explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words						
engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*						
speak in sentences, using familiar vocabulary, phrases and basic language structures						
develop accurate pronunciation and intonation so that others understand when they are						
reading aloud or using familiar words and phrases*						
present ideas and information orally to a range of audiences*						
read carefully and show understanding of words, phrases and simple writing appreciate stories, songs, poems and rhymes in the language						
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						
describe people, places, things and actions orally* and in writing						
understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English. The starred (*) content above will not be applicable to ancient languages.						



Music National Curriculum Expectations	Year 3			Year 4		
	Autumn	Spring	Summer	Autumn	Spring	Summer
play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression						
improvise and compose music for a range of purposes using the inter-related dimensions of music						
listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations						
appreciate and understand a wide range of high-quality live and recorded						
music drawn from different traditions and from great composers and musicians						
develop an understanding of the history of music.						

Physical Education National Curriculum Expectations	Year 3			Year 4		
	Autumn	Spring	Summer	Autumn	Spring	Summer
use running, jumping, throwing and catching in isolation and in combination						
perform dances using a range of movement patterns						
play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending						
develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]						
take part in outdoor and adventurous activity challenges both individually and within a team						
compare their performances with previous ones and demonstrate improvement to achieve their personal best.						
swim competently, confidently and proficiently over a distance of at least 25 metres <ul style="list-style-type: none"> use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations.						



PSHE school opportunities	Year 3			Year 4		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Health and Wellbeing						
what is meant by a healthy lifestyle						
how to maintain physical, mental and emotional health and wellbeing						
how to manage risks to physical and emotional health and wellbeing						
ways of keeping physically and emotionally safe						
about managing change						
how to make informed choices about health and wellbeing and to recognise sources of help with this						
how to respond in an emergency						
to identify different influences on health and wellbeing						
Relationships						
how to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts						
how to recognise and manage emotions within a range of relationships						
how to recognise risky or negative relationships including all forms of bullying and abuse						
how to respond to risky or negative relationships and ask for help						
how to respect equality and diversity in relationships.						
Wider World						
about respect for self and others and the importance of responsible behaviours and actions						
about rights and responsibilities as members of families, other groups and ultimately as citizens						
about different groups and communities						
to respect equality and to be a productive member of a diverse community						
about the importance of respecting and protecting the environment						
about where money comes from, keeping it safe and the importance of managing it effectively						



how money plays an important part in people's lives						
a basic understanding of enterprise. (taken from PSHE Association)						

SRE Expectations Year 3 & Year 4	Year 3			Year 4		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Physical changes						
Relationships						

Religious Education Expectations	Year 3			Year 4		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Religion and the individual-what is expected of a believer following a religion and the impact of belief on peoples' lives. Christianity-How do Christians show that reconciliation with God and others is important?						
Religion and the individual-what is expected of a believer following a religion and the impact of belief on peoples' lives. Islam-submission (Islam)						
Religion and the individual-what is expected of a believer following a religion and the impact of belief on peoples' lives. Hinduism-karma						
Symbols & Religious Expression-How religious and spiritual ideas are expressed. Christianity-Why is the cross more than a symbol of sacrifice?						
Beliefs in Action in the World-How religions respond to global issues. Christianity-What do Christians mean when they talk about the Kingdom of God?						
Revisiting Judaism-possible Beliefs in Action in the world Judaism-covenant/mitzvot						
Inspirational People-Why some figures e.g. founders, leaders and teachers, inspire religious believers. Christianity - How does believing Jesus is their saviour inspire Christians to save and serve others?						
Inspirational People-Why some figures e.g. founders, leaders and teachers, inspire religious believers. Christianity - Islam-prophethood						
Inspirational People-Why some figures e.g. founders, leaders and teachers, inspire religious believers. Christianity - Hinduism-dharma						



Religion, Family and Community-How religious families and communities practice their faith and the contributions this makes to local life. Christianity-Why do Christians believe they are on a mission?						
Encountering-Sikhism-Religion, family and community. Sikhism-sewa/equality						

Thoughtful and relevant opportunities are chosen by teachers and articulated in the medium-term plans

SMSC and British Values – opportunities in Year 3 & Year 4	Year 3			Year 4		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Spiritual A set of values, principles and beliefs, which may or may not be religious						
Moral An ability to distinguish right from wrong						
Social Appreciates the rights and responsibilities of individuals within the wider social setting						
Cultural An ability to recognise and understand their own cultural assumptions and values						

For teacher reference and to be infused within subjects where appropriate, not necessarily mapped.

SMSC and British Values	Year 3			Year 4		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Spiritual A set of values, principles and beliefs, which may or may not be religious						
A respect for themselves and for others						
An increasing ability to reflect						
An expressive and/or creative impulse						
An ability to show courage and persistence in defence of their aims, values, principles and beliefs						
A respect for insight as well as for knowledge and reason						
A sense of empathy with others, concern and compassion						
An awareness and understanding of their own and others' beliefs						



An ability to think in terms of the 'whole' – for example, concepts such as harmony, interdependence, scale and perspective						
An understanding of feelings and emotions, and their likely impact.						
An appreciation of the intangible – for example, beauty, truth, love, goodness, order – as well as for mystery, paradox and ambiguity						
A readiness to challenge all that would constrain the human spirit: for example, poverty of aspiration, lack of self confidence and belief, indifference, force, fanaticism, aggression, greed, injustice, self-interest, sexism and racism						
Moral						
An ability to distinguish right from wrong						
Confidence to act consistently in accordance with their own principles						
Respect for others' needs, interests and feelings, as well as their own						
A desire to explore their own and others' views						
A commitment to personal values in areas which are considered right by some and wrong by others						
An ability to think through the consequences of their own and others' actions						
An ability to make responsible and reasoned judgements on moral dilemmas						
A considerate style of life						
An understanding of the need to review and reassess their values, codes and principles in the light of experience						

SMSC and British Values – opportunities in Year 3 & Year 4	Year 3			Year 4		
	Autumn	Spring	Summer	Autumn	Spring	Summer
Social						
Appreciates the rights and responsibilities of individuals within the wider social setting						
Understands the notion of interdependence in an increasingly complex society.						
Takes advice offered by those in authority or counselling roles						
Reflects on their own contribution to society						
Shares views and opinions with others, and work towards consensus						
Participates in activities relevant to the community						
Exercises responsibility						



Shows respect for people, living things, property and the environment						
Adjusts to a range of social contexts by appropriate and sensitive behaviour						
Relates well to other people's social skills and personal qualities						
Works successfully as a member of a group or team						
Challenges, when necessary and in appropriate ways, the values of a group or wider community						
Resolves conflicts						
Understands how societies function and are organised in structures such as the family, the school and local and wider communities						
Cultural An ability to recognise and understand their own cultural assumptions and values						
Regard for the heights of human achievement in all cultures and societies						
Willingness to participate in, and respond to, artistic and cultural enterprises						
Openness to new ideas and a willingness to modify cultural values in the light of experience						
A sense of personal enrichment through encounter with cultural media and traditions from a range of cultures						
Use language and understand images/icons – for example, in music, art, literature – which have significance and meaning in a culture						
An ability to appreciate cultural diversity and accord dignity and respect to other people's values and beliefs, thereby challenging racism and valuing race equality						
An appreciation of the diversity and interdependence of cultures						
An understanding of the influences which have shaped their own cultural heritage						
An understanding of the dynamic, evolutionary nature of cultures						