



Black Combe Junior School

Our Vision: "To make every day count"

Year 3 & 4 Curriculum B Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Electricity Children will identify common appliances that run on electricity. They will construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Children will 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. Children will recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Children will recognise some common conductors and insulators, and associate metals with being good conductors.	States of Matter & Water Cycle Children will compare and group materials together, according to whether they are solids, liquids or gases. Children will 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). Children will identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Animals Including Humans – Food, Nutrition, Skeleton, Muscles (Yr 3) Children will identify 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 Children will identify that human and some other animals have skeletons and muscles for support, protection and movement.	Light Children will recognise that they need light in order to see things and that dark is the absence of light. Children will notice that light is reflected from surfaces. They will recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Children will recognise that shadows are formed when the light from a light source is blocked by an opaque object. Children will find patterns in the way that the size of shadows change.	Animals Including Humans (Yr 4) Children will describe the simple functions of the basic parts of the digestive system in humans. Children will identify the different types of teeth in humans and their simple functions. They will construct and interpret a variety of food chains, identifying producers, predators and prey.	
Computing Teach Computing Curriculum	Computer Systems & Networks Connecting Computers Children will learn that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks	Computer Systems & Networks The Internet Children will recognise that the internet is a network of networks including the WWW, and why we should evaluate online content.	Creating Media Audio Production Children will capture and edit audio to produce a podcast, ensuring that copyright is considered.	Creating Media Photo Editing Children will manipulate digital images, reflecting on the impact of the changes and whether the required purpose is fulfilled.	Programming Events and Action Children will write algorithms and programs that use a range of events to trigger sequences of actions.	Programming Repetition in Shapes Children will use text-based programming language to explore count-controlled loops when drawing shapes.
Art & Design United Learning Curriculum	Tropical Rainforest Children will explore the use of watercolours to create a collaged response to the work of artists studied. Children will study the work of Abel Rodriguez, Henri Rousseau and Henri Matisse.		Mythology Children will explore and create representations of myths by artists from different eras. Children will be introduced to key terms: traditional, modern, contemporary. Children will explore the artists; Raphael, Van Gogh, Frank Auerbach and Chris Ofili		My Favourite Things Children will look at objects from the British Museum using <i>This or That</i> by Goodhart. Children will draw a still life based on personal possessions. Children will explore the work of Pippa Goodhart and Joseph Cornell.	
Design Technology United Learning Curriculum	Food – Soup Children will learn why soup can be a tasty, nutritional meal. They will evaluate different soups. They will learn how to make a standard soup base that will enable them to make their own soups. It is an opportunity to develop chopping and dicing skills.		Pulleys Pupils will be introduced to a range of mechanisms in this unit and gain an understanding of how important they are in our everyday lives. The unit will focus on pulleys, linkages and cams; using these mechanisms, pupils will create a video set that they will use to record a video message. Pupils will gain further confidence with marking out, measuring and cutting skills and with joining materials selecting from a range of methods, including tape, blu-tac, sellotape, paper fasteners, bent paper clips acting as modelling wire and rubber and foam washers.		Mood Lighting Pupils will work through an iterative design process to develop a concept for a 'mood' light- a light that creates atmospheric lighting that can be varied or vary automatically over time. The light will be controlled by a programmable control board. The operation of the display will be triggered by one or more input switches. The display output will be one or more LEDs. The programmable board should be programmed so that the appearance of the light (colour, intensity) will vary over time or can be varied using the input switches.	

History			Ancient Egyptians Children will learn about the achievements of an Early Civilisation.			Whole School History Project A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
Geography	Africa Children will know that Africa is a diverse continent with a range of countries, climates and landscapes. They will locate Africa and its countries using maps, atlases and globes, and understand the significance of the Equator and hemispheres. Children will know about major rivers, mountains and natural resources, and understand how trade and economic activity are important across the continent.				Extreme Earth Children will know how earthquakes, volcanoes and hurricanes are formed and understand their impact on people and the environment. They will know about key physical geographical features, including the water cycle, and use maps to locate significant natural hazards around the world.	
Music Kapow Music	Singing in Parts: Loops and Layers Developing vocal technique, confidence and control by singing in rounds and performing musical loops. Pupils build independence, timing and listening skills while collaborating to create layered group performances.	Musical Motifs: Reading the Stave Developing an understanding of musical notation by learning how notes move higher and lower on the stave through reading, playing and composing short musical motifs. Pupils apply their understanding by recognising patterns within musical phrases, creating motifs for characters and performing compositions using stave notation.	Reggae Rhythms: Playing in a band Discovering reggae through some of Bob Marley's most iconic songs, pupils learn simplified bass lines, basic chords and the concept of the offbeat. Pupils combine these musical elements to rehearse and perform collaboratively in their own reggae bands.	Music technology: Loop-based composition Developing digital literacy through music technology, pupils create and manipulate musical loops. They turn simple motifs into catchy loops using Kapow Music Maker, a bespoke browser-based platform. Pupils layer sounds and compose complementary parts to create their own digital compositions.	12-bar Blues: Playing in a band Exploring the history of blues music through listening, singing and playing, pupils recognise key features of the genre. They play bass lines and chords, sing simple blues melodies and experiment with improvisation to understand how these elements create the distinctive sound of the blues.	Minimalist melodies: Developing patterns Exploring minimalist music, pupils recognise how simple musical ideas can develop into engaging compositions. By listening to key minimalist works, they identify how recurring motifs and subtle musical changes create interest, before using minimalist techniques to compose their own pieces.
PE New BCJS Curriculum	Multi-Skills Children to master our Fundamental Movement Skills Agility, balance, coordination, running and jumping To improve our Communication Skills in PE games Through Multi-skill games & activities	Dance Children to explore, experience and copy dances from different countries. To provide positive feedback on the performance of other groups (in 3's) Children to link different countries dances to their culture, history and identity. Through the theme 'Dance's from around the World'	Throwing & Catching Children will improve throwing & catching skills Children will improve accuracy. Children will cooperate with others and be considerate Through multi-skill/striking & fielding/invasion games/net & wall activities	Swimming Children will enter the water safely including submersion, travel up to 10 metres on front and back developing leg kicks, develop rotation skills, streamline through push and glides, whilst also swimming underwater Children will develop their water safety knowledge, Improve confidence to be in, on and under the water Through Swim England Learn to Swim programme - Level 3	Throwing & Catching Children will be able to improve our Throwing & Catching skills Children will know how to cooperate with others and be considerate Through multi-skill/striking & fielding/invasion games/net & wall activities	Children will be able to design PE games & activities, developing rules strategies & tactics Children will know how to work effectively in small groups to design PE games & activities. Through working with younger children/ sports festivals/ across school games.
Religious Education Kapow Religion and worldviews	How we can talk about religion and worldviews respectfully. Is scripture central to religion? Exploring the origins of religious texts and considering their value to some followers.	Where do our morals come from? Thinking about how people decide what it means to live a good life.	Are all religions equal? Exploring the origins of various religions. Children discover geographical and historical connections.	What happens if we do wrong? Investigating who has the authority to decide the consequences of wrongdoing.	Just how important are our beliefs? Finding out how people show commitment to their beliefs.	Does the language of scripture matter? Exploring the transition from oral tradition to written scripture.
PSHE My Happy Mind Year 3	My Happy Mind - Meet Your Brain My Happy Mind - Places	My Happy Mind - Celebrate	My Happy Mind - Appreciate Healthy Lifestyles	My Happy Mind - Relate Friendships Families and Close Positive Relationships	My Happy Mind - Engage Change and Growing Up Communities	Shared Responsibilities Ourselves, Growing and Changing - Grief Ourselves, Growing and Changing - Transition

My Happy Mind Year 4	My Happy Mind – Meet Your Brain My Happy Mind – Places	My Happy Mind – Celebrate Showing Respect and Managing Hurtful Behaviour	My Happy Mind – Appreciate First Aid Media Literacy and Digital Resilience	My Happy Mind – Relate Safe Relationships	My Happy Mind – Engage Keeping Safe Changing and Growing – Periods	Economic Wellbeing Ourselves, Growing and Changing – Transition
Spanish Language Angels Curriculum	Phonics 1 & 2 Instruments Children will learn 10 common instruments and will be introduced to the 1 st person singular high frequency verb 'I play' in Spanish. They will be able to recognise, recall, and spell up to 10 instruments with their definite articles/determiners.	Seasons Children will learn the four seasons of the year along with a key feature for each season in Spanish. They will have the skills and knowledge to say which is their favourite season and why.	Ice-Creams Children will learn 10 flavours of ice-cream and the transactional language required to purchase an ice-cream in Spanish. They will have the knowledge and skills to take part in a role-play activity where they will order a cone or a cup of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.	Presenting Myself Children will have the knowledge and skills to present themselves both orally and in written form in Spanish. They will focus on asking questions as well as providing accurate replies and start to create sentences of their own using a range of personal details including name, age, where they live and nationality	Traditions and Celebrations Children will have the knowledge and skills necessary to ask and respond to key questions about 5 key traditions and celebrations in the Spanish-speaking world. This will focus on key question words so that pupils can express an opinion about a tradition or celebration and can develop an appreciation of traditions and celebrations different to their own culture.	