Kingfishers Curriculum Map Year 3-4 2025-2026

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum Enhancements	Trip to Lancaster Castle and Lancaster City Museum Patty's Barn - Mapping		Trip to Mere Tun – Anglo-Saxon Village at Martin Mere		Canal Walk and aquaduct – Lancaster Patty's Barn	
English	Stories with Fantasy Settings: The Firework Maker's Daughter. Instructions: Making a Firework. Recount – Our Visit to Lancaster Castle. Films & Playscripts	Fairy Tales: Puss in Boots Persuasive Letter: Christmas Recount – Diary: Scott of the Antarctic. Classic Poetry: Twas the Night Before Christmas	Character description – History – Queen Boudicca Escape from Pompeii Stories with an issue/dilemma- Bill's New Frock Persuasive advert	Novel as a theme: The Boy who Grew Dragons. Non-chronological report: Emperor Penguins/Dragons Year 4 Spring 2 Passport to Europe	Folk Tales: Folk Tales from British Isles and around the World. Debate Poems on a theme	Explanations – Plants Mystery/Adventure Story: The Enchanted Wood Classic Poetry
Spelling	See Spelling Shed progression: Year 3 – Stage 3 Year 4 – Stage 4					
Maths	Year 3/4 Place value Addition & subtraction	Year 3/4 Multiplication & division Area	Year 3/4 Multiplication & division Length & perimeter	Year 3/4 Fractions Decimals	Year 3/4 Decimals Money Time	Year 3/4 Shape Statistics Position & direction

Times Tables	Sept: 2 x table Oct: 5 x table	Nov: 3 x table Dec: 10 x table	Jan/Feb: 4 x table & 6 x table	Feb/Mar: 6 x table & 7 x table Mar/Apr: 8 x table, 9 x table, 11 x table & 12 x table.	May: Consolidation	Jun: Multiplication Check
Fluency	Know all number bonds for each number to 20.	Know all number bonds for 100.	Know doubles and halves of all whole numbers to 20.	Know all number bonds for 100 using multiples of 5. Know all pairs of multiples of 50 with a total of 1000.	Know the decimal and percentage equivalents of the fractions ½, ¼, ¾, 1/3, 2/3, tenths and fifths	Know all number bonds for £1 using decimal notation.
Science	Sound Year 4 • 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	Animals inc. Humans Year 3 Movement and Feeding • 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.	Digestive system Animals inc. humans Year 4 Human Nutrition • 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.	Changes of State Year 4 • 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	Living Things Year 4 Dangers to Living Things • recognise that environments can change and that this can sometimes pose dangers to living things • construct and interpret a variety of food chains, identifying producers, predators and prey.	Plants Year 3 Parts of Plants This unit also links to Y5 Life Cycles. • identify and describe the functions of different parts of flowering plants: roots, stem/ trunk, leaves and flowers • 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.

	produced it • recognise that sounds get fainter as the distance from the sound source increases					
History/ Geography	**How has crime and punishment changed in Lancashire over time?** A study of an aspect/theme in British history beyond 1066. Children will learn how punishments in Lancashire have changed over time. They will learn about forms of punishment in Lancashire in the past including the death penalty, fines, the Penal Treadmill, imprisonment, the stocks and transportation.	**What causes people to migrate?** Children learn about the migration of the Whooper swan, swallow and pink-footed goose from the Arctic and Africa to Cockerham each year and the reasons they migrate. Children learn what migration is and consider why people migrate (push and pull factors) and how migration affects people and places. They consider the	**How did the Romans change the British landscape after their invasion?** **Was Queen Boudicca a heroine or villain?** In this unit, children look at how the landscapes in Britain changed as the result of Roman invasion and settlement. 1. They will learn an overview timeline of key events of the growth of the Roman Empire to understand how Rome became an Empire and what an Empire is. 2. They will learn how the Romans invaded Britain and how this Roman settlement in Britain	**Norway – Scandinavia** **How does location affect the Norwegian's lives?** Children will locate the UK and its seas and locate Norway on maps, atlases, globes and digital maps, considering how they could travel there from the UK. They will learn about the physical and human features of Norway and its land use. They will learn the major countries and cities of Scandanavia. They will learn about the Midnight Sun and latitude around the Earth. They will learn about the Northern Lights. They will learn about how Norway used fossil fuels to improve the nation's way of life and about traditions and cultures there, making the country one of the happiest in the world.	**How and where did the Anglo-Saxons and Scots settle in Britain?** **How do we know where they settled?** Children learn how control of Britain changed after the Romans left. They explore the settlement of Anglo-Saxons and Scots in Britain, learning where they came from and settled, and the changes they brought. They learn about life in Anglo-Saxon Britain, what written sources can tell us about life in Anglo-Saxon Britain, and about local Anglo-Saxon remains (burh at St. Patrick's Chapel, Heysham, ruins of an early medieval chapel and associated cemetery from 10/11C, rock cut graves and hogback). They use artefacts and	**Why are canals important to communities and how has their use changed?** In this unit, children use maps and walks to learn about the human and physical features of the Lancaster Canal. They have an overview of the habitats (linked to Science), history and geography of the canal. They learn how the canal was used to transport goods from the sea/River Lune to Kendal, Lancaster and Preston. They visit the canal basin and aqueduct at Garstang or Lancaster and conduct fieldwork to find out how the canal is used today by surveying towpath users.

	They will learn about Transportation to Australia as a form of punishment at Lancaster Castle and the 19 crimes punishable by Transportation. They learn about the workhouse for children and what it was like to be poor in Lancashire at this time. They focus on sources and evidence to learn about the case of local lady, Mary Hindle, tried at Lancaster Castle and transported to Australia. They visit Lancaster Castle, dungeons and the former prison. They use sources and evidence to learn about other cases	statement 'We are all migrants' to understand people have migrated between places for thousands of years. They consider the advantages and disadvantages of migration for the host and source countries. They consider children whose families have migrated to join the school and other local schools. They learn what a refugee is. Children learn why people migrated from the Caribbean to Britain in the Wind rush generation and the benefits they brought to Britain.	brought changes to Roman towns, culture, roads and Christianity, examining evidence of these changes. 3. A focused enquiry will be on how the British landscape changed as a result of the Romans: Roman towns, roads and aqueducts. They will use their learning to design their own Roman town to show how life changed as a result of Roman invasion and settlement. 4. They will think critically and weigh evidence, including Roman accounts of Queen Boudicca, to understand contrasting interpretations of the past. 5. They will learn the possible reasons for the fall of the Roman Empire.	Sustainability – Norway's landscapes and wildlife, National Parks, Svalbard Global Seed Vault, leading renewable energy – hydropower.	evidence to help them learn how and where the Anglo-Saxons settled in Britain: such as place names and ruins. Children spend a day at Mere Tun, the Anglo-Saxon constructed village at Martin Mere and as Anglo-Saxons in our Forest School.	Children will consider the human and physical features of the city of Lancaster and how the River Lune and Lancaster Canal contributed to the city's wealth through trade and traders giving back to the city through buildings and institutions. Children will name and locate counties and cities of the United Kingdom as they locate other canals, learning how their use has changed over time. Children will locate Europe on a world map and identify some major cities/capital cities and their characteristics. They will look at countries in Europe which have a canal system and how they use their canal and the importance of their canal system: Bruges canal in Belgium, Canal Grande in Venice, Amsterdam, Rhine-Main-Danube

	of crime and punishment to build their knowledge of a chronology of changes in crime and punishment over time and report this to the class.					Canal in Germany and Corinth Canal in Greece. They will look at geographical similarities and differences between where they live and the canal use and that of other countries in Europe, suggesting ways to improve their local stretch of canal in Cockerham. They locate the Panama Canal, South America, and find out how it is used and its importance in shipping, trade and the environment.
Design Technology and Art and Design	**Food** **Healthy & Varied Diet** Making a healthy warm meal for children to enjoy on a chilly autumn day in school. Knowledge – Begin to understand and apply the principles of a healthy, varied,	**Drawing and Sketchbooks** **Gestural Drawing with Charcoal** Making loose, gestural drawings with charcoal, and exploring drama and performance.	**Mechanisms** **Simple circuit and switches** Night Light Including Programming & Control (Prior learning: constructed a simple series electrical circuit in science, using bulbs, switches and buzzers. Understand and use electrical systems in their products, such as	**Drawing, Collage, Stencils, Screen Printing and Sketchbooks** **Working with Shape and Colour** "Painting with Scissors": Collage and stencil in response to looking at artwork.	**Textiles** **2D shape to 3D product** **Templates & Joining Techniques** Understand how simple 3-D textile products are made, using a template to create two identical shapes. join fabrics using running stitch, glue, over stitch, stapling. Communicate ideas through talking, drawing, templates, mock-ups and ICT.	**Making, Drawing and Sketchbooks** **Telling Stories Through Making** Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.

	nutritious diet and food hygiene. Prepare and cook simple, predominantly savoury dishes using a range of cooking techniques. Begin to understand seasonality, and know where and how some ingredients are grown, reared, caught and processed. Skill - Select from and use a range of tools and equipment and apply a range of techniques for measuring out, preparing and combining ingredients. Know to be active & healthy, food and drink are needed to		series circuits incorporating switches, bulbs and buzzers. Apply their understanding of computing to program and control their products. Gather information about needs and wants, and develop design criteria to inform the design of products that are innovative, functional and appealing aimed particular individuals or groups. Generate, develop, model and communicate ideas through discussion and annotated sketches, cross-sectional and exploded diagrams. Select from and use materials and components, including construction materials and electrical components according to their functional		Use tools & equipment (patterns/templates) to mark out, cut, join and finish. Evaluate a range of textile products. 2D Shape to 3D Product Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. Produce annotated sketches, prototypes, final sketches and pattern pieces. Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetics, pattern. Understand how a key event/individual has influenced the development of the chosen product/fabric. Know how to strengthen, stiffen and reinforce existing fabrics. Securely join two pieces of fabric together.	

	provide energy for the body.		properties and aesthetic qualities. Investigate and analyse a range of existing battery-powered products.		Use patterns and seam allowances. Continually test and evaluate products against design criteria and the intended user and purpose, considering the view of others to improve work.	
R.E.	**God, David & the Psalms (4.1)** Explore the Story of David and his strengths and qualities. Read the Psalms and use them to discover more about the nature of God.	**Christmas God with us (3.2)** Reflect upon Christmas as a celebration of God's presence with us 2000 years ago and now.	**Jesus the Son of God (4.3)** Deepen our understanding of Jesus, who he was, his teaching and behaviour through stories in the Bible.	**The sadness and joy of Easter. (3.4)** Explore the feelings surrounding the Easter story and how this is reflected in the services held in churches during Holy week. Develop understanding of the concept of salvation.	**What is Prayer? (4.6)** Discuss that prayer is a way of communicating with God. Know that we/Christians believe that God listens and responds.	**Which rules should we follow? *(3.5)*** ***-Rules for living (non-Christian*** Consider the value and purpose of rules, including the Christian rules for living, other faiths rules and the source of these rules.
Computing	**Online Relationships:** I can give examples of how someone might use technology to communicate with others they don't also know offline and explain why this might be risky. (e.g. email, online	**Online Relationships:** I can explain what it means to 'know someone' online and why this might be different from knowing someone offline. I can explain what is meant by 'trusting someone	**Online Bullying** I can explain what bullying is, how people may bully others and how bullying can make someone feel. I can explain why anyone who experiences bullying is not to blame. I can talk about how anyone experiencing bullying can get help.	**Online Bullying** I can describe appropriate ways to behave towards other people online and why this is important. I can give examples of how bullying behaviour could appear online and how someone can get support.	**Health, Well-being and Lifestyle** I can explain simple guidance for using technology in different environments and settings e.g. accessing online technologies in public places and the home environment. I can say how those rules / guides can help anyone	**Privacy and Security** I can explain how passwords can be used to protect information, accounts and devices. I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured

	gaming, a pen-pal in another school / country). I can explain who I should ask before sharing things about myself or others online. I can identify who can help me if something happens online without my consent.	online', why this is different from 'liking someone online', and why it is important to be careful about who to trust online including what information and content they are trusted with. I can explain why someone may change their mind about trusting anyone with something if they feel nervous, uncomfortable or worried. I can explain the importance of giving and gaining permission before sharing things online; how the principles of sharing online is the same as sharing offline e.g.			accessing online technologies I can explain why spending too much time using technology can sometimes have a negative impact on anyone; I can give some examples of both positive and negative activities where it is easy to spend a lot of time engaged I can explain why some online activities have age restrictions, why it is important to follow them and know who I can talk to if others pressure me to watch or do something online that makes me feel uncomfortable (e.g. age restricted gaming on web sites).	then they should tell a trusted adult.

		sharing images and videos.				
	Coding Unit 3.1 (Computer Science) 6 lessons Understand what a flowchart is and how flowcharts are used in computer programming. Understand that there are different types of timers and select the right type for purpose. Understand how to use the repeat command. Understand the importance of nesting. Design and create an interactive scene.	**Coding Unit 4.1 (Computer Science) 6 lessons** Begin to understand selection in computer programming. Understand how an IF statement works. Understand how to use co-ordinates in computer programming. Understand the 'repeat until' command. Understand how an IF/ELSE statement works. Understand what a variable is in programming. Use a number variable. Create a playable game.	**Spreadsheets Unit 3.3 (Information Technology) 3 lessons** Use the symbols more than, less than and equal to, to compare values. Use 2Calculate to collect data and produce a variety of graphs. Use the advanced mode of 2Calculate to learn about cell references.	**Spreadsheets Unit 4.3 (Information Technology) 6 lessons** Format cells as currency, percentage, decimal to different decimal places or fraction. Use the formula wizard to calculate averages. Combine tools to make spreadsheet activities such as timed times tables tests. Use a spreadsheet to model a real-life situation. Add a formula to a cell to automatically make a calculation in that cell.	**Animation Unit 4.6 (Information Technology) 3 lessons** Discuss what makes a good animated film or cartoon. Learn how animations are created by hand. Find out how animation can be created in a similar way using the computer. Learn about onion skinning in animation. Add backgrounds and sounds to animations. Be introduced to 'stop motion' animation. Share animation on the class display board and by blogging.	**Simulations Unit 3.7 (Information Technology) 3 lessons** Consider what simulations are. Explore a simulation. Analyse and evaluate a simulation. **Graphing** **Unit 3.8 (Information Technology) 2 lessons** Enter data into a graph and answer questions. Solve an investigation and present the results in graphic form.
P.S.H.E.	**Me and My Relationships:** Rules and their purpose. Cooperation. Friendship (including					

	respectful relationships). Coping with loss.					
Music	**Mamma Mia** Sing, play, improvise and compose with the wellknown song Mamma Mia. Listen and appraise other ABBA songs.	**Glockenspiel 2** Exploring and developing playing skills through the glockenspiel.	**Stop!** Compose a rap song for the purpose of bringing awareness to bullying, using the inter-related dimensions of music	**Lean on me** Improvise and compose music following the composition of a soul/gospel song, taking inspiration from Lean on Me – Bill Withers.	**Blackbird** Sing, play and improvise using the well-known song Blackbird. Listen and appraise other Beatles songs.	**Reflect, Rewind and Replay.** Consolidate the songs and musical activities and discuss the context for the History and language of Music.
PE Year 3/4 Lesson 1	Orienteering	Y3/4 Dance The Great Plague	Max Whitlock Gymnastics with Millie Kent	Max Whitlock Gymnastics with Millie Kent	Y3/4 Athletics	Y3/4 Invasion Games Netball
PE Year 4 Lesson 2	Year 3/4 Dance - Sparks Might Fly	Y3/4 Invasion Games - Basketball	Y3/4 Invasion Games - Rugby	Y3/4 Target Games Boccia	Orienteering	Y3/4 Ironman
PE Year 4	Swimming	Swimming			Swimming	Swimming
Spanish	This unit focuses on memory and performance in that it asks pupils to retell a familiar story – The Very Hungry Caterpillar – in Spanish. Pupils are first introduced to useful vocabulary from the story – numbers, days of the week, fruits, foods – and then introduced to the story in video and audio format. After several activities developing memory and practising pronunciation, pupils will hopefully feel confident enough to retell the story in one of a variety of verbal ways – with pictures, with video,		This unit focuses on numbers 1-31, months, dates, asking for and giving birthday, language to do with birthday celebrations and some more Christmas vocabulary. Learners will use the new language to understand and create invitations, follow instructions for making a piñata, understand songs, stories and video about birthdays and other celebrations.		This unit develops the same linguistic skills in different contexts. There is a focus on shapes and prepositions of place, to be used creatively in an art project focusing on the work of Miró. Learners will use familiar verb forms in this new context to describe pictures they create. Pupils will also learn the parts of the body and face and use this language to describe the work of other famous Spanish artists (e.g. Picasso).	

	or with video and subtitles (for those who need the written back-up for now). The idea is that everyone can have a go and feel successful. Take some video of your pupils' performances or have the most confident perform in assembly!		