Long Term Map

Curriculum

Year Three/ Four cycle B

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Main topic/driver | **Geography**  ***\*Why is the Nile so important to Egypt?\****  **NC** Settlements, land use, economic activity incl resources esp energy and water | |  | | --- | | **History** |   **Ancient Egypt;**  **NC** the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in depth study of Ancient Egypt. | **Geography What makes the Earth angry?**  **NC** physical geography: mountains, volcanoes and earthquakes. | **Y4 Science**  **“What happens to the food we eat?”**  **NC** describe the basic functions of the digestive system in humans.  **Y3 Science**  **How did that blossom become an apple? NC:** Identify and describe the functions of different parts of flowering plants: roots, stems/trunk, leaves and flowers. | **Local History** – **“Did we Dig for Victory in Clavering?”**  **NC** A study of Local History taking account of a period of history that shaped the locality  WWII local History | **Y4 Science Why is the sound that ‘One Direction’ makes enjoyed by so many?**  **NC** How sound is made through vibration, investigating the pitch and volume.  **Y3 Science How can Usain Bolt move so quickly?**  **NC** Animals, including humans. Nutrition, skeleton and muscles. |
| WOW |  | Egyptian day in school |  |  | Duxford WW2 day |  |
| Discreet history/ geography/ science | **Y3 Science Are you attractive enough?**  **NC** Magnetic forces  **Y4 How would we survive without water? LCC**  **( What’s the Matter?) NC** comparing and grouping solids, liquids and gases. |  | **Y3 Science What do rocks tell us about the way the Earth was formed?**  **NC** comparing and grouping rocks on the basis of their appearance and physical properties.  **Y4 How would we cope without electricity? NC** Electricity: circuits and switches. | Begin study of effect of WWII on children | **Y3 Science How far can you throw your shadow?**  **Y4 Wild animal and plants**  **NC:** 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. | **Geographical Enquiry and Knowledge**  Linked to WW2 globally, nationally and locally. |
| Art/DT (creative art link) | DT: Design and make a volcano – then make it erupt (shell structures)  **NC:** Design, make, evaluate, plus technical knowledge of strengthening and reinforcing more complex structures.  Art: Colour wheel, hot and cold colours (Y4 colours to express mood)**NC:** improve mastery of art techniques, including painting and working with a range of materials. | DT: Shaduf  **NC:** understand and use mechanical systems ( levers and linkages)  *DT: Class display (mechanical systems levers and links)*  Art: facial expression (Egyptian art)  learn about the history of Art | DT: shelters (shell structures using CAD) **NC:** Design, make, evaluate, plus technical knowledge of strengthening and reinforcing more complex structures. | Y3: Art  Spring flowers: sketches, paintings, 2d-3d sculptures  Y4: Art  Drawing texture: sketches of foods eg pineapple/cauliflower  **NC:** improve mastery of art techniques, including painting, sketching and working with a range of sculpture. To create sketchbooks to record their observations.  *DT: Textiles Mothers Day/Easter cards*  **NC**: creative DT in a range of relevant contexts. | DT: WW2 food packaging design (2d to 3d shape) and food tech  **NC:** cooking and nutrition  Art: Mixed media representation of Clavering using photography of local sights of historical importance. **NC**: To create sketchbooks to record their observations. Understand the cultural and Historical relevance of Art forms. | *DT: Jointed puppets* **NC:** understand and use mechanical systems  Art: Proportion in figures/figures in motion  Y4: slideshow of artwork from year 4  **NC** |
| Expressive art link: | Music expressing learning: water, |  |  | Y4 dance |  |  |
| Computing | Y3 and 4 E-safety(on-going)   |  | | --- | | Text Editing and Multimedia  Animation | | Research ( and elsewhere when appropriate) | Electronic communication | |  | | --- | | Digital Photos and Video Editing.  Modelling, simulations and problem solving. | | |  | | --- | | Data handling  Sound/music | | Data Logging  Control programming |
| Music | Y3 recorders  Y4 brass **NC**: Pupils should be taught to use their voices with increasing accuracy, control and expression. | Class band brass  Christmas musical production  **NC:** To play and perform in solo and ensemble contexts. Pupils should be taught to use their voices with increasing accuracy, control and expression. | Class band woodwind  **NC:** Improvise and compose music. To use and understand staff and other musical notation. | Class band woodwind.  **NC:** Improvise and compose music. To use and understand staff and other musical notation. | Samba  Music from WWII  **NC:** Develop an understanding of the history of music. | Samba  **NC:** Listen with attention to detail and recall sounds with increasing aural accuracy. |
| Modern languages | Y3: What is French?  Greetings, names, numbers to 12, ages  Y4: Le café, numbers to 100 | Y3: instructions with actions, songs  Y4: pets, traditional stories, adjectives | Y3: animals, colours, numbers to 20  Y4: French school, dans ma trousse, describing people | Y3: birthdays, months, seasons, numbers to 31  Y4: French towns and cities, weather, nationalities | Y3: Body parts,  date, days of the week  Y4: Les vacances, transport | Y3: The beach, actions (je…)    Y4: weather |
| PE | Y3 Swimming, Gym  Y4 Invasion games, Gym  **NC** Swimming and water safety. Play competitive games. Develop flexibility, strength, technique, control and balance. | Y3 Swimming, Dance.  Y4 Invasion games, Dance  **NC** Play competitive games. Perform dances using a range of movement patterns. | Gym, Invasion games ( hockey based)  **NC** Play competitive games. Develop flexibility, strength, technique, control and balance. | Dance, Striking and Fielding games  ( tennis based)  **NC**  Perform dances using a range of movement patterns. Compare their performances to previous ones and demonstrate improvement to achieve their personal best. | Striking and Fielding  ( rounders/cricket based based)  Athletics, (throwing, catching, running  **NC**  Play competitive games. Develop flexibility, strength, technique, control and balance. | Orienteering  Athletics  (jumping/running)  **NC** take part in outdoor and adventurous activity challenges both individually and within a team. |
| RE | Y3: Local parish church, ideas and beliefs about God  Y4: Journeys in life, Old Testament stories about Abraham. | Y3: Mother Theresa, Advent  Y4: Old testament stories about Moses, Christmas. | Y3: The childhood of Krishna, stories about loss.  Y4: the significance of the Bible to Christians, the twelve Disciples. | Y3: Holi, symbols of spring at Easter  Y4: Jesus enters Jerusalem, the Easter story | Y3: Hindu gods and goddesses.  Y4: the origin of the Ten Commandments, the importance of the Jewish Shabbat and the origins of Sunday. | Y3: Family worship (puja and Christian worship)  Y4: to understand the meaning and importance of Kosher food, the Shema, Mezuzah and Tefillin |
| PSHE | Citizenship/Making a positive  contribution. Feelings | Relationships | Keeping Safe | Medicines and Drugs | Healthy Lifestyles | Growing and Changing. Economic Wellbeing |