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 sculpturesY4: 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 nutritionArt: 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 motionY4: 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 MultimediaAnimation |

 | Research ( and elsewhere when appropriate) |  Electronic communication |

|  |
| --- |
| Digital Photos and Video Editing.Modelling, simulations and problem solving. |

 |

|  |
| --- |
|  Data handlingSound/music |

 | Data LoggingControl programming |
| Music | Y3 recordersY4 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.  | SambaMusic 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, agesY4: Le café, numbers to 100 | Y3: instructions with actions, songsY4: pets, traditional stories, adjectives | Y3: animals, colours, numbers to 20 Y4: French school, dans ma trousse, describing people | Y3: birthdays, months, seasons, numbers to 31Y4: French towns and cities, weather, nationalities | Y3: Body parts, date, days of the weekY4: Les vacances, transport | Y3: The beach, actions (je…) Y4: weather |
| PE | Y3 Swimming, GymY4 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. | OrienteeringAthletics (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, AdventY4: 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 positivecontribution. Feelings | Relationships | Keeping Safe | Medicines and Drugs | Healthy Lifestyles | Growing and Changing. Economic Wellbeing |