Long Term Map

Curriculum

Year Three/Four Cycle A

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|  | **Autumn**  Romans |  | **Spring** Modern Europe |  | **Summer** AngloSaxons and Vikings |  |
| Topic | ***History*****Why were the Romans so powerful and what did we learn from them?** **NC** Roman Empire and its impact on Britain. | **Visit to Colchester Museum** | **Geography****Modern Europe****NC** location and characteristics of a region in Europe | **Settlements****NC** Location and characteristics of regions in the UK. | **History**Anglo-Saxons and Vikings**NC** The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor | Visit to Mountfitchet Castle.Geography link to Science- Map skills local habitats.**NC**: Describe and understand key aspects of physical geography |
| Science | **Y3 Animals including Humans Humans****NC** Animals, including humans. Nutrition, skeleton and muscles.**Y4 Animals including Humans****NC** describe the basic functions of the digestive system in humans. | Y3 **Light and Shadows****NC** recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfacesrecognise that shadows are formed when the light from a light source is blocked by an opaque objectfind patterns in the way that the size of shadows change**Y4 Electricity** **NC** Electricity: circuits and switches. | Y3 Science: **Rocks and Fossils**NC comparing and grouping rocks on the basis of their appearance and physical properties. Y 4 **States of matter****NC** comparing and grouping solids, liquids and gases.  | Y3 **Magnets****NC:** Properties and changes of materials.compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet | **Y3 Roots and shoots****NC:** Identify and describe the functions of different parts of flowering plants: roots, stems/trunk, leaves and flowers.Y4 **Living things and their habitats****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. | **Y3 Flowering Plants**NC:explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal**Y4 Sound****NC** Sound: how sound is made through vibration, investigating the pitch and volume. |
| Art/DT | Art: Autumn harvest still life – perspective, form and colour. **NC:** Pupils should be taught to develop their techniques and create sketchbooks to record their observations.Art: Mosaic**NC:** To design through research; make using a wider range of materials (ceramic/seeds/card/ textiles) – link to history topic. | DT make a Roman Weapon/shield**NC:** To generate, develop, model and communicate design ideas through discussion and annotated sketches; select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately. | Art: Paint in the style of a well-known Mediterranean artist/landscapes (Cezanne – internet research) **NC**: Pupils should be taught about great artists. | DT: Design and make a Mediterranean food dish. **NC**: Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. | Art: Anglo-Saxon and Viking designsY3: Line and tone, creating depth of shade.**NC:** Pupils should be taught to improve their mastery of art and design techniques e.g. pencil.*Science link Georgia O’Keefe/photos of flowers* **NC**: Pupils should be taught to experiment creatively with an increasing awareness of different kinds of art, craft and design. Pupils should be taught about great artists.Y4 Art: experiment with styles**NC:** Pupils should be taught to experiment creatively with an increasing awareness of different kinds of art, craft and design. | DT:Y3 jointed puppetsDT: Y4 Making musical instruments**NC:** Design functional, appealing products that are fit for purpose; select from and use a wider range of materials and components according to their functional properties and aesthetic qualities; investigate and analyse a range of existing products and evaluate their ideas and products against their own design criteria; apply their understanding of how to strengthen, stiffen and reinforce more complex structures. |
| Computing link | Y3 and 4 E-safety(on-going)**NC**: Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.

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| Text Editing and Multimedia.**NC**: To select, use and combine a variety of software including the presentation of data and information.Animation: Scratch Programming **NC**: Use sequence, selection and repetition in programs. |

 | Research ( and elsewhere when appropriate)**NC**: Use search technologies effectively, appreciate how results are selected and ranked. Data handling**NC**: To select, use and combine a variety of software including the presentation of data and information. | Electronic communication**NC:** Understand computer networks including the internet; how they can provide multiple services, such as the worldwide web; and the opportunities they offer for communication and collaboration. | Designing and printing brochures**NC**: To select, use and combine a variety of software including the presentation of data and information. |

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| Digital photos and Video editing**NC:** To select, use and combine a variety of software on a range of digital devices to accomplish given goals.  |

 | Y3 Graphing running speeds. Data LoggingControl programmingModelling, simulations and problem solving.**NC:** Use sequence, selection and repetition in programs; work with variables and various forms of input and output.Sound/music |
| Music  | Y3 recordersY4 Woodwind/brass | Composing and performing on instruments. | Composing and performing on instruments. |  | SambaY4 Ukuleles  |  |
| Modern languages | **Y3:Bonjour, ça va?**Languages. What is French?greetings, names, agesInstructions with actionsSongs and rhymesNumbers 0-12Questions**Y4 Le café**Compare French and English foods/tradionsFood and shoppingquestions/key phrasesRevise numbers to 20 | **Y4: Les animaux**Compare traditional stories – le chenille qui fait les trousPets, numbers to 30adjectives | **Y3:En classe**classroom objects, dans ma trousse, coloursinstructionsY4: **Encore!**nationalities, characteristicsadjectives | **Y3:Quel-heure est-il?**Time – o clockDays of the weekY4:Revise describing people | **Y3:Mon corps**Numbers 12-21More instructions with actionsY4: **Le temps**map of France – key towns and citiesweathers, numbers to 50 | **Y4:Ou vas-tu?/les vacances**Where is French spoken?Geography/landscape of Francetransport and holidays**aller**Revise key question/answers |
| PE | Y3 Swimming, GymY4 Invasion games, Gym | Y3 Swimming, Dance.Y4 Invasion games, Dance | Gym, Invasion games ( hockey based) | Dance, Striking and Fielding games ( tennis based) | Striking and Fielding ( rounders/cricket based based)  Athletics, (throwing, catching, running) | OrienteeringAthletics (jumping/running) |
| 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 | Healthy Lifestyles | Relationships | Keeping Safe | Medicines and Drugs | Citizenship/Making a positivecontribution. Feelings | Growing and Changing. Economic Wellbeing |