

Lower Key Stage 2 Long Term Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Humanities</p> <p><i>How did Egyptian civilization wax and wane?</i></p> <p>The achievements of the earliest civilizations.</p> <p>Going from a two year cycle to one year there are some overlaps in 20/21. For 20/21 only as this class has already covered these topics.</p>	<p>Year 3: Egyptians</p> <p>Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle.</p> <p>Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle</p> <p>English link: Retrieve and record information from non-fiction(Yr 3)</p> <p>Describe and understand key aspects of: physical geography, including: climate zones</p> <p>Mathematics link: Interpret and present data using bar charts and tables (Yr 3)</p> <p>(CQ milestone 3)</p>	<p>Year 3: Climate zones and Climate change</p> <p>Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle.</p> <p>Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle</p> <p>English link: Retrieve and record information from non-fiction(Yr 3)</p> <p>Describe and understand key aspects of: physical geography, including: climate zones</p> <p>Mathematics link: Interpret and present data using bar charts and tables (Yr 3)</p> <p>(CQ milestone 3)</p>	<p>Year 3: Saxons, Scots and Vikings</p> <p><i>What were the effects of the Anglo Saxon, Scot and Viking Settlements in England?</i></p> <p>Britain's settlement by Anglo-Saxons and Scots.</p> <p>The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.</p>	<p>Year 3: Mountains</p> <p>Contrasting ranges: Physical geography</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>(CQ milestone 2)</p>	<p>Year 3: Tudors</p> <p>The study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p>	<p>Year 3: North America</p> <p>Locate the world's countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Identify the position and significance of latitude, longitude, and time zones (including day and night).</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Describe and understand key aspects of: physical and human geography.</p> <p>(CQ milestone 3)</p>
	<p>Y4 - Romans</p>	<p>Y4 -Romans</p> <p>Visit to Colchester Castle</p>	<p>Y4 -Rainforests</p> <p>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.</p> <p><i>Identify the position and significance of lines of latitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</i></p> <p>Describe and understand key aspects of human geography, including types of settlement</p>	<p>Y4 -Rainforests</p>	<p>Year 4: World War II</p> <p>Develop an awareness of the past</p> <p>Learn about significant individuals and people, events and changes in the past</p> <p>Visit to Duxford</p>	<p>Y4 – Local Geography</p> <p>Study linked to WWII</p> <p>Class walk.</p>

			and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.			
	<p>Year 4: Victorians</p> <p><i>What role did Audley End House play in our locality?</i></p> <p>Or</p> <p><i>What was life like, for a Victorian child?</i></p> <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.</p> <p>A local history study (Links to Victorian topic visit and workshops on the life of a Victorian servant at Audley End.)</p>	<p>Year 4: Audley End House - a local geography study Land use/settlements.</p>	<p>Year 4: Romans</p> <p><i>When did the Romans invade and why? 2. Did the native Britons welcome or resist them, and why? 3. How did they influence the culture of the people already here?</i></p> <p>The Roman Empire and its impact on Britain.</p>	<p>Year 4: Volcanoes, Earthquakes and Extreme Weather</p> <p>Describe and understand the key aspects of the physical geography of mountains, volcanoes, earthquakes (CQ milestone 2)</p>	<p>Year 4: World War II</p> <p>Develop an awareness of the past Learn about significant individuals and people, events and changes in the past Visit to Duxford</p>	<p>Year 4: Rainforests</p> <p>Describe and understand key aspects of physical geography, including climate zones, biomes and vegetation belts.</p> <p><i>Identify the position and significance of lines of latitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.</i></p> <p>Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>
Science	<p>Year 3 Light and Shadow Light sources, reflections and how shadows are formed</p> <p>Year 4 Electricity Circuits including bulbs, buzzers and switches used to create simple devices</p>	<p>Year 3 Forces Exploring the behavior and everyday uses of different magnets</p> <p>Year 4 Animals including Humans Describe the basic functions of the digestive system in humans.</p>	<p>Year 3 Rocks and Fossils Comparing and grouping rocks on the basis of their appearance and physical properties.</p> <p>Year 4 States of Matter comparing and grouping solids, liquids and gases</p>		<p>Year 3 Animals including Humans Nutrition, skeleton and muscles.</p> <p>Year 4 Living things and their habitats 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.</p>	<p>Year 3 Plants Identify and describe the functions of different parts of flowering plants: roots, stems/trunk, leaves and flowers</p> <p>Year 4 Sound How sound is made through vibration, investigating the pitch and volume.</p>
DT	<p>Year 3: Shaduf Make a mechanism for ancient Egyptians to transfer water (Mechanisms - levers)</p>	<p>Year 4: Christmas decorations Make an attractive decoration for a Christmas tree</p>	<p>Year 3: Pizza Make a healthy pizza and packaging to sell to children Pizza and packaging (Food tech, marketing)</p>	<p>Year 4: Roman Catapults Make a mechanism for Roman armies to attack an enemy town</p>	<p>Year 3: Tudor Bookmarks Make a bookmark featuring a Tudor Rose (Textiles: running/chain stitch)</p>	<p>Year 4: Pastry Make a savoury pastry for a tea party Quiche/savoury pastry</p>

		(Sewing buttons)		(Mechanisms)		(Food tech, budgeting) controlled by computer
Computing	Each computing strand can be taught and embedded throughout the whole curriculum, in no particular order. Please use Progression Statements and Year Group overview document.					
Music	Year 3 Unit 1 Let your spirit fly Listen and Appraise Musical Activities Perform and review Year 4 Unit 1 Mamma Mia Listen and Appraise Musical Activities Perform and review	Year 3 Unit 2 Glockenspiel 1 Listen and Appraise Musical Activities Perform and review Year 4 Unit 2 Glockenspiel 2 Listen and Appraise Musical Activities Perform and review	Year 3 Unit 3 Three Little Birds Listen and Appraise Musical Activities Perform and review Year 4 Unit 3 Stop! Listen and Appraise Musical Activities Perform and review	Year 3 Unit 4 The Dragon Song Listen and Appraise Musical Activities Perform and review Year 4 Unit 4 Lean on Me Listen and Appraise Musical Activities Perform and review	Year 3 Unit 5 Bringing Us Together Listen and Appraise Musical Activities Perform and review Year 4 Unit 5 Blackbird Listen and Appraise Musical Activities Perform and review	Year 3 Unit 6 Reflect, Rewind, Replay Listen and Appraise Musical Activities Perform and review Year 4 Unit 6 Reflect, Rewind, Replay Listen and Appraise Musical Activities Perform and review
Art	Year 3: Our church –sketches -create sketch books to record their observations Egyptian Art - figure drawing/ proportion, wire sculptures -improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]	Year 4 William Morris - pattern/printing, Marianne North flowers observational detail/paintings Victorian samplers -learn about great artists, architects and designers in history -create sketch books to record their observations and use them to review and revisit ideas about great artists, architects and designers in history	Year 3: Cezanne/Van Gogh Mountains tonal painting and reflections -learn about great artists, architects and designers in history Quilted landscape hanging (collaborative) - create sketch books to record their observations and use them to review and revisit ideas -improve mastery of art and design techniques, including drawing, painting	Year 4: Warhol volcano Complementary colours compare with Hokusai Mount Fuji – watercolour 3d volcano art (mod roc) -create sketch books to record their observations and use them to review and revisit ideas about great artists, architects and designers in history	Year 3: Quentin Blake – portraits and insect drawings and etchings Self portrait photographs – drawing symmetry -learn about great artists, architects and designers in history	Year 4: Nature up close – use viewfinders to select detail 3-d clay tile sculptures - create sketch books to record their observations and use them to review and revisit ideas -improve mastery of art and design techniques, including drawing, painting
Modern languages	Year 3: bonjour, ca va? Year 4: le café Understand and communicate ideas, facts and feelings in speech and writing using developing knowledge of vocabulary and understanding of grammatical structures	Year 3: bonjour ca va? Year 4: les animaux Understand and communicate ideas, facts and feelings in speech and writing using developing knowledge of vocabulary and understanding of grammatical structures	Year 3: Quel heure est-il? Year 4: le temps Understand and communicate ideas, facts and feelings in speech and writing using developing knowledge of vocabulary and understanding of grammatical structures	Year 3: en classe Year 4: le transport Understand and communicate ideas, facts and feelings in speech and writing using developing knowledge of vocabulary and understanding of grammatical structures	Year 3: mon corps Year 4: les vacances, ou vas-tu? Understand and communicate ideas, facts and feelings in speech and writing using developing knowledge of vocabulary and understanding of grammatical structures	
RE	Year 3: Local parish church, ideas and beliefs about God Year 4: Journeys in life, Old Testament stories about Abraham	Year 3: Ideas about God – own ideas, Christian beliefs. Mother Theresa, Advent Year 4: Old testament stories about Moses, Christmas.	Year 3: The childhood of Krishna, stories about loss. Year 4: The significance of the Bible to Christians, the twelve Disciples	Year 3: Holi, symbols of spring at Easter Year 4: Pesach and the Sedar Meal The Last Supper and the arrest. The crucifixion and the resurrection	Year 3: Hindu gods and goddesses Year 4: The origin of the Ten Commandments, the importance of the Jewish Shabbat and the origins of Sunday.	Year 3: Family worship (puja and Christian worship) Year 4: To understand the meaning and importance of Kosher food, the Shema, Mezuzah and Tefillin

PE	<p>Year 3: Cross Country Swimming Year 4: Cross country Gymnastics</p>	<p>Year 3: Football Swimming Year 4: Football Dance (cheerleading)</p>	<p>Year 3: Tag rugby Dance (SWCHS show) Year 4: Tag rugby Sports Hall Athletics</p>	<p>Year 3: Invasion games Gymnastics Year 4: Hockey Netball</p>	<p>Y3/4 Rapid Fire Cricket Rounders</p>	<p>Y3/4 Athletics (Track and field)</p>
PSHE	<p>Relationships Year 3 Families and Friendships: What makes a family; features of family life</p> <p>Year 4 Families and Friendships: Positive friendships, including online Safe Relationships: Responding to hurtful behaviour; managing confidentiality; recognising risks online</p>	<p>Relationships Year 3 Safe Relationships: Personal boundaries; safely responding to others; the impact of hurtful behavior Respecting Ourselves and Others: Recognising respectful behaviour; the importance of self-respect; courtesy and being polite Year 4 Respecting Ourselves and Others: Respecting difference and similarities; discussing difference sensitively</p>	<p>Living in the Wider World Year 3 Belonging to a Community: The values of rules and law; rights, freedoms and responsibilities Media literacy and digital resilience: How the internet is used; assessing information online</p> <p>Year 4 Belonging to a Community: What makes a community; shared responsibilities Media literacy and digital resilience: How data is shared and used</p>	<p>Living in the Wider World Year 3 Money and Work: Different jobs and skills; job stereotypes; setting personal goals</p> <p>Year 4 Money and Work: Making decisions about money; using and keeping money safe</p>	<p>Health and Well Being Year 3: Physical health and Mental wellbeing Health choices and habits; what affects feelings; expressing feelings</p> <p>Year 4 Physical health and Mental wellbeing Maintaining a balanced lifestyle; oral hygiene and dental care</p>	<p>Health and Well Being Year 3: Growing and Changing: Personal strengths and achievements; managing and reframing setbacks Keeping Safe: Risks and hazards; safety in the local environment and unfamiliar places Year 4 Growing and Changing: Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty Keeping Safe: Medicines and household products; drugs common to everyday life</p>