

Lower Key Stage 2 Long Term Map

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Humanities	<p>Year 3: Egyptians</p> <p><i>How did Egyptian civilization wax and wane?</i></p> <p>The achievements of the earliest civilizations.</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>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>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>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>Year 4: Audley End House - a local geography study</p> <p>Land use/settlements.</p> <p>Visit to Audley End House</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</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>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,</p>

	A local history study (Links to Victorian topic visit and workshops on the life of a Victorian servant at Audley End.)					including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.
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: Textiles 2D shape to 3D product (History - Ancient Egyptians)</p>	<p>Year 4: Electrical Systems Simple circuits and switches (Including programming and control) (Science - Electricity)</p>	<p>Year 3: Structures Shell structures (including computer aided design)</p>	<p>Year 4: Mechanical Systems Levers and linkages (History – Romans)</p>	<p>Year 3: Food Healthy and varied diet (Science – Animals including humans)</p>	<p>Year 4: Food Healthy and varied diet (Science – Animals including humans)</p>
Computing	<p>Year 3 Computing Science: Coding - We are programmers Programming an animation</p> <p>Year 4 Computing Science: Coding - We are software developers Developing a simple educational game</p>	<p>Year 3 Computing Science: Computational Thinking- We are bug fixers Finding and correcting bug</p> <p>Year 4 Computing Science: Coding - We are makers Coding for micro:bit</p>	<p>Year 3 Information Technology: Media -We are presenters Videoing a presentation against a green screen</p> <p>Year 4 Information Technology: Media - We are musicians Creating a piece of music in GarageBand</p>	<p>Year 3 Digital Literacy: Online safety - We are who we are Creating presentations about ourselves</p> <p>Year 4 Digital Literacy: Online safety - We are bloggers Sharing experiences and opinions</p>	<p>Year 3 Information Technology: Media - We are co-authors Producing a wiki</p> <p>Year 4 Computing Science: Coding - We are artists Fusing geometry and art</p>	<p>Year 3 Information Technology: Data - We are opinion pollsters Collecting and analysing data</p> <p>Year 4 3 Information Technology: Data - We are meteorologists Presenting the weather</p>
Music	<p>Year 3 Unit 1 Let your spirit fly Listen and Appraise Musical Activities Perform and review</p> <p>Year 4 Unit 1 Mamma Mia Listen and Appraise Musical Activities Perform and review</p>	<p>Year 3 Unit 2 Glockenspiel 1 Listen and Appraise Musical Activities Perform and review</p> <p>Year 4 Unit 2 Glockenspiel 2 Listen and Appraise Musical Activities Perform and review</p>	<p>Year 3 Unit 3 Three Little Birds Listen and Appraise Musical Activities Perform and review</p> <p>Year 4 Unit 3 Stop! Listen and Appraise Musical Activities Perform and review</p>	<p>Year 3 Unit 4 The Dragon Song Listen and Appraise Musical Activities Perform and review</p> <p>Year 4 Unit 4 Lean on Me Listen and Appraise Musical Activities Perform and review</p>	<p>Year 3 Unit 5 Bringing Us Together Listen and Appraise Musical Activities Perform and review</p> <p>Year 4 Unit 5 Blackbird Listen and Appraise Musical Activities Perform and review</p>	<p>Year 3 Unit 6 Reflect, Rewind, Replay Listen and Appraise Musical Activities Perform and review</p> <p>Year 4 Unit 6 Reflect, Rewind, Replay Listen and Appraise Musical Activities Perform and review</p>

Art	Year 3: 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: Human/SS - how to people express commitment to a religion/worldview in different ways? Hindu or Jewish/Sikh/Christian Year 4: Theology – Where do religious beliefs come from? Christian	Year 3: Theology – What is the Trinity? Christian Year 4: Philosophy – What do we mean by truth? Is seeing believing? Multi including Sikh views on God as truth	Year 3: Philosophy – What is philosophy? How do people moral decisions? Christian/Humanist Year 4: Human/SS - How do/have religious groups contributed to society and culture? Hindu/Christian	Year 3: Theology – What do Muslims believe about God? Muslim Year 4: Human/SS - Why is there so much diversity of belief within the Church? Christian include some theological aspects,	Year 3: Human/SS - What difference does being a Muslim make to daily life? Muslim Year 4: Philosophy – what does sacrifice mean? Multi/Humanist	Time to complete enquiries
PE	Fundamentals Swimming	Ball skills Gymnastics	Netball Fitness	Tag rugby Dance	Rounders Tennis	Athletics Cricket
	Fitness Football	Gymnastics Basketball	Dance Swimming	Tennis OOA	Athletics Rounders	Tennis Cricket
PSHE	Relationships: Families and friendships Safe relationships Respecting ourselves and others Year 3 <ul style="list-style-type: none"> Families and people who care for me NSPCC – PANTS NSPCC – Speak out, stay safe 		Living in the wider world: Belonging to a community Media literacy and digital resilience Money and work Year 3 <ul style="list-style-type: none"> Inclusion and belonging; Belonging to a community Challenging gender stereotypes Google internet legends 		Health and Wellbeing Physical health and Mental wellbeing Growing and changing Keeping safe Year 3 <ul style="list-style-type: none"> Dental health Mental health and emotional wellbeing Medway Sex Education 	

- Consent
- Play, Like, Share

Year 4

- Families and people who care for me
- NSPCC – PANTS
- NSPCC – Speak out, stay safe
- Consent
- Play, Like, Share

- Digital wellbeing
- Money skills financial literacy

Year 4

- Inclusion and belonging; Belonging to a community
- Challenging gender stereotypes
- Compassion towards others
- Google internet legends
- Digital wellbeing
- Banking and budgeting basics

- Sun safety
- Drugs and alcohol
- Keeping safe at home
- First Aid; Basic life support, emergencies & bites and stings

Year 4

- Healthy sleep
- Mental health and emotional wellbeing
- Medway Sex Education
- Sun safety
- Drugs and alcohol
- Keeping safe at home
- First Aid; Basic life support, emergencies & Asthma