

**Lower Key Stage 2 Long Term Map  
2023-24**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Humanities	<b>Year 3: Egyptians</b>  <i>How did Egyptian civilization wax and wane?</i>  The achievements of the earliest civilizations.	<b>Year 3: Climate zones and Climate change</b>  Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle.  Identify the position and significance of latitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn and Arctic and Antarctic Circle <b>English link: Retrieve and record information from non-fiction (Yr. 3)</b>  Describe and understand key aspects of physical geography, including climate zones. <b>Mathematics link: Interpret and present data using bar charts and tables (Yr. 3)</b>	<b>Year 3: Saxons, Scots, and Vikings</b>  <i>What were the effects of the Anglo Saxon, Scot, and Viking Settlements in England?</i>  Britain's settlement by Anglo-Saxons and Scots.  The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor.	<b>Year 3: Mountains</b> Contrasting ranges: Physical geography Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.	<b>Year 3: Tudors</b>  The study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	<b>Year 3: North America</b>  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.  Identify the position and significance of latitude, longitude, and time zones (including day and night).  Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied.  Describe and understand key aspects of physical and human geography.
	<b>Year 4: Victorians</b>  <i>What role did Audley End House play in our locality? What was lifelike, for a Victorian child?</i>  A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066.	<b>Year 4: Audley End House - a local geography study</b> Land use/settlements. <b>Visit to Audley End House</b>  Mini project – comparing Saffron Walden changes over time.	<b>Year 4: Romans</b>  <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>  The Roman Empire and its impact on Britain.	<b>Year 4: Volcanoes, Earthquakes and Extreme Weather</b> Describe and understand the key aspects of the physical geography of mountains, volcanoes, earthquakes.	<b>Year 4: World War II</b> Develop an awareness of the past. Learn about significant individuals and people, events, and changes in the past. <b>Visit to Duxford</b>	<b>Year 4: Rainforests</b>  Describe and understand key aspects of physical geography, including climate zones, biomes, and vegetation belts.  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.

<b>Science</b>	<p><b>Year 3 Light and Shadow</b> Light sources, reflections and how shadows are formed.</p> <p><b>Year 4 Electricity</b> Circuits including bulbs, buzzers and switches used to create simple devices.</p>	<p><b>Year 3 Forces</b> Exploring the behaviour and everyday uses of different magnets</p> <p><b>Year 4 Animals including Humans.</b> Describe the basic functions of the digestive system in humans.</p>	<p><b>Year 3 Rocks and Fossils</b> Comparing and grouping rocks based on their appearance and physical properties.</p> <p><b>Year 4 States of Matter</b> comparing and grouping solids, liquids, and gases .</p>		<p><b>Year 3 Animals including Humans.</b> Nutrition, skeleton, and muscles.</p> <p><b>Year 4 Living things and their habitats</b> 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><b>Year 3 Plants</b> Identify and describe the functions of different parts of flowering plants: roots, stems/trunk, leaves, and flowers.</p> <p><b>Year 4 Sound</b> How sound is made through vibration, investigating the pitch and volume.</p>
<b>DT</b>	<p><b>Year 3: Textiles</b> 2D shape to 3D product (History - Ancient Egyptians)</p>	<p><b>Year 4: Electrical Systems</b> Simple circuits and switches (Including programming and control) (Science - Electricity)</p>	<p><b>Year 3: Structures</b> Shell structures (including computer aided design)</p>	<p><b>Year 4: Mechanical Systems</b> Levers and linkages (History – Romans)</p>	<p><b>Year 3: Food</b> Healthy and varied diet (Science – Animals including humans)</p>	<p><b>Year 4: Food</b> Healthy and varied diet (Science – Animals including humans)</p>
<b>Computing</b>	<p><b>Year 3 Computing Science: Coding</b> - We are programmers Programming an animation.</p> <p><b>Year 4 Computing Science: Coding</b> - We are software developers Developing a simple educational game.</p>	<p><b>Year 3 Computing Science: Computational Thinking-</b> We are bug fixers Finding and correcting bug.</p> <p><b>Year 4 Computing Science: Coding</b> - We are makers Coding for micro: bit.</p>	<p><b>Year 3 Information Technology: Media</b> -We are presenters Videoing a presentation against a green screen.</p> <p><b>Year 4 Information Technology: Media</b> - We are musicians Creating a piece of music.</p>	<p><b>Year 3 Digital Literacy: Online safety</b> - We are who we are Creating presentations about ourselves.</p> <p><b>Year 4 Digital Literacy: Online safety</b> - We are bloggers Sharing experiences and opinions</p>	<p><b>Year 3 Information Technology: Media</b> - We are co-authors Producing a wiki.</p> <p><b>Year 4 Computing Science: Coding</b> - We are artists Fusing geometry and art</p>	<p><b>Year 3 Information Technology: Data</b> - We are opinion pollsters Collecting and analysing data.</p> <p><b>Year 4 3 Information Technology: Data</b> - We are meteorologists Presenting the weather</p>
<b>Music</b>	<p><b>Year 3 Unit 1 Let your spirit fly.</b> Listen and Appraise Musical Activities Perform and review.</p> <p><b>Year 4 Unit 1 Mamma Mia</b> Listen and Appraise Musical Activities Perform and review</p>	<p><b>Year 3 Unit 2 Glockenspiel 1</b> Listen and Appraise Musical Activities Perform and review.</p> <p><b>Year 4 Unit 2 Glockenspiel 2</b> Listen and Appraise Musical Activities Perform and review</p>	<p><b>Year 3 Unit 3 Three Little Birds</b> Listen and Appraise Musical Activities Perform and review.</p> <p><b>Year 4 Unit 3 Stop!</b> Listen and Appraise Musical Activities Perform and review</p>	<p><b>Year 3 Unit 4 The Dragon Song</b> Listen and Appraise Musical Activities Perform and review.</p> <p><b>Year 4 Unit 4 Lean on Me</b> Listen and Appraise Musical Activities Perform and review</p>	<p><b>Year 3 Unit 5 Bringing Us Together</b> Listen and Appraise Musical Activities Perform and review.</p> <p><b>Year 4 Unit 5 Blackbird</b> Listen and Appraise Musical Activities Perform and review</p>	<p><b>Year 3 Unit 6 Reflect, Rewind, Replay</b> Listen and Appraise Musical Activities Perform and review.</p> <p><b>Year 4 Unit 6 Reflect, Rewind, Replay</b> Listen and Appraise Musical Activities Perform and review</p>

<b>Art</b>	<b>Year 3:</b> <b>Egyptian Art</b> - 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]	<b>Year 4</b> <b>William Morris</b> - pattern/printing, <b>Marianne North</b> 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	<b>Year 3:</b> <b>Cezanne/Van Gogh</b> 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	<b>Year 4:</b> <b>Warhol</b> volcano Complementary colours compare with <b>Hokusai Mount Fuji</b> – 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	<b>Year 3:</b> <b>Quentin Blake</b> – portraits and insect drawings and etchings <b>Self-portrait photographs</b> – drawing symmetry. -learn about great artists, architects, and designers in history	<b>Year 4:</b> <b>Nature up close</b> – use viewfinders to select detail. <b>3-d clay tile sculptures</b> - 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
<b>Modern languages</b>	<b>Year 3: bonjour, ca va?</b> <b>Year 4: le café</b> Understand and communicate ideas, facts and feelings in speech and writing using developing knowledge of vocabulary and understanding of grammatical structures	<b>Year 3: bonjour ca va?</b> <b>Year 4: les animaux</b> Understand and communicate ideas, facts and feelings in speech and writing using developing knowledge of vocabulary and understanding of grammatical structures	<b>Year 3: Quel heure est-il?</b> <b>Year 4: le temps</b> Understand and communicate ideas, facts and feelings in speech and writing using developing knowledge of vocabulary and understanding of grammatical structures	<b>Year 3: en classe</b> <b>Year 4: le transport</b> Understand and communicate ideas, facts and feelings in speech and writing using developing knowledge of vocabulary and understanding of grammatical structures	<b>Year 3: mon corps</b> <b>Year 4: les vacances, ou vas-tu?</b> Understand and communicate ideas, facts and feelings in speech and writing using developing knowledge of vocabulary and understanding of grammatical structures	
<b>RE</b>	<b>Year 3:</b> Human/SS - how to people express commitment to a religion/worldview in different ways? Hindu or Jewish/Sikh/Christian <b>Year 4:</b> Theology – Where do religious beliefs come from? Christian	<b>Year 3:</b> Theology – What is the Trinity? Christian <b>Year 4:</b> Philosophy – What do we mean by truth? Is seeing believing? Multi including Sikh views on God as truth	<b>Year 3:</b> Philosophy – What is philosophy? How do people moral decisions? Christian/Humanist <b>Year 4:</b> Human/SS - How do/have religious groups contributed to society and culture? Hindu/Christian	<b>Year 3:</b> Theology – What do Muslims believe about God? Muslim <b>Year 4:</b> Human/SS - Why is there so much diversity of belief within the Church? Christian includes some theological aspects,	<b>Year 3:</b> Human/SS - What difference does being a Muslim make to daily life? Muslim <b>Year 4:</b> Philosophy – what does sacrifice mean? Multi/Humanist	Time to complete enquiries
<b>PE</b>	Fundamentals	Ball skills	Netball	Tag rugby	Rounders	Athletics
	Swimming	Gymnastics	Fitness	Dance	Tennis	Cricket
	Fitness	Gymnastics	Dance	Tennis	Athletics	Tennis
	Football	Basketball	Swimming	OOA	Rounders	Cricket

PSHE	<p><b>Relationships:</b>  Families and friendships  Safe relationships  Respecting ourselves and others</p> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>Families and people who care for me.</li> <li>NSPCC – PANTS</li> <li>NSPCC – Speak out, stay safe.</li> <li>Consent</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>Families and people who care for me.</li> <li>NSPCC – PANTS</li> <li>NSPCC – Speak out, stay safe.</li> <li>Consent</li> <li>Play, Like, Share</li> </ul>	<p><b>Living in the wider world:</b>  Belonging to a community  Media literacy and digital resilience  Money and work</p> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>Inclusion and belonging; Belonging to a community.</li> <li>Challenging gender stereotypes</li> <li>Google internet legends</li> <li>Digital wellbeing</li> <li>Money skills financial literacy</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>Inclusion and belonging; Belonging to a community.</li> <li>Challenging gender stereotypes</li> <li>Compassion towards others</li> <li>Digital wellbeing</li> <li>Banking and budgeting basics</li> </ul>	<p><b>Health and Wellbeing</b>  Physical health and Mental wellbeing  Growing and changing  Keeping safe</p> <p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>Dental health</li> <li>Mental health and emotional wellbeing</li> <li>Medway Sex Education</li> <li>Sun safety (Science Autumn Term)</li> <li>First Aid; Basic life support, emergencies &amp; bites, and stings</li> </ul> <p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>Healthy sleep</li> <li>Mental health and emotional wellbeing</li> <li>Medway Sex Education</li> <li>Drugs and alcohol</li> <li>Keeping safe at home</li> <li>First Aid; Basic life support, emergencies &amp; Asthma</li> </ul>
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