

Lower KS2 (Years 3 & 4) Curriculum Map 2015-2016

Cycle B

| Subject | Autumn Topic title: Brampton | Spring Topic title: Passport to Europe | Summer Topic title: London |
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| English | Reading - Word Reading (Phonics); Comprehension Writing - Transcription (Spelling); Handwriting; Composition; Vocabulary, Grammar & Punctuation Spoken English - drama, formal presentations & debate | Reading - Word Reading (Phonics); Comprehension Writing - Transcription (Spelling); Handwriting; Composition; Vocabulary, Grammar & Punctuation Spoken English - drama, formal presentations & debate | Reading - Word Reading (Phonics); Comprehension Writing - Transcription (Spelling); Handwriting; Composition; Vocabulary, Grammar & Punctuation Spoken English - drama, formal presentations & debate |
| Texts - | Pepys Diaries Who Was: Samuel Pepys? Paul Harrison Samuel Pepys's Clerk (History Diaries) P WODDERSON Pompeii - a Roman Girl's Diary AD 78 (My Story) Sue Reid Workhouse; a Victorian Girl's Diary 1871 (My Story) Pamela Oldfield | European folk tales Peter and the Wolf Sergei Prokofiev | Sparks: Events: London's Burning: The Great Fire of London - Karen Wallace The Sewer Sleuth: A Tale of Victorian Cholera Julia Jarman Down The Drain: Victorian Sewers Jon Blake |
| Maths | Number: Number & Place Value, Addition & Subtraction, Multiplication & Division, Fractions (inc. decimals in Y4) Measurement Geometry: Properties of shapes; Position & direction Statistics (Yr 2) | Number: Number & Place Value, Addition & Subtraction, Multiplication & Division, Fractions (inc. decimals in Y4) Measurement Geometry: Properties of shapes; Position & direction Statistics (Yr 2) | Number: Number & Place Value, Addition & Subtraction, Multiplication & Division, Fractions (inc. decimals in Y4) Measurement Geometry: Properties of shapes; Position & direction Statistics (Yr 2) |
| Science | Working scientifically: ask questions, notice patterns, group & classify, observe changes, conduct comparative & fair tests, draw simple conclusions & use some scientific language. Electricity: construct simple series circuits, trying different components, such as bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices. Pupils should draw the circuit as a pictorial representation. | Working scientifically: ask questions, notice patterns, group & classify, observe changes, conduct comparative & fair tests, draw simple conclusions & use some scientific language. Animals inc. humans: nutrition (balanced diet) and & main body parts associated with the skeleton and muscles; how different parts of the body have special functions. | Working scientifically: ask questions, notice patterns, group & classify, observe changes, conduct comparative & fair tests, draw simple conclusions & use some scientific language. Sound: explore and identify the way sound is made through vibration in a range of different instruments; find out how the pitch and volume of sounds can be changed. Light: how light behaves; reflecting light off mirrors & other reflective surfaces; changing shadow lengths. |

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| Computing | Understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration; use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content; use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour | Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information. | Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts; use sequence, selection, and repetition in programs; work with variables and various forms of input and output; use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs |
| Specific activities / programs: Yr 3 | <i>Internet safety & research: Rising Stars Computing STARZ</i> | <i>Microsoft Movie- Maker: (Rising Stars) STARZ</i> | <i>Flow-all programming/bug fixers (Rising Stars) STARZ</i> |
| Specific activities / programs: Yr 4 | <i>Internet safety & research: Rising Stars Computing STARZ</i> | <i>Microsoft Movie- Maker: (Rising Stars) STARZ</i> | <i>Flow-all programming/bug fixers (Rising Stars) STARZ</i> |
| Design Technology | <p>Design: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose; generate, develop, model & communicate their ideas</p> <p>Make: select from and use a wider range of tools and equipment to cut, shape, join and finish accurately; select from and use a wider range of materials and components</p> <p>Evaluate: investigate and analyse a range of existing products; evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge: understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors.</p> <p>Cooking & Nutrition: understand and apply the principles of a healthy and varied diet; prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught & processed.</p> | <p>Design: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose; generate, develop, model & communicate their ideas</p> <p>Make: select from and use a wider range of tools and equipment to cut, shape, join and finish accurately; select from and use a wider range of materials and components</p> <p>Evaluate: investigate and analyse a range of existing products; evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; understand how key events and individuals in design and technology have helped shape the world</p> <p>Technical knowledge: understand and use mechanical systems in their products, such as levers and linkages;</p> <p>Cooking & Nutrition: understand and apply the principles of a healthy and varied diet; prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught & processed.</p> | <p>Design: use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose; generate, develop, model & communicate their ideas</p> <p>Make: select from and use a wider range of tools and equipment to cut, shape, join and finish accurately; select from and use a wider range of materials and components</p> <p>Evaluate: investigate and analyse a range of existing products; evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; understand how key events and individuals in design and technology have helped shape the world</p> <p>Cooking & Nutrition: understand and apply the principles of a healthy and varied diet; prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught & processed.</p> |
| Specific focus: | Models of room interiors - my bedroom | Food related to countries | Bridges |

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| | Christmas Seasonal cooking | Making chocolates | Bread making |
| Geography | <p>Geographical skills: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and wider world.</p> <p>Human and physical geography - understand human geography, including: types of settlement and land use, economic activity including trade links</p> | <p>Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and wider world; use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Location knowledge - locate the world's countries, using maps to focus on Europe (including Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities;</p> <p>Place knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the UK, a region in a European country</p> <p>Human and physical geography - understand human geography, including: types of settlement and land use, economic activity including trade links</p> | <p>Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and wider world; use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Location knowledge - name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p> <p>.</p> |
| Specific localities: | Brampton High Street surveys Make comparisons with Peterborough as a city | Food production and transportation- Europe | Thames as it flows through London Maps London underground London visit |
| History | <p>Historical skills: develop a chronologically secure knowledge and understanding of British, local and world history; note connections, contrasts and trends over time and develop the appropriate use of historical terms; devise historically valid questions about change, cause, similarity and difference, and significance: construct informed responses that involve thoughtful selection and organisation of relevant historical information; understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.</p> | | <p>Historical skills: develop a chronologically secure knowledge and understanding of British, local and world history; note connections, contrasts and trends over time and develop the appropriate use of historical terms; devise historically valid questions about change, cause, similarity and difference, and significance: construct informed responses that involve thoughtful selection and organisation of relevant historical information; understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.</p> <p>A local history study; a study over time tracing</p> |

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| | | | how several aspects national history are reflected in the locality; a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. |
| MFL | Pupils to make substantial progress in one language: Listen attentively to spoken language and show understanding by joining in; explore the patterns and sounds of language; engage in conversations; ask and answer questions; express opinions and respond to those of others; speak in sentences, using familiar vocabulary, phrases and basic language structures; develop accurate pronunciation and intonation so that others understand; present ideas and information orally; read carefully and show understanding; appreciate stories, songs, poems and rhymes in the language; broaden their vocabulary; write phrases from memory, and adapt these to create new sentences; describe people, places, things and actions orally and in writing; understand basic grammar & key features and patterns of the language; apply these, for instance, to build sentences. | Pupils to make substantial progress in one language: Listen attentively to spoken language and show understanding by joining in; explore the patterns and sounds of language; engage in conversations; ask and answer questions; express opinions and respond to those of others; speak in sentences, using familiar vocabulary, phrases and basic language structures; develop accurate pronunciation and intonation so that others understand; present ideas and information orally; read carefully and show understanding; appreciate stories, songs, poems and rhymes in the language; broaden their vocabulary; write phrases from memory, and adapt these to create new sentences; describe people, places, things and actions orally and in writing; understand basic grammar & key features and patterns of the language; apply these, for instance, to build sentences. | Pupils to make substantial progress in one language: Listen attentively to spoken language and show understanding by joining in; explore the patterns and sounds of language; engage in conversations; ask and answer questions; express opinions and respond to those of others; speak in sentences, using familiar vocabulary, phrases and basic language structures; develop accurate pronunciation and intonation so that others understand; present ideas and information orally; read carefully and show understanding; appreciate stories, songs, poems and rhymes in the language; broaden their vocabulary; write phrases from memory, and adapt these to create new sentences; describe people, places, things and actions orally and in writing; understand basic grammar & key features and patterns of the language; apply these, for instance, to build sentences. |
| Programme for Y 3/4 | <i>Y3: Language awareness Y4: Spanish</i> | <i>Y3: Language Awareness Y4: Spanish</i> | <i>Y 3 and Y4: Spanish</i> |
| Art & Design | Pupils develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Create sketch books to record their observations and use them to review and revisit ideas; improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay); know about great artists, architects and designers in history. | Pupils develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Create sketch books to record their observations and use them to review and revisit ideas; improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay); know about great artists, architects and designers in history. | Pupils develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Create sketch books to record their observations and use them to review and revisit ideas; improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (e.g. pencil, charcoal, paint, clay); know about great artists, architects and designers in history. |
| Specific focus/ skills: | Picture frames Pencil - observations buildings | Observations in impression style - paint | Experimentation with pastel |
| Specific artists: | Charles Mackintosh | Impressionists- Van Gogh, Degas Sisley, Cassatt | Turner - London scenes |
| Music | Play and perform in solo and ensemble contexts, | Play and perform in solo and ensemble contexts, | Play and perform in solo and ensemble contexts, |

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| | using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music. | using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music. | using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music. |
| Specific focus | Two part harmony Year 3 recorders | Two part harmony Year 3 recorders Sergei Prokofiev- linked to stories | Two part harmony Year 3 recorders Composers |
| PE | Use running, jumping, throwing and catching in isolation and in combination; play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending; develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics; perform dances using a range of movement patterns; take part in outdoor and adventurous activity challenges both individually and within a team; compare their performances with previous ones and demonstrate improvement to achieve their personal best. | Use running, jumping, throwing and catching in isolation and in combination; play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending; develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics; perform dances using a range of movement patterns; take part in outdoor and adventurous activity challenges both individually and within a team; compare their performances with previous ones and demonstrate improvement to achieve their personal best. | Use running, jumping, throwing and catching in isolation and in combination; play competitive games, modified where appropriate, such as badminton, basketball, cricket, football, hockey, netball, rounders and tennis, and apply basic principles suitable for attacking and defending; develop flexibility, strength, technique, control and balance, for example through athletics and gymnastics; perform dances using a range of movement patterns; take part in outdoor and adventurous activity challenges both individually and within a team; compare their performances with previous ones and demonstrate improvement to achieve their personal best. |
| Specific focus | <i>Y3 Multi-skills/ gym/creative dance/circuits</i> <i>Y4 Netball/gym/creative dance/circuits</i> | <i>Y3 Dance/swimming</i> <i>Y4 Dance/hockey/gym</i> | <i>Y3 Athletics/traditional dance/rounders</i> <i>Y4 Athletics/cricket/net games</i> |
| RE | Christian Worship - How and why are churches different? (Agreed Syllabus 2013) | Islam - Why is prayer important to Muslims & not for some people? (Agreed Syllabus 2013) Being a Muslim | The Bible and sacred writings Christianity: what do people believe about creation? (Agreed Syllabus 2013) |
| PSHE | <u>Year 3 Citizenship 8 :</u> <u>Rights, Rules and responsibilities:</u> • Class and school rules and charters• Rights and responsibilities• Democracy at school• School and class councils• Decision making • Debating and | <u>Healthy and Safer Lifestyles 14:</u> <u>Healthy Lifestyles</u> • Effects of healthy eating and physical activity • Influences on food choices • Balanced diet • Eatwell plate• Basic food hygiene• Dental care | <u>Healthy and Safer Lifestyles 15:</u> <u>Drugs Education</u> • Range of experiences of change• Emotions involved in loss and change• Other aspects of change• People I see, people I don't see• Taking |

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| | <p>voting</p> <ul style="list-style-type: none"> Responsibilities at school and at home <p><u>Year 4 Citizenship 7</u> <u>Diversity and Communities</u></p> <ul style="list-style-type: none"> Identity• Similarities and differences• People in the community• People with different backgrounds Stereotypes• Community cohesion• Roles in the community• Local and wider environment• Basic animal welfare• Pet care• Role of the media- <p><u>Myself & My Relationships 12 Anti-bullying</u></p> <ul style="list-style-type: none"> Types of bullying including prejudice driven bullying Homophobic bullying • Bullying related to race, religion or culture• Physical, mental and emotional wellbeing <ul style="list-style-type: none"> Strategies for dealing with bullying including assertiveness • Networks of support• Bystanders | <ul style="list-style-type: none"> Leisure activities <p><u>Healthy and Safer Lifestyles 11</u> <u>Managing Risk</u></p> <p>Identifying types of risk • Dealing with pressure in risky situations • Reactions to risk</p> <ul style="list-style-type: none"> Taking action in an emergency <p><u>Citizenship 6</u> <u>Working Together (GFG)</u></p> <p>Recognising and valuing strengths</p> <ul style="list-style-type: none"> Developing skills • Steps towards goals Effective communication • Questioning skills <ul style="list-style-type: none"> Problem solving and perseverance Decision making • Communication and group work skills • Evaluating • Giving and receiving feedback | <p>responsibility for choices• Making amends• Confidence in new situations</p> <ul style="list-style-type: none"> Bereavement <p><u>Economic Wellbeing 2</u> <u>Financial Capability</u></p> <ul style="list-style-type: none"> Understanding large amounts of money• Sources of money• Saving and spending• Cash versus money• Keeping track of money• Value for money <ul style="list-style-type: none"> Impact of choices• Charities • Emotions |
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