

Lower Key Stage 2 (Years 3 & 4) Curriculum Map 2014-2015

Cycle A

Subject	Autumn Topic title: Dynamic Earth	Spring Topic title: Invaders and Settlers	Summer Topic title: Woodland
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	<i>Raymond Briggs: Ug</i> <i>Stone Age Boy</i>	<i>Captive Celts</i> <i>Boudica</i>	<i>To be decided</i>
Maths	Number: Number & Place Value, Addition & Subtraction, Multiplication & Division, Fractions (inc. decimals in Y4) Measurement Geometry: Properties of shapes; Position & direction Statistics	Number: Number & Place Value, Addition & Subtraction, Multiplication & Division, Fractions (inc. decimals in Y4) Measurement Geometry: Properties of shapes; Position & direction Statistics	Number: Number & Place Value, Addition & Subtraction, Multiplication & Division, Fractions (inc. decimals in Y4) Measurement Geometry: Properties of shapes; Position & direction Statistics
Science	Working scientifically: ask questions, notice patterns, group & classify, observe changes, conduct comparative & fair tests, draw simple conclusions & use some scientific language. Rocks: explore different kinds of rocks and soils, including those in the local environment. Forces & Magnets: know magnetic forces can act without direct contact; explore behaviour and uses of different magnets (for example, bar, ring, button and horseshoe).	Working scientifically: ask questions, notice patterns, group & classify, observe changes, conduct comparative & fair tests, draw simple conclusions & use some scientific language . In context science investigations linked to topic. Colour mixing. Fabric dyeing.	Working scientifically: ask questions, notice patterns, group & classify, observe changes, conduct comparative & fair tests, draw simple conclusions & use some scientific language. Plants: relationship between the structure and functions of a plant; e.g. leaves for nutrition & flowers for reproduction. All living things: study plants and animals in their habitat / how habitats change throughout the year. Put vertebrate animals into groups such as fish, amphibians etc.; and invertebrates into groups such as spiders, insects etc. State of matter: explore a variety of everyday materials and develop simple descriptions of the states of matter; observe water as a solid, a liquid and a gas (water cycle).
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	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

	to report concerns and inappropriate behaviour		algorithms and programs
Specific activities / programs: Yr 3	<i>Internet safety & research: Rising Stars Computing STARZ Simulation: BBC Stone Age boy</i>	<i>Microsoft Movie- Maker: (Rising Stars) STARZ Simulation: BBC Romans</i>	<i>Flow-all programming/bug fixers (Rising Stars) STARZ</i>
Specific activities / programs: Yr 4	<i>Internet safety & research: Rising Stars Computing STARZ Simulation: BBC Stone Age boy/</i>	<i>Microsoft Movie- Maker: (Rising Stars) STARZ Simulation: BBC Romans</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: apply their understanding of how to strengthen, stiffen and reinforce more complex structures;</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>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>
Specific focus	<i>Making decorated gingerbread biscuits with a box</i>	<i>Roman DT (levers)</i>	<i>Pop-up books/Outdoor cooking linked to campfires</i>
Geography	Human and physical geography - understand key aspects of physical geography, including: mountains, volcanoes and earthquakes.		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.
Specific localities:	<i>Fieldwork - Stibbington quarry visit Geography - physical geography - volcanoes,</i>		<i>Fieldwork in woodlands/Hinchingbrooke Park</i>

	<i>earthquakes, mountains</i>		
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>Changes in Britain from the Stone Age to the Iron Age; late Neolithic hunter-gatherers and early farmers; Bronze Age religion, technology and travel, e.g. Stonehenge; Iron Age hill forts: tribal kingdoms, farming, art and culture</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>The Roman Empire and its impact on Britain; Julius Caesar's attempted invasion in 55-54 BC; the Roman Empire by AD 42 and the power of its army; successful invasion by Claudius and conquest, including Hadrian's Wall; British resistance, e.g. Boudica; "Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</p> <p>Britain's settlement by Anglo-Saxons and Scots; Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire; Scots invasions from Ireland to north Britain (now Scotland); Anglo-Saxon invasions, settlements and kingdoms: place names and village life; Anglo-Saxon art and culture ; Christian conversion - Canterbury, Iona and Lindisfarne</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor; Viking raids and invasion; resistance by Alfred the Great and Athelstan, first king of England; further Viking invasions and Danegeld; Anglo-Saxon laws and justice ; Edward the Confessor and his death in 1066</p>	
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,	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,	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.	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.	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 Yr 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:	<i>Painting: Cave painting Drawing: basic skills Sculpture: mod-roc modelling</i>	<i>Sculpture: Roman clay pots</i>	<i>Drawing and painting from observation:: birds, plants...</i>
Specific artists:	<i>Stone Age paintings</i>	<i>Roman pottery</i>	<i>Darwin, scientific art</i>
Music	Play and perform in solo and ensemble contexts, 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.	Play and perform in solo and ensemble contexts, 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.	Play and perform in solo and ensemble contexts, 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	Two part harmony Year 3 recorders
PE	Use running, jumping, throwing and catching in	Use running, jumping, throwing and catching in	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.	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.	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 Viking dance/swimming</i> <i>Y4 Viking dance/hockey/gym</i>	<i>Y3 Athletics/traditional dance/rounders</i> <i>Y4 Athletics/cricket/net games</i>
RE	Church people - Who are the 'saints of God' & why are they important? (links to church calendar) (Agreed Syllabus 2013) Times and Seasons	Life of Jesus The Church Year - Is Easter a festival of new life or sacrifice? (Agreed Syllabus 2013)	Judaism - What is important for Jews about being part of God's family? (Agreed Syllabus 2013) The Bible as a book
PSHE	<i>Myself and My Relationships</i> <i>SEAL: New Beginnings/Say No to bullying</i> Myself & My Relationships 9: Beginning & Belonging/New Beginnings • Ground rules / class charters • Responsibilities • Belonging • New situations • Meeting new people • Managing feelings • Calming down • Making choices • Problem solving • Asking for help • Network of support Myself & My Relationships 11 Family & Friends Managing friendships • Special people and networks • Understanding and valuing difference • Other points of view • Compromise • Emotions in relationships • Conflict resolution • Family patterns • Networks of support Myself & My Relationships 12 Anti-bullying • Types of bullying including prejudice driven bullying • Homophobic bullying • Bullying related to race, religion or culture • Physical, mental and emotional wellbeing • Strategies for dealing with bullying including assertiveness • Networks of support • Bystanders	<i>SEAL: Getting on and Falling Out</i> Healthy & Safer Lifestyles 12 Safety Contexts • Road safety • Fire safety • Beach safety • Safety near inland waterways • Safety during activities and visits • Preventing accidents in familiar settings 16 Personal Safety • Personal safety • Responsibility for safety • Good and bad touches • Secrets, promises and tricks • Assertiveness • E-safety • Networks of support • Telling Myself & My Relationships 10 My Emotions Understanding feelings • Coping with feelings • Communicating emotions • Impact of emotions • Sharing feelings with others • Impulsive behaviour • Stopping and thinking before acting • Relaxation • Assertiveness • Help and support	<i>SEAL: Going for Goals/Changes</i> Sex and Relationships Education 13 • Difference between males and females • Valuing the body's uniqueness and capabilities • Responsibilities for hygiene Sex and Relationships Education 17 Stages of human life • Being grown up • My responsibilities • Parents' responsibilities Myself & My Relationships 13-Managing Change • Range of experiences of change • Emotions involved in loss and change • Other aspects of change • People I see, people I don't see • Taking responsibility for choices • Making amends • Confidence in new situations • Bereavement

* Ideally, there will be one topic title for KS1 per term so that, as we expand and mixed-age classes are likely, we can accommodate these