

Long Term Curriculum Map B 2020-2021

	Autumn	Spring	Summer			
Main Theme	<p>When Hitler stole pink rabbit</p> <p>Sep - Dec</p>	<p>Wind in the Willows</p> <p>Jan – April (Production during this term)</p>	<p>TOMB RAIDERS</p> <p>May – July</p>			
Key Texts	<p>When Hitler stole pink rabbit The Lion and the Unicorn Extracts from Goodnight Mr Tom (Rose Blanche)</p>	<p>Wind in the Willows The Borrowers</p>	<p>Egyptology The Egyptian Cinderella Scarabs Secret Miu the Pharaoh</p>			
Whole Class Texts (Guided Reading)	<p>Y3 - Varjak Paw Oliver and the Seawigs Y4 – Charlotte's Web One boy and his Dog</p>					
National Curriculum Objectives	<p>DT (Food – rations cooking)</p>	<p>Art (Propaganda posters Charcoal pictures (Lowry))</p>	<p>Art (Artist study (Monet) Watercolour)</p>	<p>Art (upcycled models Sketching close up items)</p>	<p>Art (Printing Clay – Canopic jars)</p>	<p>DT (Egyptian Shaduf)</p>
Meaningful links to foundation subjects	<p>History Hi2/2.2 Extended chronological study a significant turning point in British history, for example, the Battle of Britain</p>	<p>Geography Ge2/1.1 Locational Knowledge (locate the world's countries, using maps to focus on Europe (including the location of Russia)</p>	<p>Geography Ge2/1.3 Human and Physical Geography (describe and understand key aspects of physical geography, including: rivers and the water cycle)</p>	<p>Geography Ge2/1.4 Geographical Skills and Fieldwork (Local river study)</p>	<p>History Hi2/2.3 Ancient Civilizations Ancient Egypt</p>	<p>Science Sc4/3.1 States of Matter</p>
			<p>Science (STEM PROJECT?)</p>	<p>PE</p>		<p>Geography Ge2/1.3 Human and Physical Geography (describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of</p>

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	<p>Science <u>Sc3/2.2 Animals including humans</u></p> <p>PE <u>Dance</u> Yr 3 - (Linked to theme) Yr 4 – Maths on the Move</p> <p>Yr 3&4 - Invasive games Hockey</p> <p>RE <u>L2.6 Why do some people think that life is a journey and what significant experiences mark this?</u></p> <p>PSHE <u>Protective Behaviours</u></p> <p>Computing Y3 – Textease Branch (BRANCH!) Personal Information and Passwords (SMART)</p>	<p>Science <u>Sc4/4.2 Electricity</u></p> <p>PE <u>Gymnastics</u> Yr 3 - (Jumping and landing) Yr 4 – Maths on the Move</p> <p><u>Invasion Games</u> Yr 3&4 – Tag Rugby</p> <p>RE <u>L2.6 Why do some people think that life is a journey and what significant experiences mark this?</u></p> <p>PSHE</p> <p>Computing Y3 – 2Code – Gibbon / Intro to Scratch (PROGRAM! a) Y4 - 2Code – Gorilla / Continued</p>	<p>Science <u>Sc3/2.1 Plants</u></p> <p>PE <u>Yr 3 – Circuit Training</u></p> <p>Yr 3&4 - Invasive games- netball/basketball skills and small sided games</p> <p>Yr 4 – <u>Swimming</u></p> <p>RE <u>L2.2 Why is the Bible so important for Christians today?</u></p> <p>PSHE</p> <p>Computing Y3 – iPads – create adverts on iMovie (CREATE a) Personal Information and Passwords (SMART) Y4 - Textease Spreadsheet and Excel (SPREADSHEETS)</p>	<p>PE Yr 3 – <u>Swimming</u></p> <p>Yr 3&4 - <u>Striking and fielding games</u>-mini rounders and cricket</p> <p>Yr 3 – <u>Swimming</u></p> <p>RE <u>L2.3 Why is Jesus inspiring to some people?</u></p> <p>PSHE <u>Spring Fever</u></p> <p>Computing Y3 - Touch-typing Text-ease Turtle (EXPLORE!) Y4 - Stop Frame Animation (CREATE b) Responsibility and blogging (FLAG!)</p> <p>Music</p> <p>Values for Life: Trust (Easter) Courage (Lent)</p>	<p>Yr 3&4 <u>Over the net games</u>- tennis</p> <p>Yr 3&4 - <u>Athletics</u>-run, throw, jump</p> <p>RE <u>L2.9 What can we learn from religions about deciding what is right and wrong?</u></p> <p>PSHE</p> <p>Computing Y3 – Film Editing (CREATE c) Y4 – Blogging (COLLABORATE!)</p> <p>Music</p> <p>Values for Life: Collaboration Truthfulness</p>	<p>natural resources including energy, food, minerals and water)</p> <p>Science <u>Sc3/4.2 Forces and Magnets</u></p> <p>PE Yr 3&4 - <u>Athletics</u>-run, throw, jump Yr 3&4 - <u>Striking and fielding games</u>- mini rounders and cricket</p> <p>RE <u>L2.9 What can we learn from religions about deciding what is right and wrong?</u></p> <p>PSHE</p> <p>Computing Y3 – Scratch (SYSTEMS) Responsibility and blogging (FLAG!) Y4 – Video editing – Imovie and GarageBand (BROADCAST! a)</p>
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	<p style="color: green;">Y4 - Making Sense (THINK!)</p> <p style="text-align: center;"><u>Music</u></p> <p><u>Values for Life:</u> Thankfulness (Harvest, for others, opportunities and what we have) Responsibility</p>	<p style="color: green;">Scratch (PROGRAM! b) Responsibility and blogging (FLAG!)</p> <p style="text-align: center;"><u>Music</u></p> <p><u>Values for Life:</u> Love (kindness)</p> <p>Preparation (Advent)</p>	<p style="text-align: center;"><u>Music</u></p> <p><u>Values for Life:</u> Perseverance (choosing to face challenges) Loyalty (to beliefs, personal values, friends)</p>			<p style="color: green;">Digital Footprints (RESPECT!)</p> <p style="text-align: center;"><u>Music</u></p> <p><u>Values for Life</u> Love (choosing to love something/some one- making good choices) Justice (fairness, making choices)</p>
<p>Key Skills</p>	<p style="text-align: center;">Working Scientifically</p> <p style="text-align: center;">During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <p style="text-align: center;">Sc4/1.1 asking relevant questions and using different types of scientific enquiries to answer them Sc4/1.2 setting up simple practical enquiries, comparative and fair tests Sc4/1.3 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Sc4/1.4 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Sc4/1.5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Sc4/1.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Sc4/1.7 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Sc4/1.8 identifying differences, similarities or changes related to simple scientific ideas and processes Sc4/1.9 using straightforward scientific evidence to answer questions or to support their findings.</p> <p style="text-align: center;">Geographical Skills and Fieldwork</p>					

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	<p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Ge2/1.4b use the 8 points of a compass, 4 and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Ge2/1.4c use fieldwork to observe, measure, record and present 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 style="text-align: center;">History - Chronology</p> <p>Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study</p>
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