

Whole School Curriculum Map KS2 YEAR THREE & FOUR

All topics based on Edison or Chris Quigley units which are supplemented by: Rigby Star Science units, PSHE scheme of work, PE, Cambridgeshire Agreed syllabus for RE. Music Express. Chris Quigley curriculum objectives are followed and covered over each 2 year Phase for every subject. Computing scheme?

Assessment

Term	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year Three and Four						
Theme	Chocolate	Romans	Alice in Wonderland	Eurovision	Do the Locomotion	It's a Bugs life
	Charlie and the Chocolate Factory	Escape from Pompeii	Alice in Wonderland	How the Troll was tricked (Norwegian Legend)	The Railway Children	Y3: The Wolves in the Walls Y4: Beetle Boy
	Instructions	Travel brochure for visit to Pompeii	How do we hear?	Non-chron report-human / physical landmarks	Poetry	The Beetle Collector's Handbook- Info Text
	Y3 Maths: Place Value, addition and subtraction.	Y3 Maths: Multiplication and division, measurement.	Y3 Maths: Multiplication and division, measurement.	Y3 Maths: Fractions / consolidation	Y3 Maths: Fractions, Geometry	Y3 Maths: (Complete geometry) Measurement, statistics.
Subject Focus	History Science	History	Science	Geography Music	History	Science
Enrichment	Cadbury World	Flag Fen	Magna Science	Y3&4 Performance	Nene Valley Railway	Rutland Water

Specific School Value	Care/Respect: Keeping healthy, understanding other cultures	Respect: Cultural diversity, handling historical and religious artefacts	Adventure centre Collaboration: working scientifically	Aspiration/collaboration : Teamwork in putting together a show	Residential Visit Aspiration/Challenge: exploring theme of bravery in The Railway children. Right and wrong.	RE visit to mosque / Gurdwara Care/Respect: For nature and the environment
PSHE	Myself and My Relationships 9 Beginning and Belonging	Citizenship 8 Rights, Rules and Responsibilities	Myself and My Relationships 12 Anti-Bullying	Healthy and Safer Lifestyles 16 Personal Safety	Healthy and Safer Lifestyles 11- Managing Risk	Healthy and Safer Lifestyles 13 & 17 SRE
Science	Teeth and eating Y4- name,function,care Identify the different types of teeth in humans and their simple functions. Looking at states Y4- solids,liquids,gas Compare and group materials together, according to whether they are solids, liquids or gases. Materials change state when they are heated or cooled		Mirror Mirror Light We need light to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Light from the sun can be dangerous. How shadows are formed. The way that the size of shadows change. Investigation: How the size of a shadow changes	What's that sound? Sound How sounds are made- something vibrating. Vibrations from sounds travel through a medium to the ear.	How does your garden grow? Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. Plants require growth (air, light, water, nutrients from soil, and room to grow) How water is transported within plants. The role of flowers- including pollination, seed	Living Things Y4 Habitats and classification Recognise that living things can be grouped in a variety of ways. Explore and use classification keys. Recognise that environments can change and that this can sometimes pose dangers to specific habitats.

	<p>Measure the temperature at which this happens in degrees Celsius (°C).</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Investigation:</p>		with distance.		<p>formation and seed dispersal.</p> <p>Investigation: what plants need Recap sunlight, temperature, water and focus on space</p>	<p>Construct and interpret food chains, identifying producers,</p>
History	<p>Mayans Early Civilizations achievements and an in-depth study Investigate and interpret past Overview of world history Develop understanding of chronology Communicate historically</p>	<p>Invaders and settlers Celts Romans Investigate and interpret past Overview of world history Develop understanding of chronology Communicate historically</p>			<p>History of the Railways Enquiry Different accounts of historical events Use sources of evidence Use evidence to answer questions about the past</p>	
Geog	Understand geographical	Evidence of Romans and		Use maps/globes	Fieldwork/mapwork Use 8 points of	

	similarities and differences through study of an area of S America	Celts in local area		Name and locate the countries of Europe Describe key aspects of: Physical geography: rivers, mountains, volcanoes. Human geography: population and landmarks	compass Use geographical sources Fieldwork of local area	
Art	<ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. 	<p>Use clay and other mouldable materials.</p> <ul style="list-style-type: none"> • Add materials to provide interesting detail 			<p>Collage</p> <ul style="list-style-type: none"> • Select and arrange materials for a striking effect. • Ensure work is precise. • Use coiling, overlapping, tessellation, mosaic and montage. 	<p>Drawing</p> <ul style="list-style-type: none"> • Use different hardnesses of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. <p>Artist: Leonardo DaVinci</p>
Design Technology	Food - Design, make, evaluate & improve – own chocolate bar, Inspiration from design - chocolate bar packaging	Textiles: Appropriate decoration techniques/ seam allowance for creating a Roman item of clothing		<i>Optional additional/ independent task</i> <i>Materials -Design, make, evaluate & improve - earmuffs</i>		Design, make, evaluate and improve / Construction – Bug Hotels

Religious Education Year 3	To understand practices and lifestyles Core unit: The Church Year. Is Christmas a festival of light or love?	To understand beliefs and teachings SDU Christian people Is there a special person whom you look up to or whose example you follow?	To understand practices and lifestyles (celebrations) Core unit: The Church Year. Is Easter a festival of new life or sacrifice?	To understand how beliefs are conveyed SDU: Islamic rites of Passage	To reflect SDU: Islamic places MOSQUE TRIP- date dependant on Ramadan	To understand values SDU Islamic people
Religious Education Year 4	To understand practices and lifestyles SDU: Christian worship Who else do people express different emotions with?	To reflect SDU: Christian writings What books or stories help people or make them think?	To understand how beliefs are conveyed (symbols) Core unit: Words of Wisdom. How does the Torah influence the lives of Jewish people?	SDU: Jewish beliefs What do people believe about life after death?	To reflect (Belonging, myself, Leaders and Teachers) SDU Sikhism Guru Nanak	To understand practices and lifestyles (celebrations) Core unit: Sikhs in Britain. What is it like to be a Sikh in Peterborough? Guardwara Visit
Physical Education	Y3- Invasion Games - Football Y4- Invasion Games - TAG Rugby	Y3 and 4- Invasion Games Y3- TAG Rugby Y4- Gymnastics	Y3- Gymnastics Y4- Dance	Y3- Dance Y4- Invasion Games Y4- Swimming	Y3 and 4- Athletics Tennis Y3- Swimming	Y3 and 4- Striking and Fielding Games Y3- Tennis Y4- Rounders
Computing	Coding	Coding	Communicating	To communicate	To collect	Programming

	Espresso Coding (Block Coding/ Starter E-safety/ Gooseberry Playground (Lesson 1 & Gooseberry app game)	Espresso Coding (Block Coding/Unit 3a: E-safety/ Gooseberry Playground (Lesson 2 & Gooseberry app game)	and Understanding Technology Powerpoint (Slides) E-safety/ Gooseberry Playground (Lesson 3 & Gooseberry app game)	E-safety/ Gooseberry Playground (Lesson 4 & Gooseberry app game)	Databases E-safety/ Gooseberry Playground (Lesson 5 & Gooseberry app game)	Espresso Coding (Block Coding/Unit 3b: E-safety lesson & Gooseberry app game
Music See Music Express overview for Year 3/4	Music Express: Food and Drink (3) Performing Accompaniments: Using a score and combining sounds to create different musical textures	Music Express: In the Past (3) Understanding pitch Learning to read simple pitch notation	Music Express: Environment (4) Exploring combinations of different timbres to accompany a song Learning how to accompany a song with drone and ostinato on tuned percussion	Music Express: Sounds (4) Learning how sounds are produced and how instruments are classified Learning about aerophones Understanding musical conversation structure	Music Express: Poetry (4) Enhancing and extending the performance of a poem using vocal patterns Creating a piece of 'playground music' out of layered vocal patterns as part of a performance piece	Music Express: Poetry (3) Combining two rhythmic patterns using body percussion and percussion instruments as part of a performance piece