

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.

Assessment

Term	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Year Three and Four						
Theme	Awesome Egyptians Y3 The Flood Y4 Secrets of a sun King Emma Carroll	Land of Hope and Glory Y3- The Arrival, Shaun Tan. Y4-Stories set in places where children have been.	Bright sparks Iron Man- Ted Hughes Poetry (Y3 Shape Poems / Calligrams Y4Haikus and cinquains)	Boggles and Boggarts! Fenland Folklore- Myths Instructions- How to Make a Keepsake	Stone Age to Bronze Age Stone Age Boy / Bronze Age Diary	What happens inside us? Feast (Fiction) Explanation- how the heart works
Subject Focus	History Design Technology	Geography Art and Design	Science Design Technology	Geography History	History Science	Science Art and design
Enrichment	History off the Page	Ferry Meadows	Think Tank	Ramsey Heights Y3&4 Performance	Flag Fen	RE visit to Gurdwara/Mosque
Specific School Value	Respect: Beliefs and culture in the past and present	Care: For our local area and our country	Collaboration/challenge: Working scientifically to make	Aspiration/challenge: Putting on a show	Respect: Listening to different points of	Care/repsect: For ourselves and others, keeping helathy and

			something work		view about the past	safe
PSHE	Myself and My Relationships 11 Family and Friends	Economic Wellbeing 2 Financial Capability	Citizenship 6 Working Together	Citizenship 7 Diversity and Communities	Healthy and Safer Lifestyles 14 Healthy Lifestyles	Healthy and Safer Lifestyles 13 & 17 SRE
Science	<p>Opposites Attract Magnets</p> <p>Magnetic forces can act at a distance.</p> <p>Magnets attract or repel each other and attract some materials and not others.</p> <p>Which materials are attracted to a magnet, Identify some magnetic materials.</p> <p>Magnets have two poles.</p>		<p>Power It Up Electricity</p> <p>Construct a series electrical circuit, naming cells, wires, bulbs, switches and buzzers.</p> <p>Circuits need to be complete.</p> <p>Switches- how and why they work.</p> <p>Investigation: Conductors and insulators.</p>		<p>Earth Rocks Rocks, soils and fossils</p> <p>Compare and group rocks.</p> <p>Explore properties of rocks and their type.</p> <p>Describe how fossils are formed.</p> <p>Soils are made from rocks and organic matter.</p>	<p>Food and Our Bodies</p> <p>Identify that animals, including humans need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.</p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify that humans and some animals have skeletons and muscles for support.</p>
History	In depth study Describe Ancient Egyptian culture Describe the beliefs of the Ancient Egyptians			Place events, artefacts and historical figures on a time line using dates.	Give a broad overview of life in Britain from ancient until medieval times.	

	<p>Describe what life was like for rich and poor</p> <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology. 			<p>Understand the concept of change over time, representing this, along with evidence, on a time line.</p> <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change • chronology. 	<p>Use dates and terms to describe events.</p> <p>Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ</p> <p>Use different sources of evidence in an enquiry</p>	
Geog		<p>Name and locate counties and cities of the UK</p> <p>Fieldwork of human and physical features at Ferry Meadows</p> <p>Using the eight points of the compass</p> <p>4 figure grid references</p>		<p>Land use patterns</p> <p>Maps and symbols</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (The Fens)</p>		
	<p>Sculpture</p> <p>Create and combine</p>	<p>Drawing • Use different</p>	<p>Printing • Use layers of two or more</p>	<p>Textiles</p> <p>• Show precision in</p>	<p>Painting • Use a number of brush</p>	

Art	<p>shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</p> <ul style="list-style-type: none"> • Include texture that conveys feelings, expression or movement. • Use clay and other mouldable materials. • Add materials to provide interesting detail 	<p>hardnesses of pencils to show line, tone and texture.</p> <ul style="list-style-type: none"> • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture. 	<p>colours.</p> <ul style="list-style-type: none"> • Replicate patterns observed in natural or built environments. • Make printing blocks (e.g. from coiled string glued to a block). • Make precise repeating patterns. • Digital media • Create images, video and sound recordings and explain why they were create 	<p>techniques.</p> <ul style="list-style-type: none"> • Choose from a range of stitching techniques. • Combine previously learned techniques to create pieces 	<p>techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</p> <ul style="list-style-type: none"> • Mix colours effectively. • Use watercolour paint to produce washes for backgrounds then add detail. • Experiment with creating mood with colour. 	
Design Technology	<p>Mechanisms – levers, winding mechanisms, pulleys and gears – shaduf, Design throughout history</p>		<p>Electricals and electronics – create series and parallel circuits Computing control and monitor models</p>			<p>Food-measure ingredients to the nearest gram accurately. Follow a recipe</p>
Religious Education Year 3	<p>To understand practices and lifestyles</p> <p>Core unit: The Church Year. Is Christmas a festival of light or love?</p>	<p>To understand beliefs and teachings</p> <p>SDU Christian people Is there a special person whom you look up to or whose</p>	<p>To understand practices and lifestyles(celebrations</p> <p>Core unit: The Church Year. Is Easter a festival of new life or sacrifice?</p>	<p>To understand how beliefs are conveyed</p> <p>SDU: Islamic rites of Passage</p>	<p>To reflect</p> <p>SDU: Islamic places</p>	<p>To understand values</p> <p>SDU Islamic people</p>

		example you follow?				
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? Visit to the Gurdwara
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 Y3- Swimming	Y3 and 4- Striking and Fielding Games Y3- Tennis Y4- Rounders
Computing	Coding Espresso Coding (Block Coding/ Starter) E-safety/ Gooseberry Playground (Lesson 1 & Gooseberry app game)	Coding Espresso Coding (Block Coding/Unit 3a: E-safety/ Gooseberry Playground (Lesson 2 & Gooseberry app game)	Communicating and Understanding Technology Powerpoint (Slides) E-safety/ Gooseberry Playground (Lesson 3 & Gooseberry app game)	To communicate Slides app- application of previous terms skills teaching. E-safety/ Gooseberry Playground (Lesson 4 & Gooseberry app game)	To collect Databases E-safety/ Gooseberry Playground (Lesson 5 & Gooseberry app game)	Programming Espresso Coding (Block Coding/Unit 3b: E-safety lesson & Gooseberry app game

<p>Music See Music Express overview for Year 3/4</p>	<p>Ancient Worlds Music Express (4) Learning a verse and chorus song Understanding that melodies have phrases Exploring layers and layering</p>	<p>Environment-Music Express (3) Selecting descriptive sounds to accompany a poem Creating a musical re-telling of a poem Singing in two-part harmony Accompanying a song with a melodic ostinato Timbre</p>	<p>Communication: Music Express (4) Copying rhythms and a short melody Playing ostinati and layering them in a performance Using music to communicate a meaning Composing a rap Playing ostinati and layering them in a performance</p>	<p>Recycling – Music Express (4) Making instruments Performing verse and chorus structure Interpreting notation Improvising</p>	<p>Time – Music Express (4) Identifying metre in a piece of music Understanding syncopation and using off-beat rhythms in improvisation Combining independent parts in more than one metre</p>	<p>Human Body Music Express (3) Understanding call and response structure Performing word rhythms Exploring sounds</p>
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