



Danbury Park Community Primary School Key Stage 2 Long Term Curriculum Map Class Dove (Year 3 and 4) 2019-20

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Invaders, Settlers and Heroes	Invaders, Settlers and Heroes	The Mayans!	The Mayans!	Danbury	Danbury
English	Story with an historical setting Reports	Play Scripts Poetry Letter Writing	Traditional Tales - myths and legends persuasion	Report writing Poetry	Adventure and Mystery stories Explanations	Information Texts Poetry structure - narrative poetry Stories from other cultures
Maths	Place value (including decimals) Mental Calculation Written addition and subtraction (including problems and inverse) Area and Perimeter	Area and Perimeter Counting and Written and mental multiplication Written and mental division	Place value Counting incl. negative numbers Mental and written multiplication Mental and written division	Statistics Fractions and decimals	Number Geometry - Properties of shape Measurement - Time and Money	Measures - Mass and Capacity Geometry - Position and Direction
Science	<p>States of matter 'Working Scientifically' to explore... Grouping and comparing solids, liquids and gases Changing state -observing heating and cooling and measure/research temperature this happens in degrees Celsius (°C)</p> <p>Electricity 'Working Scientifically' to explore... Appliances Simple series circuits, including cells, wires, bulbs, switches and buzzers Common conductors and insulators</p> <p>Forces and Magnets Compare how things move on different surfaces Notice that some forces need contact between two objects, but magnetic forces can act at a distance</p>		<p>Sound 'Working Scientifically' to explore... Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from a sound travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.</p> <p>Light 'Working Scientifically' to explore... Recognise that they need light in order to see things and that dark is the absence of light</p>		<p>Year 4 - Human Biology 'Working Scientifically' to explore... Heart, blood and circulation Lungs Skeleton and joints Teeth Digestive system Keeping healthy</p> <p>Year 3 - Rocks 'Working Scientifically' to explore... Compare and group different kinds of rock</p>	<p>Year 4 - Human Biology 'Working Scientifically' to explore... Sexual organs Puberty Pregnancy and childbirth Caring for a new-born Early child development</p> <p>Year 3 - Living things and their habitats 'Working Scientifically' to explore... Grouping living things</p>



	<p>Observe how magnets attract or repel each other and attract some materials and not others Describe magnets as having two poles Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p>Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by a solid object Find patterns in the way that the sizes of shadows change.</p>	<p>Explain how fossils are formed Recognise soils are made from rock and organic matter</p>	<p>Classification keys Local and wider environments Human dangers to environments</p>		
<p>Working Scientifically: Ask relevant questions Use different types of scientific enquiries to find evidence and answers (comparative and fair tests) Make systematic and careful observations Take accurate measurements using standard units (including thermometers and data loggers) Gather, record, classify and present findings and data using simple scientific language, drawings, labelled diagrams, keys, bar charts, tables, oral and written explanations Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identifying differences, similarities or changes related to simple scientific ideas and processes</p>						
<p>Computing</p>	<p>Talk about 'personal' information and how to be SMART online (chat rooms). Research information using a range of media. Follow straightforward lines of enquiry. Present information using Microsoft Word and PowerPoint. Carry out virtual experiments and explain how changes occur.</p>	<p>Use Google Sketch up to create a model (Anglo-Saxon village). Present work in an appropriate format. Use ICT tools to solve problems and find the best solution. Research information using a range of media. Follow straightforward lines of enquiry. Present information using Microsoft Word and PowerPoint.</p>	<p>Talk about 'personal' information' and how to be SMART online (photos). Research information using a range of media. Follow straightforward lines of enquiry. Present information using Microsoft Word and PowerPoint. Carry out virtual experiments and explain how changes occur. Record audio files, take photos and edit both sounds and images to create a stop-motion animation.</p>	<p>Research information using a range of media. Follow straightforward lines of enquiry. Carry out virtual experiments and explain how changes occur. Present information using Microsoft Word, Publisher and PowerPoint. Model potential costs using a spreadsheet (formulae).</p>	<p>Comment positively and respectfully online. Research information using a range of media. Follow straightforward lines of enquiry. Present information using Microsoft Word and PowerPoint. Write a set of instructions to create a final outcome using Logo.</p>	<p>Comment positively and respectfully online. Research information using a range of media. Follow straightforward lines of enquiry. Present information using Microsoft Word, Publisher and PowerPoint. Write a set of instructions to create a final outcome using Logo. Use formulae in a spreadsheet to calculate.</p>



<p>History</p>	<p>Britain's Settlement by Anglo-Saxons Specific vocabulary (e.g. settlement, invasion, civilization) Chronology: timelines, historical periods, dates Life after Roman withdrawal from Britain c. AD 410 Features, sequence and duration of Anglo-Saxon society Settlement and everyday life (including clothing and kingdoms) Sutton Hoo and King Raedwald discovery Sharing understanding in different ways (e.g. speaking, role-play, drawing and writing)</p>		<p>Mayan civilization c. AD 900 (A non-European society that provides contrasts with British history) Specific vocabulary (e.g. settlement, invasion, civilization) Chronology: timelines, historical periods, dates Features and duration of Mayan society Settlement and everyday life (including dodgeball, temples, belief system and diets) Number system Importance of chocolate (and transport to Europe) Sharing understanding in different ways (e.g. speaking, role-play, drawing and writing)</p>		<p>Danbury Local history of Danbury and the surrounding area.</p>	
<p>Geography</p>	<p>Name and locate world's seven continents and five oceans. Name and locate countries and counties of the UK. Use maps, atlases, globes and digital mapping. Understand why people migrate.</p>	<p>Understand why people migrate.</p>	<p>Name and locate world's seven continents and five oceans. Name countries, regions, mountains and deserts in North and South America. Use maps, atlases, globes and digital mapping.</p>	<p>Describe types of settlements and land use, economic activity and distribution in natural resources. To locate ancient Mayan cities.</p>	<p>Name countries, regions, mountains and deserts in Europe. Use fieldwork to observe, measure and record human and physical features in the local area. Compare region of UK with region in Europe (human and physical).</p>	<p>Year 3 only: Describe and understand biomes. Use 8 points of a compass and 2 figure grid references (including OS). Year 4 only: Use 8 points of a compass and 4 figure grid references (including OS).</p>
<p>Art & Design</p>	<p>Use sketchbooks to record visual information Sketching to create texture Adapt and improve work Create printing blocks using an impressed method Create repeating</p>	<p>Plan, design and make models from observation Use clay to create a simple 3-D object Construct a simple base for extending and joining other shapes. Develop skills in stitching, cutting and</p>	<p>Draw for a sustained period of time at an appropriate level. Use sketchbooks to record visual information Experiment with different grades of pencil and other implements to create lines and marks.</p>	<p>Use sketchbooks to record visual information Use papier mache to create a simple 3-D object Collage techniques, e.g. tearing, overlapping, layering</p>	<p>Use sketchbooks to record visual information Experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures. Use collage as a means of collecting ideas and information and building a visual vocabulary.</p>	



	patterns when printing. Print with two colour overlays	joining Adapt and improve work	Experiment with different effects and textures using paint. Adapt and improve work			
Design Technology	<p style="text-align: center;">Purse Making</p> <p>Generate, develop and explain idea for products to meet needs. Select appropriate tools and techniques. Measure, mark, cut out and shape a range of materials. Join and combine components. Reflect on progress and how to improve.</p>		<p style="text-align: center;">Tasty Tacos</p> <p>Explore qualities of materials and how to use materials and processes. Measure and shape a material.</p>		<p style="text-align: center;">Treasure Boxes</p> <p>To relate the way things work to their intended purpose. To compare different materials using a variety of different tests. To evaluate the material and to consider ways of reinforcement. To explore, develop, plan and communicate aspects of their design in a variety of ways. To develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if first attempts fail. To evaluate their constructions, identifying strengths and areas for development, carrying out appropriate tests.</p>	
Music	We are learning about how to notate music in different ways, starting with musical cells, using Anglo Saxon runes to represent different musical ideas. We will be using our notated music to see how we can play the cells in a different order to make it new. We will also be learning about and listening to music by our first two	This half term we will be adding pitch to our notation skills and beginning to write melodies. Then we will be concentrating on learning our songs for the Christmas production. We will also be learning about and listening to music by our next Composers of the Month: Chopin and	We will be looking at music for a purpose this half term, referring to the Mayan's use of music for celebration, and creating a dance for a ritual. We will be concentrating on fitting our moves to the timing of the music and its style. We will also be learning about and listening to music by our two Composers of	This half term we will be learning our songs for the Easter celebration and creating some art as we are learning about and listening to music by our next Composer of the Month, Haydn.	This half term we will be learning the ukelele, concentrating on reading music and chords and working towards performing a song as a class. We will be learning about and listening to our two Composers of the Month: Chaminade and Faure.	This half term we will be listening to Prokofiev's Peter and the Wolf and responding creatively to the music. We will also study our final Composers of the Month: Copland and Bernstein.



	Composers of the Month: Vaughan Williams and Amy Beach.	Prokofiev.	the Month: Brahms and Stravinsky.			
PE	<p>Indoor: Dance Respond to a range of stimuli. Use simple movement patterns. Repeat and remember dance phases. Evaluate following specific criteria.</p> <p>Outdoor: Tag Rugby Know the rules of tag rugby. Travel with the ball, and pass to teammates. Shoot a stationary ball.</p>	<p>Indoor: Gymnastics Understand how levels, directions and speeds enhance performance. Use floor space and apparatus safely and imaginatively. Evaluate following specific criteria.</p> <p>Outdoor: Football Know the rules of football. Travel with the ball, and pass to teammates. Shoot a stationary ball.</p>	<p>Indoor: Gymnastics Demonstrate a range of ways of travelling, both on the floor and on apparatus. Safely demonstrate a range of rolls. Use floor space and apparatus safely and imaginatively. Evaluate following specific criteria.</p> <p>Outdoor: Hockey Know the rules of hockey. Travel with the ball, and pass to teammates.</p>	<p>Indoor: Dance Work in small groups to develop movement. Compose, using a range of new devices in dance. Perform actions of jumping with greater control. Link movements and sections together. Evaluate following specific criteria.</p> <p>Outdoor: Netball Know the rules of netball. Travel with the ball, and pass to teammates.</p>	<p>Year 3: Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively Outdoor: Rounders To work alone, in pairs and as a member of the team. To have an understanding of safety. To throw and catch with control and accuracy. To learn how to play rounders using official rounders rules.</p> <p>Outdoor: Athletics To develop and practise basic skills in running over short distances and relays. To develop and practise basic skills in jumping for length. To develop and practise basic skills in throwing for accuracy and distance using a variety of equipment.</p>	
RE	Hinduism: Worship Features of the mandir Congregational puja The home shrine and puja in the home	Christianity: The Start of Jesus' Ministry Christianity: The Importance of Jesus.	Buddhism: Buddha's Life and Image.	Christianity: The Teaching of Jesus Christianity: Events recalled during Holy Week.	Sikhism: Temples and the Holy Book.	Judaism: The Promised Land and Rites of Passage.
PSHEe & C	<p>Health and Well Being Healthy Lifestyles: to understand what positively and negatively affects their physical, mental and emotional health. Keeping Safe: to find ways of managing risk in familiar situations and keeping safe.</p>		<p>Relationships Healthy Relationships: to recognise a wider range of feelings in others and how to respond to how others are feeling. Feelings and Emotions: about the concept of keeping something confidential or secret and</p>		<p>Living in the Wider World Rights and Responsibilities: to discuss and debate issues concerning health and wellbeing, to discuss the ways in which rules and laws keep people safe, to take part in making and changing rules. Taking Care of the Environment: to talk about</p>	



	<p><i>Growing and Changing</i>: to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals.</p>		<p>about when they should or should not agree to keeping a secret. <i>Valuing Difference</i>: to listen and respond respectfully to a wide range of people. To share their points of view about differences and similarities between people, but understand everyone is equal and to recognise bullying and how to respond and ask for help.</p>		<p>their responsibilities, rights and duties (home, school and the environment) and about the sustainability of the environment across the world. <i>Money</i>: to understand the terms 'interest' and 'loan' and to know what it means to be 'enterprising'.</p>	
<p>Languages French</p>	<p>Unit 13 - En route pour l'école In this unit children learn to say the alphabet in French and continue to gain confidence in using numbers. They learn how to understand and use names for places in their local area. They follow and give directions, and they describe their route to school. They learn some strategies for keeping a conversation going.</p>	<p>Unit 14 - Notre école In this unit children extend their knowledge of places around the school and learn to talk about everyday routines and subjects studied during the school day. They revise telling the time to the hour and extend this to using half-hours and</p>	<p>Unit 15 - Bon appétit In this unit children will learn to ask for drinks, and food. They extend their knowledge of the perfect tense by saying what others are eating or drinking. They will use the imperative form to place orders.</p>	<p>Unit 16 - Monter un café Children will learn to recognise and respond to sound patterns and words in French. They will learn more about food and drink and how to order these in a café.</p>	<p>Unit 17 - Scène de plage Children will use both new and familiar language to describe a painting, <i>Scène de plage</i> by Degas. They use their knowledge to write and perform their own poetry inspired by the painting.</p>	<p>Unit 18 - Au parc d'attractions Children will ask and answer questions about rides at a theme park. They gain confidence in manipulating numbers to 100. They create a short text to describe a visit to a theme park and say what they thought about the rides.</p>