



Danbury Park Community Primary School Key Stage 2 Long Term Curriculum Map Class Dove (Year 3 and 4) 2020-21

	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	Reports Traditional Tales - myths and legends	Play Scripts Poetry Letter Writing	Persuasion Story with an historical setting	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 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	States of matter <i>'Working Scientifically' to explore...</i> Grouping and comparing solids, liquids and gases Changing state -observing heating and cooling and measure/research temperature this happens in degrees Celsius (°C) Electricity <i>'Working Scientifically' to explore...</i> Appliances Simple series circuits, including cells, wires, bulbs, switches and buzzers Common conductors and insulators		Sound <i>'Working Scientifically' to explore...</i> 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. Light <i>'Working Scientifically' to explore...</i> Recognise that they need light in order to see things and that dark is the absence of light		Year 4 - Human Biology <i>'Working Scientifically' to explore...</i> Heart, blood and circulation Lungs Skeleton and joints Teeth Digestive system Keeping healthy Year 3 - Rocks <i>'Working Scientifically' to explore...</i> Compare and group different kinds of rock	Year 4 - Human Biology <i>'Working Scientifically' to explore...</i> Sexual organs Puberty Pregnancy and childbirth Caring for a new-born Early child development Year 3 - Living things and their habitats <i>'Working Scientifically' to explore...</i> Grouping living things



		<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 the world's seven continents and five oceans. Name and locate the 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 patterns when</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 joining</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. Experiment with</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>	



	printing. Print with two colour overlays	Adapt and improve work	different effects and textures using paint. Adapt and improve work			
Design Technology	<p>Purse Making 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>Tasty Tacos Explore qualities of materials and how to use materials and processes. Measure and shape a material.</p>		<p>Treasure Boxes 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 Composers of the	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 Prokofiev.	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 the Month: Brahms	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.



	Month: Vaughan Williams and Amy Beach.		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</p> <p>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	<p>Hinduism: Gods, Goddesses and their Stories To have an understanding of Braman and the Hindu Trinity; Brahma (creator), Vishnu (preserver) and Shiva (destroyer) To learn about other important Hindu gods and goddesses.</p>	<p>Christianity: The Start of Jesus' Ministry Christianity: The Importance of Jesus including the events of Christmas.</p>	<p>Buddhism: Buddha's Life and Image.</p>	<p>Christianity: The Teaching of Jesus Christianity: Events recalled during Holy Week.</p>	<p>Sikhism: Temples and the Holy Book.</p>	<p>Judaism: The Promised Land and Rites of Passage.</p>	



	To understand the importance of Divali.								
	Relationships			Living in the Wider World			Health and Wellbeing		
PSHE	Families and Friendships What makes a family; features of family life	Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour	Respecting ourselves and others Recognising respectful behaviour; the importance of self-respect; courtesy and being polit	Belonging to a community The value of rules and laws; rights, freedoms and responsibilities	Media literacy and digital resilience How the internet is used; assessing information online	Money and work Different jobs and skills; job stereotypes; setting personal goals	Physical health and Mental wellbeing Health choices and habits; what affects feelings; expressing feelings	Growing and changing Year 3: Personal strengths and achievements; managing and reframing setback Year 4 only: RSE Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Keeping Safe Risks and hazards; safety in the local environment and unfamiliar places
Languages French	Unit 11 - La Carnaval des Animaux Children will learn about animals, how to describe them and characterised them by music, talk about their habitats. They will learn to tell the time, asking and answering questions and adjectives agreement.	Unit 12 - Quel temps fait-il? Children will learn phrases about the weather and how to say the temperature. Aesop's fable Le Vent et le Soleil is used as a text. Children learn the names of some common clothing and relate these to the	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	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	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.	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.			



		weather. They learn to say the date.	directions, and they describe their route to school. They learn some strategies for keeping a conversation going.	extend this to using half-hours and		
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