



Danbury Park Community Primary School **Key Stage 2 Long Term Curriculum Map** **Class Dove (Year 3 and 4) 2024 - 2025**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Invaders, Settlers and Heroes Why did the Anglo-Saxons come to Britannia?	Invaders, Settlers and Heroes What was the legacy of the Anglo-Saxons?	The Mayans! Who were the Mayan and where did they live?	The Mayans! What happened to the Mayan people?	Danbury How has Danbury changed over the years?	Danbury Have all changes been for the better?
English	Myths and Legends Poetry - Kennings	Non-Chronological Reports Recounts	Adventure Stories A newspaper report	Report writing Poetry Persuasive writing	Adventure and Mystery stories Narrative poetry Explanations	Information Texts Poetry structure - Stories from other cultures
Maths	Place value, Mental Calculation, Written addition and subtraction (including problems and inverse).	Area and Perimeter, Written and mental multiplication, Written and mental division.	Mental and written multiplication and division, Length and perimeter.	Multiplication tables, Fractions, Mass and capacity.	Time, Decimals, Money	Money, Shape, Geometry - position and direction, Statistics.
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 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, - 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> Light and dark, reflection, shadows, Recognise that light from the sun can be dangerous and that there are ways to protect their eyes		Year 3 and 4 - Human Biology (Animals, including humans) <i>'Working Scientifically' to explore...</i> Human organs Skeleton and joints Digestive system Keeping healthy	Year 4 - Human Biology <i>'Working Scientifically' to explore...</i> Sexual organs, Puberty Pregnancy and childbirth Year 3 - Rocks <i>'Working Scientifically' to explore...</i> Compare and group different kinds of rock Explain how fossils are formed Recognise soils are made from rock and organic matter



	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.					
Computing	Talk about 'personal' information and how to be SMART online (chat rooms). Apply their knowledge and understanding of networks. Research information using a range of media. Follow straight-forward lines of enquiry. Present information using Microsoft Word and PowerPoint.	To learn about input and output devices required to work with sound. To apply their knowledge to create an audio production.	Talk about 'personal' information and how to be SMART online (photos). To use programming using repetition and loops. To create their own programs by planning, modifying, and testing commands to create shapes and patterns.	To look at data that has been collected over a period of time. To raise questions and collect their own data to answer the questions raised.	Comment positively and respectfully online. To develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. To consider the impact that editing images can have, and evaluate the effectiveness of their choices.	Research information using a range of media. Build upon their programming knowledge. To use sequence, selection, and repetition in programs; work with variables and various forms of input and output To use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs.
History	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)		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)		Danbury Local history of Danbury and the surrounding area.	
Geography	Name and locate world's seven continents and five	Understand why people migrate. Name and locate	Name countries, regions, mountains and deserts in North and	Describe types of settlements and land use, economic activity	Name countries, regions, mountains and deserts in Europe.	Year 3 only: Describe and understand biomes.



	oceans. Know Northern/ Southern Hemispheres, Tropics of Cancer and Capricorn Name and locate countries and counties of the UK. Use maps, atlases, globes and digital mapping.	Geographical regions (Lake district, Highlands, Central, Midlands, Lowlands, South Coast)	South America. Use maps, atlases, globes and digital mapping.	and distribution in natural resources. To locate ancient Mayan cities.	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).	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).
Art & Design	Use sketchbooks to record visual information. Sketch- ing to create texture Adapt and improve work. Create printing blocks using an impressed method Create repeating patterns when printing. Print with two colour overlays	Plan, design and make models from observ- ation. 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 Adapt and improve work	Draw for a sustained period of time at an appropriate level. Use sketchbooks to record visual inform- ation. Experiment with different grades of pencil and other implements to create lines and marks. Experiment with different effects and textures using paint. Adapt and improve work.	Use sketchbooks to record visual information. Use papier mache to create a simple 3-D object. Collage techniques, e.g. tearing, overlapping, layering.	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.	
Design Technology	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.		Mask Making Explore qualities of materials and how to use materials and processes. Measure and shape a material. Healthy Snacks Design and make a healthy snack option and encourage healthy choices. Evaluate end product.		Wooden Structures 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.	
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 Month.	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.	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 two Composers of the Month.	This half term we will be learning our songs for the Key Stage 2 sharing assembly and listening to music by our next Composer of the Month.	This half term we will be learning the recorder, concentrating on reading music and chords and working towards performing a song as a class. We will be learning about and listening to two more Composers of the Month.	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.
PE	Indoor: Gymnastics Understand how levels, directions and speeds enhance performance. Use floor space and apparatus safely and imaginatively. Evaluate following specific criteria.	Indoor: Dance Respond to a range of stimuli. Use simple movement patterns. Repeat and remember dance phases. Evaluate following specific criteria.	Indoor: Gymnastics Demonstrate a range of ways of travelling, both on floor/ apparatus. Safely demonstrate a range of rolls. Use floor space and apparatus safely/imaginatively. Evaluate following specific criteria.	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.	Outdoor: Athletics Year 4: Running, jumping, throwing. Year 3: Swimming Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively.	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.



	Outdoor: Tag Rugby Know the rules of tag rugby. Travel with the ball, and pass to teammates. Shoot a stationary ball.	Outdoor: Football Know the rules of football. Travel with the ball, and pass to teammates. Shoot a stationary ball.	Outdoor: Hockey Know the rules of hockey. Travel with the ball, and pass to teammates.	Outdoor: Netball Know the rules of netball. Travel with the ball, and pass to teammates.	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.	Outdoor: Tennis To develop skills to send and receive a ball over a net. To understand the basic common principles of tennis. To develop skills to play a simple game.
RE	Buddhism: Is it possible for everyone to be happy?	Christianity: What is the most significant part of the nativity story for Christians today?	Judaism: How do Jewish beliefs, teachings and stories impact on daily life?	Christianity: Is forgiveness always possible for Christians?	Judaism: What is the best way for a Jew to lead a good life?	
PSHE & C	Relationships What makes a family? Features of family life. Personal boundaries. Recognising respectful behaviour.		Living in the Wider World The value of rules and laws. How the internet is used. Different jobs and skills.		Health and Wellbeing Maintaining a balanced lifestyle. Physical and emotional changes in puberty. (Y4 only) Medicines and household products.	
Languages French	Where in the World? Children will learn key vocabulary related to countries/continents and animals. They will learn specific vocabulary of countries of the United Kingdom, continents and animals from different continents and a country's position related to the equator. They will learn key	What's the Time? The children will learn how to tell the time: o'clock, half past, quarter past and quarter to. They will learn how to read timetables and TV schedules and answer simple questions about these. The unit is drawn together with a final lesson which is a mathematics lesson, calculating the difference between	Holidays and Hobbies The children will learn key vocabulary related to holidays, weather and seasons, sports and hobbies. They will learn specific vocabulary of how to say what the weather is like, temperatures, names of different sports and hobbies. They will learn key phrases connected to the themes.	Getting to know You In this unit, the children will apply previous skills and knowledge of topic areas such as spellings and jobs and they will have a chance to recap their prior knowledge. They will learn to express their emotions and to talk about the future, using two different tenses. An old favourite story	All About Ourselves In this unit, the children will apply previous knowledge of topic areas such as clothes and the body, developing their vocabulary at the same time. They will learn to describe their own appearance and are introduced to some key grammatical features of French, such as the	That's Tasty The children learn names of food and drink related to packed lunches and break-time snacks. They learn how to talk about what they have eaten and drunk the previous day. They learn some food vocabulary relating to Bonfire Night and their intercultural understanding develops through comparison



	phrases connected to the themes.	two times		provides a fun background for some of the grammar work, whereas career ambitions help with the rest.	position of adjectives. They have the opportunity to talk about their emotions and health, increasing their conversational skills.	with Bastille Day. Children practise following and creating their own recipes.
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