



## Danbury Park Community Primary School Key Stage 2 Long Term Curriculum Map Class Dove (Year 3 and 4) 2021-22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	<b>Invaders, Settlers and Heroes</b>	<b>Invaders, Settlers and Heroes</b>	<b>The Mayans!</b>	<b>The Mayans!</b>	<b>Danbury</b>	<b>Danbury</b>
<b>English</b>	Non-Chronological Reports Traditional Tales - myths and legends	Play Scripts Poetry	Persuasion Story with an historical setting	Report writing Poetry	Stories with a theme Explanations	Information Texts Poetry structure - narrative poetry Stories from other cultures
<b>Maths</b>	Place value Mental Calculation Written addition and subtraction (including problems and inverse) Length, Area and Perimeter	Length, Area and Perimeter Written and mental multiplication Written and mental division	Place value Counting incl. negative numbers Mental and written multiplication and division	Fractions Decimals (Year 4) Addition and Subtraction (Year 3)	Place Value Decimals (Year 4) Fractions (Year 3) Measurement - Money and Time Statistics	Geometry - Properties of shape Geometry - Position and Direction Measures - Mass and Capacity
<b>Science</b>	<p><b>States of matter</b> '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><b>Electricity</b> 'Working Scientifically' to explore... Appliances Simple series circuits, including cells, wires, bulbs, switches and buzzers Common conductors and insulators</p>		<p><b>Sound</b> '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><b>Light</b> 'Working Scientifically' to explore...</p>		<p><b>Year 4 - Human Biology</b> 'Working Scientifically' to explore... Heart, blood and circulation Lungs Skeleton and joints Teeth Digestive system Keeping healthy</p> <p><b>Year 3 - Rocks</b> 'Working Scientifically' to explore...</p>	<p><b>Year 4 - Human Biology</b> 'Working Scientifically' to explore... Sexual organs Puberty Pregnancy and childbirth Caring for a new-born Early child development</p> <p><b>Year 3 - Living things and their habitats</b> 'Working Scientifically'</p>



		<p>Recognise that they need light in order to see things and that dark is the absence of light                  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>Compare and group different kinds of rock                  Explain how fossils are formed                  Recognise soils are made from rock and organic matter</p>	<p><i>to explore...</i>                  Grouping living things                  Classification keys                  Local and wider environments                  Human dangers to environments</p>		
<p><b>Working Scientifically:</b>                  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><b>Computing</b></p>	<p>Learn how to be safe online.                  To use simple algorithms to create instructions.                  To debug work, including algorithms.                  To use the internet for research.</p>	<p>Learn how to be a responsible user of the internet.                  To present their work using word processing software.</p>	<p>Learn how to be safe and responsible online.                  To use simple algorithms to create instructions.                  To debug work, including algorithms.</p>	<p>Learn how to be a responsible user of the internet.                  To present their work using digital visual media.</p>	<p>Learn how to be a responsible user of the internet.                  To use the internet for research.                  To create their own presentations including sound and pictures.</p>	<p>To use simple algorithms to create instructions.                  To debug work, including algorithms.                  To present their work using a range of software.</p>
<p><b>History</b></p>	<p><b>Britain's Settlement by Anglo-Saxons</b>                  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</p>	<p><b>Mayan civilization c. AD 900</b>                  (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)</p>		<p><b>Danbury</b>                  Local history of Danbury and the surrounding area.</p>		



	and kingdoms) Sutton Hoo and King Raedwald discovery Sharing understanding in different ways (e.g. speaking, role-play, drawing and writing)		Number system Importance of chocolate (and transport to Europe) Sharing understanding in different ways (e.g. speaking, role-play, drawing and writing)			
<b>Geography</b>	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.	Understand why people migrate.	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.	Describe types of settlements and land use, economic activity and distribution in natural resources. To locate ancient Mayan cities.	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).	<b>Year 3 only:</b> Describe and understand biomes. Use 8 points of a compass and 2 figure grid references (including OS). <b>Year 4 only:</b> Use 8 points of a compass and 4 figure grid references (including OS).
<b>Art &amp; Design</b>	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 printing. Print with two colour overlays	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 Adapt and improve work	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 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.	
<b>Design Technology</b>	<b>Purse Making</b> Generate, develop and explain idea for products to meet needs. Select appropriate tools and techniques. Measure, mark, cut out and shape a range of		<b>Tasty Tacos</b> Explore qualities of materials and how to use materials and processes. Measure and shape a material.		<b>A Chair</b> To relate the way things work to their intended purpose. To compare different materials using a variety of different tests.	



	materials. Join and combine components. Reflect on progress and how to improve.				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.	
<b>Music</b>	<p><b>Notation and rhythm</b></p> <p>Use Anglo Saxon runes to represent different rhythm patterns.</p> <p><b>Composer of the Month</b></p>	<p>Adding pitch to our notation skills to write melodies.</p> <p>Learn songs for the Christmas production.</p> <p><b>Composer of the Month</b></p> <p><b>Singing Assembly</b></p>	<p><b>Mayan music,</b></p> <p>Build on our knowledge to create melodies for Mayan celebration music using tuned percussion</p> <p>Traditional Mayan instruments</p> <p><b>Composer of the Month</b></p>	<p>Create a dance to a traditional Mayan piece</p> <p>Learn songs for the KS2 Spring celebration.</p> <p><b>Composer of the Month</b></p> <p><b>Singing Assembly</b></p>	<p><b>Learning the recorder, composing themes, creative response</b></p> <p>Learn to play an instrument</p> <p><b>Composer of the Month</b></p>	<p>Study Prokofiev's <i>Peter and the Wolf</i></p> <p>Compose our own character themes</p> <p><b>Composer of the Month</b></p> <p><b>Singing Assembly</b></p>
<b>PE</b>	<p><b>Indoor: Dance</b></p> <p>Respond to a range of stimuli. Use simple movement patterns. Repeat and remember dance phases. Evaluate following specific criteria.</p>	<p><b>Indoor: Gymnastics</b></p> <p>Understand how levels, directions and speeds enhance performance. Use floor space and apparatus safely and imaginatively. Evaluate following specific criteria.</p>	<p><b>Indoor: Gymnastics</b></p> <p>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.</p>	<p><b>Indoor: Dance</b></p> <p>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</p>	<p><b>Year 3: Swimming</b></p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively</p> <p><b>Outdoor: Tennis</b></p> <p>To develop and practise bat and ball skills. To learn the basic strokes of tennis.</p> <p><b>Outdoor: Athletics</b></p> <p>To develop and practise basic skills in running over short distances and relays.</p>	



	<p><b>Outdoor: Tag Rugby</b>                  Know the rules of tag rugby.                  Travel with the ball, and pass to teammates.                  Shoot a stationary ball.</p>	<p><b>Outdoor: Basketball</b>                  Know the rules of basketball.                  Travel with the ball, and pass to teammates.</p>	<p>Evaluate following specific criteria.</p> <p><b>Outdoor: Hockey</b>                  Know the rules of hockey.                  Travel with the ball, and pass to teammates.</p>	<p>sections together.                  Evaluate following specific criteria.</p> <p><b>Outdoor: Football</b>                  Know the rules of football.                  Travel with the ball, and pass to teammates.                  Shoot a stationary ball.</p>	<p>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><b>Hinduism:</b> Worship                  Features of the mandir                  Congregational puja                  The home shrine and puja in the home</p>	<p><b>Christianity:</b> The Start of Jesus' Ministry                  Christianity: The Importance of Jesus.</p>	<p><b>Judaism:</b> The Torah and its stories.</p>	<p><b>Christianity:</b> The Christian rites of passage.                  Easter</p>	<p><b>Islam:</b> The Qur'an and the Mosque.</p>	<p><b>Christianity:</b> Researching the life of a well-known Christian.</p>



<p><b>PSHE</b></p>	<p align="center"><b>Relationships</b></p> <p><b>Families and Friendships</b> What makes a family; features of family life</p> <p><b>Safe relationships</b> Personal boundaries; safely responding to others; the impact of hurtful behaviour</p> <p><b>Respecting ourselves and others</b> Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</p>		<p align="center"><b>Living in the Wider World</b></p> <p><b>Belonging to a community</b> The value of rules and laws; rights, freedoms and responsibilities</p> <p><b>Media literacy and digital resilience</b> How the internet is used; assessing information online</p> <p><b>Money and work</b> Different jobs and skills; job stereotypes; setting personal goals</p>		<p align="center"><b>Health and Wellbeing</b></p> <p><b>Physical health and Mental wellbeing</b> Health choices and habits; what affects feelings; expressing feelings</p> <p><b>Growing and changing</b> 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</p> <p><b>Keeping Safe</b> Risks and hazards; safety in the local environment and unfamiliar places</p>	
<p><b>Languages French</b></p>	<p><b>Unit 14 - Notre école</b> 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><b>Unit 15 - Bon appétit</b> 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><b>Unit 16 - Monter un café</b> 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><b>Unit 17 - Scène de plage</b> 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><b>Unit 18 - Au parc d'attractions</b> 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>	<p><b>Unit 19 - Les quatre Saisons</b> The children learn to describe seasons using a poem <i>Le retour du printemps</i> and the music from Vivaldi's <i>Four Seasons</i>. They learn to talk about what the weather was like. They work on an end of unit performance to consolidate and celebrate their learning.</p>