



Danbury Park Community Primary School Key Stage 2 Long Term Curriculum Map Class Dove (Year 3 and 4) 2022 -2023

	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 Recounts	Non-Chronological Reports Poetry - Kennings	Adventure Stories A newspaper report	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 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.		Year 4 - Human Biology <i>'Working Scientifically' to explore...</i> Human organs Skeleton and joints 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 Year 3 - Living things and their habitats <i>'Working Scientifically' to explore...</i> Grouping living things



		<p>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 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). Apply their knowledge and understanding of networks. Research information using a range of media. Follow straightforward lines of enquiry. Present information using Microsoft Word and PowerPoint.</p>	<p>To learn about input and output devices required to work with sound. To apply their knowledge to create an audio production.</p>	<p>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.</p>	<p>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.</p>	<p>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.</p>	<p>Research information using a range of media. Build upon their programming knowledge gained during the spring term. 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</p>



						to detect and correct errors in algorithms and programs.
History	<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>	
Geography	<p>Name and locate world's seven continents and five oceans. I 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.</p>	<p>Understand why people migrate. Name and locate Geographical regions (Lake district, Highlands, Central, Midlands, Lowlands, South Coast)</p>	<p>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).</p> <p>Year 4 only: Use 8 points of a compass and 4 figure grid references (including OS).</p>
Art & Design	<p>Use sketchbooks to record visual information Sketching to create texture Adapt and improve</p>	<p>Plan, design and make models from observation Use clay to create a simple 3-D object Construct a simple</p>	<p>Draw for a sustained period of time at an appropriate level. Use sketchbooks to record visual information</p>	<p>Use sketchbooks to record visual information Use papier mache to create a simple 3-D object</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>	



	<p>work Create printing blocks using an impressed method Create repeating patterns when printing. Print with two colour overlays</p>	<p>base for extending and joining other shapes. Develop skills in stitching, cutting and joining Adapt and improve work</p>	<p>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</p>	<p>Collage techniques, e.g. tearing, overlapping, layering</p>		
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	<p>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</p>	<p>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</p>	<p>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</p>	<p>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.</p>	<p>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</p>	<p>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.</p>



	different order to make it new. We will also be learning about and listening to music by our first two Composers of the Month.	by our next Composers of the Month.	music and its style. We will also be learning about and listening to music by two Composers of the Month.		Month.	
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. 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.</p>
RE	HINDUISM: Gods, Goddesses and their Stories	Christianity: The Start of Jesus' Ministry Christianity: The Importance of Jesus. The Christmas story	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.
PSHE & C	Relationships What makes a family and features of family life.		Living in the Wider World The value of rules and laws. How the internet is used.		Health and Wellbeing Maintaining a balanced lifestyle. Physical and emotional changes in puberty. (Y4)	



	Personal boundaries. Recognising respectful behaviour.		Different jobs and skills.		only) Medicines and household products.	
Languages French	<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>	<p>Unit 19 - Les quatre Saisons 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>	<p>Unit 20 - Les Planètes The children learn to name the planets. They construct sentences using verbs, nouns, adjectives and qualifying adverbs. They present their knowledge in an information booklet.</p>