



## Danbury Park Community Primary School Key Stage 2 Long Term Curriculum Map Class Dove (Year 3 and 4) 2023 -2024

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	<b>Invaders, Settlers and Heroes</b> Why did the Anglo-Saxons come to Britannia?	<b>Invaders, Settlers and Heroes</b> What was the legacy of the Anglo-Saxons?	<b>The Mayans!</b> Who were the Mayan and where did they live?	<b>The Mayans!</b> What happened to the Mayan people?	<b>Danbury</b> How has Danbury changed over the years?	<b>Danbury</b> Have all changes been for the better?
<b>English</b>	Myths and Legends Poetry - Kennings	Non-Chronological Reports Recounts	Adventure Stories A newspaper report	Report writing Poetry	Adventure and Mystery stories Explanations	Information Texts Poetry structure - narrative poetry Stories from other cultures
<b>Maths</b>	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
<b>Science</b>	<b>States of matter</b> <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) <b>Electricity</b> <i>'Working Scientifically' to explore...</i> Appliances Simple series circuits, including cells, wires, bulbs, switches and buzzers Common conductors and insulators		<b>Sound</b> <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.		<b>Year 3 and 4 - Human Biology (Animals, including humans)</b> <i>'Working Scientifically' to explore...</i> Human organs Skeleton and joints Digestive system Keeping healthy	<b>Year 4 - Human Biology</b> <i>'Working Scientifically' to explore...</i> Sexual organs Puberty Pregnancy and childbirth  <b>Year 3 - Rocks</b> <i>'Working Scientifically' to explore...</i> Compare and group different kinds of



		<p><b>Light</b>  <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>rock                  Explain how fossils are formed                  Recognise soils are made from rock and organic matter</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>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.
<b>History</b>	<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 and kingdoms)                  Sutton Hoo and King Raedwald discovery                  Sharing understanding in different ways (e.g. speaking, role-play, drawing and writing)</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)                  Number system                  Importance of chocolate (and transport to Europe)                  Sharing understanding in different ways (e.g. speaking, role-play, drawing and writing)</p>		<p><b>Danbury</b>                  Local history of Danbury and the surrounding area.</p>	
<b>Geography</b>	<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><b>Year 3 only:</b>                  Describe and understand biomes.                  Use 8 points of a compass and 2 figure grid references (including OS).</p> <p><b>Year 4 only:</b>                  Use 8 points of a compass and 4 figure grid references (including OS).</p>
<b>Art &amp; Design</b>	<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</p> <p>Create printing blocks using an impressed method</p> <p>Create repeating patterns when printing.</p> <p>Print with two colour overlays</p>	<p>base for extending and joining other shapes.</p> <p>Develop skills in stitching, cutting and joining</p> <p>Adapt and improve work</p>	<p>Experiment with different grades of pencil and other implements to create lines and marks.</p> <p>Experiment with different effects and textures using paint.</p> <p>Adapt and improve work</p>	<p>Collage techniques, e.g. tearing, overlapping, layering</p>		
<b>Design Technology</b>	<p><b>Purse Making</b></p> <p>Generate, develop and explain idea for products to meet needs.</p> <p>Select appropriate tools and techniques.</p> <p>Measure, mark, cut out and shape a range of materials.</p> <p>Join and combine components.</p> <p>Reflect on progress and how to improve.</p>		<p><b>Tasty Tacos</b></p> <p>Explore qualities of materials and how to use materials and processes.</p> <p>Measure and shape a material.</p>		<p><b>Wooden Structures</b></p> <p>To relate the way things work to their intended purpose.</p> <p>To compare different materials using a variety of different tests.</p> <p>To evaluate the material and to consider ways of reinforcement.</p> <p>To explore, develop, plan and communicate aspects of their design in a variety of ways.</p> <p>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.</p> <p>To evaluate their constructions, identifying strengths and areas for development, carrying out appropriate tests.</p>	
<b>Music</b>	<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><b>Indoor: Gymnastics</b> Understand how levels, directions and speeds enhance performance. Use floor space and apparatus safely and imaginatively. Evaluate following specific criteria.</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>Indoor: Dance</b> Respond to a range of stimuli. Use simple movement patterns. Repeat and remember dance phases. 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><b>Indoor: Gymnastics</b> 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><b>Outdoor: Hockey</b> Know the rules of hockey. Travel with the ball, and pass to teammates.</p>	<p><b>Indoor: Dance</b> 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><b>Outdoor: Netball</b> Know the rules of netball. Travel with the ball, and pass to teammates.</p>	<p><b>Year 3: Swimming</b> Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively.</p> <p><b>Outdoor: Rounders</b> 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><b>Outdoor: Athletics</b> 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> <p><b>Tennis:</b> 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	<p><b>Hinduism:</b> Would celebrating Divali at home and in the community bring a feeling of belonging to a Hindu child? Looking at the Hindu faith to enable the enquiry question to be</p>	<p><b>Christianity:</b> Has Christmas lost its true meaning? A study of Christmas through the eyes of a Christian and a non-Christian person.</p>	<p><b>Christianity:</b> Jesus' Miracles Could Jesus heal people? Were these miracles or is there some other explanation? The children will study a collection of miracles</p>	<p><b>Christianity:</b> Easter - Forgiveness What is 'good' about Good Friday? Children will take a close look at the events of Easter. Can they explain why the adjective good can be</p>	<p><b>Hinduism:</b> How can Brahman be everywhere and in everything? The children will look at who Brahman is and his importance to those of the Hindu faith.</p>	<p><b>Hinduism:</b> Would visiting the River Ganges feel special to a non-Hindu? The children will look at what it means to go on a pilgrimage and why it is important to</p>



	answered.		and consider their purpose.	applied to the Friday before Easter Sunday?		a Hindu. They will then consider what effect it would have on a non-Hindu person.
<b>PSHE &amp; C</b>	<p align="center"><b>Relationships</b></p> <p>What makes a family and features of family life. Personal boundaries. Recognising respectful behaviour.</p>		<p align="center"><b>Living in the Wider World</b></p> <p>The value of rules and laws. How the internet is used. Different jobs and skills.</p>		<p align="center"><b>Health and Wellbeing</b></p> <p>Maintaining a balanced lifestyle. Physical and emotional changes in puberty. (Y4 only) Medicines and household products.</p>	
<b>Languages French</b>	<p><b>Where in the World?</b> 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 phrases connected to the themes.</p>	<p><b>What's the Time?</b> 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 two times</p>	<b>Holidays and Hobbies</b>	<p><b>Getting to know You</b> 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 provides a fun background for some of the grammar work, whereas career ambitions help with the rest.</p>	<p><b>All About Ourselves</b> 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 position of adjectives. They have the opportunity to talk about their emotions and health, increasing their conversational skills.</p>	<p><b>That's Tasty</b> 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 with Bastille Day. Children practise following and creating their own recipes.</p>