

Year 3 & 4 Curriculum Map 2019 – 20

Autumn 2019		
	Term 1	Term 2
RE	<p>PEOPLE OF GOD What is it like to follow God? Make simple links between People of God and how some Christians choose to live in their whole lives and in their church communities (self-belief and being resilient)</p>	<p>SIKHISM What is important for Sikh people? Exploring diversity through other faiths. Encourage enquiry to learn about a different set of beliefs.</p>
PE	<p>FOOTBALL SKILLS Developing communication skills through working as a team.</p>	<p>SPORTSHALL ATHLETICS Improve resilience as they develop skills, and enhance self-belief in their abilities.</p>
Computing	<p>CODING – SCRATCH Questions & Quizzes Developing resilience and independence through designing writing and debugging programmes</p>	<p>CODING – SCRATCH Questions & Quizzes Developing problem solving by decomposing problems into smaller parts</p>
Science	<p>ANIMALS INCLUDING HUMANS Identify that animals, including humans, need the right types and amount of nutrition (independence / creativity)</p>	<p>ROCKS AND SOILS compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Developing enquiry</p>
Music	<p>GUITAR open strings , letter names and numbers , playing patterns with individual right hand fingers - Enquiry</p>	<p>GUITAR introducing fretted notes, correct left hand finger positions resilience</p>
Art and Design Technology	<p>ANCIENT EGYPTIANS Self expression, creativity, developing enquiry through research and use of Egyptian symbols to create a mixed media design</p>	<p>LANDSCAPE ART Develop enquiry and resilience by researching and using the techniques of two landscape artists who painted mountains</p>
PSHE		
Topic Based Learning (History and Geography)	<p>ANCIENT EGYPTIANS Developing enquiry Presenting findings to the whole class encouraging communication skills, and self-belief.</p>	<p>MIGHTY MOUNTAINS Developing enquiry about how mountains are formed, and where they are located. Self-belief and resilience learning about Edmund Hillary's ascent of Mount Everest.</p>
Languages	<p>FRENCH Family and Friends diversity</p>	

Spring 2020		
	Term 3	Term 4
RE	<p>INCARNATION What is the Trinity? CORE LEARNING</p> <p>Making links between Bible texts studied and ideas of God in Christianity (enquiry)</p>	<p>SALVATION Why do Christians call the day Jesus died 'Good Friday'? CORE LEARNING</p> <p>Making links between the Bible texts and how Christians mark the Easter events in their Church communities (enquiry and communication)</p>
PE	<p>GYMNASTICS Creativity and self-expression</p>	<p>DANCE Foster communication skills through dancing with a partner. Self-expression through improvisation.</p>
	<p>SCRATCH How to debug problems in simple programmes helping to improve resilience and communication skills.</p>	<p>USING THE INTERNET Fostering communication skills – using technology safely, respectfully and responsibly.</p>
Science	<p>LIGHT Encouraging enquiry skills. Recognise that shadows are formed when the light from a light source is blocked by a solid object</p>	<p>INVESTIGATION UNIT POLES APART diversity and self-belief – investigating polar explorers / enquiry – comparison of poles</p>
Music	<p>GUITAR chord shapes using 1 , 2 and 3 fingers resilience and enquiry</p>	<p>GUITAR Tunes using fretted and open string notes on strings 1 to 4 , played as a 4 part round Communication skills</p>
Art and Design Technology	<p>BRIDGE BUILDING Enquiry skills Brunel's bridges, railways and tunnels Resilience and creativity to design and build a bridge that is strong and aesthetically pleasing.</p>	<p>NORTH – SOUTH ART Enquiry and diversity - comparing art across the globe, use of different art techniques</p>
PSHE		
Topic Based Learning (History and Geography)	<p>BRUNEL The Man Who Built Britain? Self-expression, enquiry, and resilience</p>	<p>POLES APART Including lines of Longitude and lines of Latitude Enquiry and diversity</p>
Languages	<p>FRENCH School Life diversity</p>	

Summer 2020		
	Term 5	Term 6
RE	<p>KINGDOM OF GOD When Jesus left, what was the impact of Pentecost? Giving examples of what Pentecost means to Christians today(<i>diversity and enquiry</i>)</p>	<p>SIKHISM Give reasons why being a Sikh is a good thing in Britain today, and reasons why it might be hard sometimes (<i>resilience and communication</i>)</p>
PE	<p>CRICKET AND SWIMMING <i>independence</i></p>	<p>ATHLETICS AND SWIMMING <i>independence</i></p>
Computing	<p>DRAWING AND DESK-TOP PUBLISHING Exploring opportunities computer networks offer for <i>communication</i> and collaboration -</p>	<p>BRANCHING DATABASES Using hyperlinks to create a branching database using powerpoint – <i>communication / creativity / resilience</i></p>
Science	<p>PLANTS What do plants need to survive? <i>Enquiry and resilience in nature</i></p>	<p>FORCES AND MAGNETS Observe how magnets attract or repel each other and attract some materials and not others <i>enquiry</i></p>
Music	<p>GUITAR composing , using rhythms and pulses , and notes from the first 4 strings <i>self-expression and creativity</i></p>	<p>GUITAR Writing a song with guitar accompaniment in a group of 4, words and tune by the group <i>Self-expression and creativity</i></p>
Art and Design Technology	<p>WORLD WAR TWO Designing and building Anderson Shelters, and campaign posters. <i>Creativity, communication and self-expression</i></p>	<p>BEAUTIFUL BODSHAM Landscape art and designing and creating clay tiles <i>Creativity and self-expression</i></p>
PSHE		
Topic Based Learning (History and Geography)	<p>WORLD WAR TWO – EVACUEES <i>Diversity, enquiry and resilience</i></p>	<p>BODHSAM AND BEYOND – A LOCAL STUDY <i>Diversity, enquiry</i></p>
Languages	<p>FRENCH Time Travelling <i>diversity</i></p>	