

Year 3 & 4 Curriculum Map 2020 – 21

Autumn 2020		
	Term 1	Term 2
RE	<p>CREATION How are we God's caretakers on Earth? Creativity, resilience and exploring diversity.</p>	<p>INCARNATION What is the Trinity? Diversity – exploring others' beliefs</p>
PE	<p>FOOTBALL SKILLS Developing communication skills through working as a team.</p>	<p>POP LACROSSE Improve resilience as they develop skills, and enhance self-belief in their abilities.</p>
Computing	<p>PROGRAMMING TURTLE, LOGO AND SCRATCH Resilience to write and debug programs</p>	<p>PROGRAMMING TURTLE, LOGO AND SCRATCH Creativity and self expression Designing own shapes</p>
Science	<p>STATES OF MATTER Gas, solid or liquid? Enquiry exploring reversible and irreversible states of matter</p>	<p>ANIMALS INCLUDING HUMANS Identify that animals, including humans, need the right types and amount of nutrition (independence / creativity)</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>STONE AGE Developing creativity to design and make Stone Age jewellery, mix hot and cold colours, and to know some of the features of Stone Age tools.</p>	<p>BRONZE AGE Investigating the history and design of Beaker pots – creativity / self-expression recreate own through the medium of clay.</p>
RHE	<p>BEING ME IN MY WORLD Understand why rules are needed and how they relate to rules and responsibilities – independence and communication</p>	<p>CELEBRATING DIFFERENCE Understand that everybody's family is different and important to them. Recognise that words can be used in hurtful ways- independence, self-belief</p>
Topic Based Learning (History and Geography)	<p>STONE AGE How did people change throughout the Stone Age? – enquiry Communication – learning how language developed throughout the 3 Stone Age periods</p>	<p>BRONZE AGE AND IRON AGE Enquiry How did the Bronze age change how people lived? Who were the Celts and why did they use iron?</p>
Languages	<p>FRENCH Getting to know you diversity</p>	

Spring 2021		
	Term 3	Term 4
RE	<p>GOSPEL What kind of world did Jesus want? Make links between the Bible stories studied and the importance of love and life in the world today; expressing some ideas of their own clearly – enquiry and self expression.</p>	<p>SALVATION Why do Christians call the day Jesus died 'Good Friday'? DIGGING DEEPER Making links between the Bible texts and how Christians mark the Easter events in their Church communities (enquiry and communication)</p>
PE	<p>QUICKSTICKS Resilience – team games</p>	<p>GYMNASTICS Creativity and self expression</p>
	<p>WORD PROCESSING Communication – drawing tables, transforming layouts and writing hyper-links in E-vouchers</p>	<p>ONLINE SAFETY Communication and self expression – search technologies, use technology safely and understand computer networks</p>
Science	<p>ELECTRICITY Enquiry – What happens in a circuit when we change the components?</p>	<p>SOUND Enquiry – How are different sounds produced. Creativity and resilience – Can you make a string telephone?</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>DT Creativity and resilience - Can I investigate circuits, bulbs and switches to make a lit structure?</p>	<p>ARCHITECTURE Researching Roman architectural design, focussing on columns and arches (Pont du Gard) – enquiry and resilience</p>
RHE	<p>DREAMS AND GOALS Diversity Talk about people who have faced difficult challenges and achieved success.</p>	<p>HEALTHY ME Keeping fit, healthy and safe. I can identify things, people and places that I need to stay safe from. Self-expression</p>
Topic Based Learning (History and Geography)	<p>EXTREME EARTH Volcanoes, Earthquakes, Tsunamis and Tornadoes Enquiry</p>	<p>RUTHLESS ROMANS Enquiry How did the Romans change Britain?</p>
Languages	<p>FRENCH All About Ourselves diversity</p>	

Summer 2021		
	Term 5	Term 6
RE	<p>HINDUISM The journey of life in Hinduism – life, death and re-birth Consider the significant stages on your life journey – self-expression and independence</p>	<p>JOURNEYS (Multi-Faith) Enquiry -Why do people make Pilgrimages? Is life like a journey?</p>
PE	<p>TENNIS AND SWIMMING independence</p>	<p>ATHLETICS AND SWIMMING independence</p>
Computing	<p>PRESENTATION SKILLS Making a branching story – self expression and creativity</p>	<p>INTERNET RESEARCH AND COMMUNICATION Enquiry - Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.</p>
Science	<p>ALL LIVING THINGS Enquiry and resilience in nature Vertebrates and invertebrates – classification keys and learning about the changes and dangers within the local habitat.</p>	<p>INVESTIGATION UNIT</p>
Music	<p>GUITAR composing , using rhythms and pulses , and notes from the first 4 strings self-expression and creativity</p>	<p>GUITAR Writing a song with guitar accompaniment in a group of 4, words and tune by the group Self-expression and creativity</p>
Art and Design Technology	<p>Art and Textiles Mola designs from Panama, using paper and felt – creativity</p>	<p>Art – Painting self-expression Researching country and county flags and symbols. Design and paint a Bodsham flag.</p>
RHE	<p>RELATIONSHIPS Diversity can identify and put into practice, some of the skills of friendship. Being a Global Citizen – I can explain how some of the actions and work of people around the world help and influence my life.</p>	<p>CHANGING ME My body enquiry</p>
Topic Based Learning (History and Geography)	<p>RAINFORESTS Layers of the rainforest – climate and life in the Amazon Diversity, communication and resilience</p>	<p>COUNTIES AND CITIES Use 8 compass points to locate UK cities; UK rivers and seas; how London grew and our changing nation – enquiry and diversity</p>
Languages	<p>FRENCH Food, Glorious Food diversity</p>	