

Year 3/4 Woodpeckers Curriculum Map 2021 - 2022

Autumn 2021		
	Term 1	Term 2
RE	<p>PEOPLE OF GOD</p> <p>What is it like to follow God? Children will learn about People of God from the Old Testament, discovering who Noah was and the qualities God saw in him. Explore what it would have been like for Noah to follow God's instructions and how resilient he was. Enquiry about the covenant (rainbow) God sent. Make simple links between People of God and how some Christians choose to live; look at the work of William Booth and The Salvation Army (self-belief and being resilient).</p>	<p>SIKHISM</p> <p>How did the Sikh religion begin and the story of Guru Nanak. What is important for Sikh people? Learn about the langar and seva.</p> <p>Exploring diversity through other faiths. Encourage enquiry to learn about a different set of beliefs. Investigate the 5Ks worn by Sikhs – self-expression.</p>
PE	<p>RUGBY</p> <p>Understand and begin to apply the basic principles of invasion games. Developing communication skills through working as a team.</p>	<p>NETBALL</p> <p>Improve resilience as they develop skills, and enhance self-belief in their abilities. Use simple attacking and fielding skills in a game. Perform learnt skills and techniques with increasing skill and accuracy.</p>
Computing	<p>CODING – SCRATCH Questions & Quizzes</p> <p>Developing resilience and independence through designing writing and debugging programmes. Learn how to: use repetition and selection; work with variables and adjust these depending on the effect they wish to create, understand and use the duplicate function. Independence and creativity: Demonstrate that they understand how to combine a range of different effects to create their own quiz.</p>	<p>INTERNET RESEARCH AND COMMUNICATION</p> <p>Enquiry children will be able to identify how word order affects internet searches; save webpages and share them safely. Children consider who will be able to read their online communications and explain why they need to be responsible online.</p>
Science	<p>ANIMALS INCLUDING HUMANS</p> <p>Enquiry Explain: the different ways that plants and animals including humans obtain food; the difference between food groups and nutrient groups; what is the right type and amounts of nutrition are for human beings as well as some of the consequences related to eating the wrong type of diet; use scientific names for some of the main bones in the body.</p>	<p>ROCKS AND SOILS</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Developing enquiry - undertake a rock survey of the local area to answer questions on the local bedrock, determine why particular rocks and man-made rocks were used for particular purposes</p>

Music	<p style="text-align: center;">GUITAR</p> <p>Open strings, letter names and numbers, playing patterns with individual right hand fingers - Enquiry pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music.</p>	<p style="text-align: center;">GUITAR</p> <p>Introducing fretted notes, correct left hand finger positions resilience</p>
Art and Design Technology	<p style="text-align: center;">ANCIENT EGYPTIANS</p> <p>Use sketchbook to create design using ideas from contemporary artists and ancient Egyptian hieroglyphs Independence - Generate their own design considering use of mixed media techniques. Understand and use paper rolling, sponge painting techniques. Draw bold and clear hieroglyph shapes. Learn about the communication of the Ancient Egyptian civilisation, through the investigation of art and hieroglyphs.</p>	<p style="text-align: center;">LANDSCAPE ART</p> <p>Develop enquiry and resilience by researching and using the techniques of two landscape artists who painted mountains. Creativity Design a mountain range plan. Children will form and shape mountains using newspaper and mod roc. They will work in small groups to complete the mountain range and communicate to explore how to make the work stronger and more stable.</p>
RHE	<p style="text-align: center;">BEING ME IN MY WORLD</p> <p>Self-belief – Children are encouraged to recognise their self-worth and identify positive things about themselves and their achievements; understand why rules are needed and that their actions can affect others; try to see things from another’s point of view (communication).</p>	<p style="text-align: center;">CELEBRATING DIFFERENCES</p> <p>Diversity – understand that everybody’s family is different and important to them; understand that conflicts and differences can occur amongst family members; learning how witnesses can act in a positive and negative way. Children will learn to give and receive compliments: celebrating differences (communication).</p>
Topic Based Learning (History and Geography)	<p style="text-align: center;">ANCIENT EGYPTIANS</p> <p>Children will learn about the importance of the River Nile and why the Egyptians settled here (diversity). Enquiry through investigating Egyptian artefacts and why pharaohs were buried in pyramids (including the reasons around mummification). They will also learn about the communication of the Ancient Egyptian civilisation, through the investigation of art and hieroglyphs. Self-belief – learn about the perseverance and resilience of Howard Carter, in his quest to find the lost tomb.</p>	<p style="text-align: center;">MIGHTY MOUNTAINS</p> <p>Developing enquiry about how mountains are formed, and where they are located. Assemble a map of the continents and label them and the oceans. Find and record the highest peak for each continent. Understand about the layers of the Earth – cross-section / draw and label diagrams to explain how fold and block mountains are formed. Describe key features of a mountain range and the difference in temperatures at the top and bottom of the mountain. Creativity – make a 3D contour map of a mountain. Self-belief and resilience learning about Edmund Hillary’s ascent of Mount Everest.</p>

Languages

FRENCH

Getting to know you!

Pupils will say hello and goodbye, introduce themselves and say if they are feeling good / bad/ so-so. They will count to 10. They will begin to develop **self-belief** and **communication skills** as they listen and respond to each other.

Spring 2022		
	Term 3	Term 4
RE	<p>INCARNATION What is the Trinity? CORE LEARNING</p> <p>Children will understand the concept of 'God in Flesh' and investigate different artists' views of 'The Trinity' – Three in One. Consider how you can see God as three in one? Use a triangle, a triptych or a three-piece Venn diagram and ask pupils to design a work of art for a church called 'The Holy Trinity'. enquiry</p>	<p>SALVATION CORE LEARNING</p> <p>Why do Christians call the day Jesus died 'Good Friday'? Investigate Jesus' resilience during his time in the desert and on Good Friday. Making links between the Bible texts and how Christians mark the Easter events in their Church communities and make a booklet to explain these. (Enquiry and communication).</p>
PE	<p>GYMNASTICS</p> <p>Flight and Body Shape – Children will explore shape, tuck jumps and turns in jumps of varying heights. They will complete short sequences to include travelling and jumping. Creativity and self-expression</p>	<p>QUICKSTICKS Hockey</p> <p>Self-belief and resilience - Develop flexibility, strength, technique, control and balance. Play competitive games and apply basic principles suitable for attacking and defending.</p>
Computing	<p>PRESENTATION SKILLS</p> <p>Children will use their creativity to make up a branching story and plan the different outcomes into different branches. Children will add transitions, animations and hyperlink to different pages in their story.</p>	<p>WORD PROCESSING</p> <p>Communication Recognise cyberbullying; know that it can happen on a range of devices; identify a safe person you can tell. Identify different forms of online communication. Discuss the positive and negatives of communicating online. Discuss the differences between communication in real-life and online.</p>
Science	<p>LIGHT Encouraging enquiry skills.</p> <p>Recognise that shadows are formed when the light from a light source is blocked by a solid object. Know that dark is the absence of light through investigation, and that shadows change during the course of the day.</p>	<p>FORCES AND MAGNETS Encouraging enquiry skills Pushes and Pulls To notice that some forces need contact between two objects by identifying the different types of forces acting on objects. Observe how magnets attract or repel each other and attract some materials and not others by investigating the strength of different magnets.</p>
Music	<p>GUITAR</p> <p>Chord shapes using 1 , 2 and 3 fingers resilience and enquiry</p>	<p>GUITAR</p> <p>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>VICTORIANS</p> <p>Resilience and independence-Using images of Isambard Kingdom Brunel to research, plan, make and review our</p>	<p>NORTH – SOUTH ART</p> <p>Enquiry and diversity - comparing art across the globe - Explore work from artists from Holland and Japan. Sketch</p>

	own' Stove pipe' hat worn commonly from this period. Creativity and self belief-Taking inspiration from Morris' design work, create designs incorporating flowers and fruits. Use pencil to create line drawing, before applying layers of paint to develop colour and tone.	out outside shape with thick and thin lines; use shading and mark-making to show form and texture.
RHE	<p align="center">DREAMS AND GOALS</p> <p>Self-belief and independence – identify dreams and ambitions that are important to the children; children will learn how to plan new challenges and work out the steps to achieving them, and how to recognise obstacles that may hinder them and how to overcome them (resilience)</p>	<p align="center">HEALTHY ME</p> <p>Independence - Children will create a 'happy, healthy me' recipe book to include: - how exercise helps my body and the benefits to my heart and lungs; know the amount of calories, fat and sugar I put into my body can affect my health' my attitudes towards drugs; identify things, people and places I need to stay safe from, and who I can go to for help.</p>
Topic Based Learning (History and Geography)	<p align="center">VICTORIANS</p> <p>Use a timeline (enquiry and diversity) to put the Victorians in a historical context. Look at the resilience of some famous Victorians, e.g. Lord Shaftesbury, Dr Barnardo and Isambard Kingdom Brunel – looking at how these Victorians improved Britain and the lives of children.</p>	<p align="center">ALL AROUND THE WORLD</p> <p>Identify the position and significance of the Equator, Northern Hemisphere, and Southern Hemisphere in the context of researching countries in different hemispheres. Enquiry Explore - Over and Around to identify the position and significance of latitude and longitude in the context of using co-ordinates to read maps; use maps, atlases and globes to locate countries in the context of using co-ordinates to find locations Explore - Top and Bottom To identify the position and significance of the Arctic and the Antarctic Circle in the context of comparing polar regions to the UK.</p>
Languages	<p align="center">FRENCH</p> <p align="center">All About Me</p> <p>Children will learn to name parts of the body from a song. They will give and respond to simple classroom instructions appropriately. They will be able to name items of clothing and identify colours, developing independence and communication.</p>	

Summer 2022		
	Term 5	Term 6
RE	<p>KINGDOM OF GOD</p> <p>When Jesus left, what was the impact of Pentecost? Giving examples of what Pentecost means to Christians today (diversity and enquiry). Investigate the symbols of Pentecost and how this was the beginning of the Christian Church.</p>	<p>SIKHISM</p> <p>Give reasons why being a Sikh is a good thing in Britain today, and reasons why it might be hard sometimes (resilience and communication)</p>
PE	<p>LACROSSE AND SWIMMING</p> <p>Independence and communication</p> <p>Gain awareness of the basic concepts and skills of the sport; gain confidence in catching, throwing and groundballs, and cradling. Play small sided games in a competitive, constructive environment.</p>	<p>ATHLETICS AND SWIMMING</p> <p>Independence and self-belief</p> <p>Children will have the opportunity to develop their existing running, jumping and throwing skills. They will be refining their sprint technique and learning how to work as a relay team, by practising an effective baton changeover. They will learn the technique for throwing the javelin and how to do the standing triple jump. Throughout the unit they will be trying to improve their own performance as well as helping others to achieve their personal best.</p>
Computing	<p>ONLINE SAFETY</p> <p>In this unit, children learn about preventing and dealing with cyberbullying; how to use search engines efficiently; how to avoid plagiarism online; and how to be a good digital citizen. The unit ends with children applying their new knowledge to design a character to be displayed around school to promote online safety. Communication and independence</p>	<p>PROGRAMMING: TURTLE, LOGO AND SCRATCH</p> <p>Using Programming Turtle Logo and Scratch unit to create and debug algorithms. Children use the basic commands in Logo to move and draw using the turtle on screen, and then further develop algorithms using the “repeat” command. These skills are then developed by teaching children to create algorithms in Scratch using a selection of blocks. Enquiry and resilience</p>
Science	<p>PLANTS</p> <p>What do plants need to survive? Enquiry and resilience in nature. Children will learn the names of different parts of plants, and the jobs they do. The children will work scientifically and collaboratively to investigate what plants need to grow well, and will present (communication) their findings to their classmates. Furthermore, they will have chance to predict what will happen in an exciting investigation into the transportation of water within plants. They will work in a hands-on way to identify the parts of a flower, and will</p>	<p>SCIENTISTS AND INVENTORS</p> <p>Enquiry Describe Gerald Durrell and his conservation work in Madagascar; pick out key facts with support about Alexander Graham Bell's life and work; work with a group to help present their research into Alexander Graham Bell to an audience; identify the achievements of Maria Telkes; explain why solar power is a good source of energy; discuss the achievements of Garrett Morgan; describe absolute zero as the coldest possible temperature; sort statements to describe Lord Kelvin's life and work</p>

	explore the different stages of the life cycle of a flowering plant.	
Music	GUITAR Composing , using rhythms and pulses , and notes from the first 4 strings self-expression and creativity	GUITAR Writing a song with guitar accompaniment in a group of 4, words and tune by the group Self-expression and creativity
Art and Design Technology	WORLD WAR TWO Designing and building Anderson Shelters, and campaign posters. Creativity, communication and self-expression	SOMEWHERE TO SETTLE Diversity and enquiry -Researching and using Anglo Saxon map of settlements around the UK. Select and create a design to scribe into a clay/plaster tablet.
RHE	RELATIONSHIPS Communication – ‘Our Relationships Fiesta’ - I understand the roles and responsibilities of each member of the family; I can identify and put into practice some of the skills of friendship; I know how to keep myself safe online; understanding my roles and responsibilities of being a global citizen (diversity)	CHANGING ME Year 3 Enquiry Learning how and where babies grow, and what a baby needs to live and grow; understand and respect the inside and outside body changes during the growing up process; that a baby is made by the joining of the sperm and the egg. Looking ahead and what I am looking forward to next year. Year 4 Enquiry I know that some of my characteristics come from my birth parents and this is because I am made from the joining of their sperm and egg. I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. I can describe how a girl’s body changes in order for her to have a baby and that menstruation is a normal part of this. Resilience – I know that some changes I can control and some changes are outside of my control and that I have to learn to accept change.
Topic Based Learning (History and Geography)	WORLD WAR TWO – EVACUEES Diversity, enquiry and resilience Know when the war started and other key dates, such as the Battle of Britain and Canterbury bombings etc. - Know key facts and explain the significance of the Battle of Britain to the war effort. Visit the WWII Battle of Britain Memorial at Capel le Ferne and ‘The Scramble Experience’. Be able to talk about and record jobs that people in Kent did to support	SOMEWHERE TO SETTLE Diversity, enquiry, creativity, independence In this unit, children head back in time to find out how the towns and cities of the UK first developed. Children will learn about the needs and requirements early settlers had when choosing a place to build a home. They will look at place names around the UK to see how the Anglo-Saxons, Romans and Vikings all left their mark.

	<p>the war effort e.g. Land girl</p>	<p>Through use of digital and paper maps, children will investigate land use in different sized settlements and the ways in which settlements are linked together. At the end of the unit, children draw together all their learning about settlements to design their own new settlement!</p>
<p>Languages</p>	<p style="text-align: center;">FRENCH</p> <p style="text-align: center;">Food glorious food!</p> <p>Children will develop their listening skills by following Follow a story and join in the repeated parts. They will say what foods from a set, they like/dislike, developing their self-expression and self-belief as they become more confident in speaking French, recognising cultural differences between foods here and in France, diversity.</p>	