








Year 3&4 Curriculum Map Cycle B						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme	Journeys: Mountains, Rivers and Coasts and the Seaside		Modern Europe		Stone age to Iron age	
 <p>Science</p> <p><i>See Hamilton Trust scheme of work for support</i></p>	<p>Working Scientifically: On-going Unit</p> <p>During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> ○ asking relevant questions and using different types of scientific enquiries to answer them ○ setting up simple practical enquiries, comparative and fair tests ○ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers ○ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions ○ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ○ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ○ using 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 using straightforward scientific evidence to answer questions or to support their findings. 					
	States of Matter & Sound		Living Things and their Habitats Forces and Magnets		Animals including humans Plants	
	<p>Hamilton Unit: What's the Matter? States of matter Pupils should be taught to:</p> <ul style="list-style-type: none"> □ compare and group materials together, according to whether they are solids, liquids or gases □ observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) □ identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>Hamilton Unit: Sounds Spectacular Sound</p>		<p>Hamilton Unit: A World of Living Things Living things and their habitats Pupils should be taught to:</p> <ul style="list-style-type: none"> □ recognise that living things can be grouped in a variety of ways □ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment □ recognise that environments can change and that this can sometimes pose dangers to living things. <p>Hamilton Unit: Magnetic fun and games Forces and magnets Pupils should be taught to:</p> <ul style="list-style-type: none"> □ notice that some forces need contact between two 		<p>Hamilton Unit: Fit for Success Animals including humans Pupils should be taught to:</p> <ul style="list-style-type: none"> □ describe the simple functions of the basic parts of the digestive system in humans □ identify the different types of teeth in humans and their simple functions □ construct and interpret a variety of food chains, identifying producers, predators and prey. <p>Hamilton Unit: A Feast of Flowers Plants Pupils should be taught to:</p> <ul style="list-style-type: none"> □ identify and describe the functions of different parts of flowering plants: roots, stem, leaves and 	



	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ identify how sounds are made, associating some of them with something vibrating □ recognise that vibrations from sounds 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. 	<p>objects, but magnetic forces can act at a distance</p> <ul style="list-style-type: none"> □ observe how magnets attract or repel each other and attract some materials and not others □ compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials □ describe magnets as having two poles □ predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<p>flowers</p> <ul style="list-style-type: none"> □ explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant □ investigate the way in which water is transported within plants □ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
<p>Humanities</p>  <p><i>See Hamilton Trust scheme of work for support</i></p>	<p>History: The History of the London Underground or Hamilton unit: I do like to be beside the seaside</p> <p>A local history study:</p> <ul style="list-style-type: none"> □ a depth study linked to one of the British areas of study listed above □ a study over time tracing how several aspects of national history are reflected in the locality □ a study of an aspect of history or a site dating from a period that is significant in the locality <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066</p> <ul style="list-style-type: none"> □ the changing power of monarchs using case studies such as John, Anne and Victoria □ changes in an aspect of social history □ a significant turning point in British history, for example, the first railways <p>Geography Hamilton Units: Rivers, coast, mountains Human and physical geography</p> <ul style="list-style-type: none"> □ describe and understand key aspects of: □ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 	<p>Hamilton unit: Modern Europe Geography</p> <p>Pupils should be taught to:</p> <p>Locational knowledge</p> <ul style="list-style-type: none"> □ locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities □ name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time □ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) <p>Place knowledge</p> <ul style="list-style-type: none"> □ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America <p>Human and physical geography</p> <ul style="list-style-type: none"> □ describe and understand key aspects of: □ physical geography, including: climate zones, 	<p>Hamilton unit: Stone age to iron age Britain British History:</p> <p>Britain's settlement by Anglo-Saxons and Scots e.g. Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <ul style="list-style-type: none"> □ Scots invasions from Ireland to north Britain (now Scotland) □ Anglo-Saxon invasions, settlements and kingdoms: place names and village life □ Anglo-Saxon art and culture □ Christian conversion - Canterbury, Iona and Lindisfarne

	biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle □ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water Geographical skills and fieldwork □ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied □ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world					
<p style="text-align: center;">R.E</p>  <p style="text-align: center;"><i>See LBDS Scheme of work</i></p>	<p>What is the Bible's 'big story' and what does it reveal about having in God?</p>	<p>Why is Remembrance important? (2 weeks)</p> <p>How does Advent and Christmas show us what Christianity is really about? (4 weeks)</p>	<p>What does it mean to be a Hindu?</p>	<p>Do fame and Christian faith go together? (2 weeks)</p> <p>How does Holy Communion Build a Christian Community? (4 weeks)</p>	<p>What is the best way for a Muslim to show commitment to God (Allah)?</p>	<p>How has the Christian message survived for over 2,000 years?</p>
	<p>Understanding the bible as a source of Christianity. Background, context to the bible.</p>	<p>Importance of remembering conflicts and need for peace.</p> <p>Advent as a time of preparation to Christmas for Christians, Epiphany showing the true impact of Jesus' birth for Christians.</p>	<p>Key beliefs of Hindus and how they are applied in daily life.</p>	<p>Values people hold, people can be Christian and famous.</p> <p>Focus on Easter - Maundy Thursday, legacy of Communion, demonstrates God's peace.</p>	<p>Meaning and importance of the Five Pillars of Islam.</p>	<p>Pentecost, Ascension, legacy of Christianity.</p>

 <p>Computing</p>	<p>We are Co-Authors: Creating a class wiki about a journey around the World by any means (linked to Planes Trains and Automobiles)</p>	<p>We are Toy Designers: Design and make an on-screen prototype of a computer controlled toy using Scratch.</p>	<p>We are HTML editors: Understand computer networks including the internet and how HTML is written and edited.</p>	<p>We are meteorologists: Using both analogue and digital measurements and computer based data logging to record weather data. Presentations on PowerPoint can be videoed (optional).</p>	<p>We are musicians: Producing digital music and using programs to edit music.</p>	<p>We are Software Developers: Developing a simple educational game. Design, write and debug programs starting to understand and use variables.</p>
<p>Children will develop the following key skills across the year:</p> <ul style="list-style-type: none"> • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • understand computer networks including the internet; • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information 						
 <p>Art</p>		Painting		Drawing		
		<ul style="list-style-type: none"> *To select, construct and work on a multi-shaped and textured surface. *To mix colours and select appropriate brushes for specific purposes. *To experiment with the application of colours. *To make practical responses to the work of Georgia O'Keefe. *To compare ideas and approaches. 		<ul style="list-style-type: none"> *To respond to a story as a starting point for imaginative work *To use a viewfinder to find patterns in natural objects * To use fine control with a pencil to create detailed sketches of natural objects *To use fine control with a pencil to create detailed sketches of natural views (e.g Hampstead Heath) 		

			*To adapt and develop sketchbook work. *To develop an understanding of and make practical responses to techniques used by J.M.W. Turner.			
Design Technology including Cooking  <i>See Hamilton Scheme of work for support</i>	Design and make a moving toy vehicle				Textiles	
	Children will develop the following key skills: * evaluate their ideas and products against their own design criteria and consider the views of others to improve their work * understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] * apply their understanding of computing to program, monitor and control their products (<i>link to Computing</i>)* generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams * select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities				*To use a variety of folds to create a dip dye pattern * To use resist methods on dip dye fabric * To experiment with knotting and rapping to create effects in dyeing material *To plan a print on a fabric by drawing and sketching first *To print on a fabric *To evaluate their work and printing technique. Design and make a working musical instrument linked to Science.	
	Cooking and Nutrition As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life. Cooking Week takes place once a term and where possible is linked to topic or science.					
Cooking and Nutrition Content Pupils should be taught to: understand and apply the principles of a healthy and varied diet; prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.						
P.E	Swimming at UCS Play competitive games, modified	Swimming at UCS Play competitive games, modified	Swimming at UCS Use running, jumping, throwing and catching	Swimming at UCS Play competitive games, modified	Swimming at UCS Swimming Gala	Swimming at UCS Develop flexibility, strength, technique,

 <p><i>See Val Sabin Scheme of work for support</i></p>	<p>where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p> <p>Y3/4 Benchball Comp.</p>	<p>where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p>	<p>in isolation and in combination</p>	<p>where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Y3/4 Football</p>	<p>control and balance [for example, through athletics and gymnastics]</p> <p>Quadkids Athletics</p>
 <p>Music</p> <p><i>See Charanga website for support</i></p>	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to: ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ develop an understanding of the history of music.</p>					
	<p>Unit: Lean On Me</p> <p>Style: Gospel</p> <p>Topic and cross curricular links: Gospel in its historical context ie from Beethoven to slavery, Elvis to the Urban Gospel of Beyonce and different choirs like the London Community Gospel Choir.</p> <p>Analysing</p>	<p>Christmas - Wider Opps Ukulele</p>	<p>Unit: Glockenspiel Stage 1</p> <p>Style: Learning basic instrumental skills by playing tunes in varying styles</p> <p>Topic and cross curricular links: Introduction to the language of music, theory and composition.</p>	<p>Unit: The Dragon Song</p> <p>Style: A little bit funky and music from around the world.</p> <p>Topic and cross curricular links: Storytelling, creativity, PSHE, friendship, acceptance, using your imagination.</p>	<p>Unit: Reflect, Rewind and Replay</p> <p>Style: Western Classical Music and your choice from Year 3</p> <p>Topic and cross curricular links: Think about the history of music in context, listen to some Western Classical music and place the</p>	<p>Unit: Bringing Us Together</p> <p>Style: Coming soon!</p> <p>Topic and cross curricular links: Coming soon!</p> <p>Links to other units: Coming soon!</p>

	performance.				music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.
MFL - Spanish Camden Scheme of Work 2018-19 only	Pupils should be taught to: <ul style="list-style-type: none"> □ listen attentively to spoken language and show understanding by joining in and responding □ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words □ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* □ present ideas and information orally to a range of audiences* □ read carefully and show understanding of words, phrases and simple writing □ appreciate stories, songs, poems and rhymes in the language 				
	Greetings Numbers to 20 Introductions	Days of the week The Weather Colours Festivals	In the Classroom Classroom Instructions In my School Bag		
Educational Visits/Visitors 	Hunting ghost stations on the underground network Trip to the London Transport Museum By any means - trip around London using different means of transport	Trip to Hampstead Heath Education Centre Link with Greenpeace Trip to the Heath to play 'Survivor' a food chains game Parents with jobs linked to corporate environmental responsibility or other environmental careers.	Trip to the British Museum Participation in the City of London Children's Parade (4 July)		
 Opportunities to	Skills of working together and making everyone feel valued What makes a caring school community and what stops it from being caring Creating a rights respecting class Expressing opinions and listening to others What makes a healthy lifestyles	How to overcome difficulties when learning What stops us learning How to persevere even when something is difficult Planning to achieve a goal and overcome obstacles Finding solutions to difficulties	Helping others in the community Our identity-how we see others and how others see us Challenging stereotypes Different features of our identity How change feels Coping with change		

<p>develop Spiritual, Moral, Social and Cultural Learning and promote fundamental British Values</p> <p><i>See Camden PHSCE scheme of work</i></p>	<p>Taking responsibility for our health How I keep myself healthy What makes a good friend and what gets in the way of friendship What makes people angry and how to calm down Ways to solve friendship problems Why violence is wrong What racism, teasing and bullying are and how it makes someone feel Difference between legal and illegal drugs Harmful effects of smoking and ways to resist being persuaded to smoke What is a risky activity and the difference between sensible and silly risks How to be safe if people are persuading me to do something wrong</p>	<p>Knowing the difference between right and wrong behaviour Why and how rules and laws are made What I am good at Managing feelings hopeful and disappointed Hiding my feelings Managing feeling scared Groups we belong to Different jobs people do in the community Who helps us in the community What makes a community healthy and unhealthy</p>	<p>Managing feelings of loss Feelings when something or someone dies <i>Year 5 Camden SoW Content</i> <i>Understanding more about disability</i> <i>Impact of prejudice and discrimination for people with disabilities</i> <i>Importance of equality and equal opportunities</i></p>
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