






Year 3&4 Curriculum Map Cycle A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Theme	Earliest Civilisations - Ancient Egyptians		Rainforests and Ancient Mayans		The Romans in Britain	
 <p>See Hamilton Trust scheme of work for support</p>	<p><b>Working Scientifically: On-going Unit</b></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"> <li>○ asking relevant questions and using different types of scientific enquiries to answer them</li> <li>○ setting up simple practical enquiries, comparative and fair tests</li> <li>○ making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>○ gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</li> <li>○ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>○ reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</li> <li>○ using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> <li>○ identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.</li> </ul>					
	<b>Rocks and Light</b>		<b>Living Things and their Habitats and Plants</b>		<b>Animals including humans And Electricity</b>	
	<p>Hamilton Unit: <a href="#">This Planet Rocks</a></p> <p><b>Rocks</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>□ describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>□ recognise that soils are made from rocks and organic matter.</li> </ul> <p>Hamilton Unit: <a href="#">Shining the Light</a></p> <p><b>Light</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ recognise that they need light in order to see</li> </ul>		<p>Hamilton Unit: <a href="#">Habitat Helpers</a></p> <p><b>Living things and their habitats</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ recognise that living things can be grouped in a variety of ways</li> <li>□ explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>□ recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul> <p>Hamilton Unit: <a href="#">Greatly Green Growers</a></p> <p><b>Plants</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ identify and describe the functions of different</li> </ul>		<p>Hamilton Unit: <a href="#">The Circle of Life</a></p> <p><b>Animals including humans</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ describe the simple functions of the basic parts of the digestive system in humans</li> <li>□ identify the different types of teeth in humans and their simple functions</li> <li>□ construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> <p>Hamilton Unit: <a href="#">Electric Personalities</a></p> <p><b>Electricity</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>□ identify common appliances that run on electricity</li> <li>□ construct a simple series electrical circuit,</li> </ul>	

	<p>things and that dark is the absence of light</p> <ul style="list-style-type: none"> <li>□ notice that light is reflected from surfaces</li> <li>□ recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>□ recognise that shadows are formed when the light from a light source is blocked by an opaque object</li> <li>□ find patterns in the way that the size of shadows changes.</li> </ul>	<p>parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <ul style="list-style-type: none"> <li>□ 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</li> <li>□ investigate the way in which water is transported within plants</li> <li>□ explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul>	<p>identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <ul style="list-style-type: none"> <li>□ identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</li> <li>□ recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>□ recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>
<p><b>Humanities</b></p>  <p><i>See Hamilton Trust scheme of work for support</i></p>	<p>Hamilton unit: <a href="#">Ancient Egypt</a></p> <p><b>History</b></p> <p>Ancient Egypt: the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt</p> <p><b>Geography</b></p> <p><b>Human and physical geography</b></p> <ul style="list-style-type: none"> <li>□ describe and understand key aspects of:</li> <li>□ 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</li> </ul>	<p>Hamilton Unit: <a href="https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/maya/mayans">https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/maya/mayans</a></p> <p><i>*a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</i></p> <p>Hamilton unit: <a href="#">Rainforests</a></p> <p><b>Geography</b></p> <p>Pupils should be taught to:</p> <p><b>Locational knowledge</b></p> <ul style="list-style-type: none"> <li>□ 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</li> <li>□ 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)</li> </ul> <p><b>Place knowledge</b></p> <ul style="list-style-type: none"> <li>□ understand geographical similarities and differences through the study of human and physical geography of a region of the United</li> </ul>	<p>Hamilton unit: <a href="#">The Romans in Britain</a></p> <p><b>History</b></p> <p>Pupils should be taught about: the Roman Empire and its impact on Britain</p> <p>Examples (non-statutory) This could include: □ Julius Caesar's attempted invasion in 55-54 BC</p> <ul style="list-style-type: none"> <li>□ the Roman Empire by AD 42 and the power of its army</li> <li>□ successful invasion by Claudius and conquest, including Hadrian's Wall</li> <li>□ British resistance, for example, Boudica</li> <li>□ 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</li> </ul>

		<p>Kingdom, a region in a European country, and a region within North or South America</p> <p>Human and physical geography</p> <ul style="list-style-type: none"><li>□ describe and understand key aspects of:</li><li>□ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li><li>□ 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</li></ul> <p>Geographical skills and fieldwork</p> <ul style="list-style-type: none"><li>□ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</li><li>□ 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</li></ul> <p><a href="https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/maya/">https://www.hamilton-trust.org.uk/topics/upper-key-stage-2-topics/maya/</a> Mayans</p> <p>*a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.</p>	
--	--	---	--

<p style="text-align: center;"><b>R.E</b></p>  <p style="text-align: center;">See LBDS Scheme of work</p>	<p style="text-align: center;"><b>How does belief in God affect the people in the Old Testament?</b></p> <p>Belief that we are called in different ways; Old Testament stories of people whose belief in God affected their actions.</p>	<p style="text-align: center;"><b>What are the beatitudes and what do they mean to Christians? (2 weeks)</b></p> <p>Meanings of the beatitudes; impact on Christians.</p> <p style="text-align: center;"><b>What do Christians mean by peace at Christmas? (4 weeks)</b></p> <p>What is peace? Living out the message of peace at Christmas.</p>	<p style="text-align: center;"><b>What is the importance of symbolism, beliefs and teaching in Hinduism?</b></p> <p>Diwali; Holi; sacred books; worship, belief in One God.</p>	<p style="text-align: center;"><b>How do Christians believe following Jesus' new commandments and his 2 greatest commandments make a difference? (2 weeks)</b></p> <p>Relating to Jesus' teachings.</p> <p style="text-align: center;"><b>Easter People: Who is the most important person in the Easter Story? (4 weeks)</b></p> <p>Role of different people within the Easter narrative.</p>	<p style="text-align: center;"><b>What does it mean to be a Muslim?</b></p> <p><u>Beliefs, Muhammed, the Qur'an.</u></p> <p style="text-align: center;"><b>What does it mean to be a Buddhist?</b></p> <p>8 fold path; four noble truths; symbols and five precepts; Sangha and Dharma</p>	<p style="text-align: center;"><b>Who is Jesus?</b></p> <p>Statements that Jesus made about himself.</p>
<p style="text-align: center;"><b>Computing</b></p> 	<p style="text-align: center;"><b>We are communicators</b></p> <p>To develop basic understanding of how email works</p> <ul style="list-style-type: none"> <li>&gt; To gain skills in operating the email system used</li> <li>&gt; To be aware of broader issues surrounding email, including 'netiquette'</li> </ul>	<p style="text-align: center;"><b>We are programmers</b></p> <p>create an algorithm for an animated scene in the form of a storyboard</p> <p>write a program in Scratch to create the animation</p> <p>correct mistakes in their animation programs.</p>	<p style="text-align: center;"><b>We are presenters</b></p> <p>To use descriptive language, and possibly data,</p> <p>to analyse performance</p> <ul style="list-style-type: none"> <li>&gt; To provide supportive feedback to others</li> <li>&gt; To gain skills in shooting live video, such as framing shots, holding</li> </ul>	<p style="text-align: center;"><b>We are researchers</b></p> <p>To develop collaboration skills through working as part of a group</p> <ul style="list-style-type: none"> <li>&gt; To develop research skills through searching for information on the Internet</li> <li>&gt; To improve note-taking skills through the use of</li> </ul>	<p style="text-align: center;"><b>We are opinion pollsters:</b></p> <p>To understand elements of good survey design</p> <ul style="list-style-type: none"> <li>&gt; To understand the ethical and legal aspects of online data collection</li> <li>&gt; To know how to use the web to facilitate data collection</li> </ul>	<p style="text-align: center;"><b>We are meteorologists</b></p> <p>To understand different measurement techniques for weather, both analogue and digital</p> <ul style="list-style-type: none"> <li>&gt; To use computer-based data logging to automate the recording of some weather data</li> </ul>

<p>and e-safety</p> <ul style="list-style-type: none"> <li>&gt; To know and experience other modes of digital communication, including video conferencing</li> <li>&gt; To gain communication skills of reading, writing, speaking and listening in less familiar contexts, and with a particular audience</li> </ul>		<p>the camera steady, and reviewing</p> <ul style="list-style-type: none"> <li>&gt; To gain skills in editing video, including adding narration and editing clips by setting in / out points</li> <li>&gt; To gain a critical understanding of the qualities of effective video, such as the importance of narrative, consistency, perspective and scene length</li> </ul>	<p>mind mapping</p> <ul style="list-style-type: none"> <li>&gt; To develop presentation skills through creating and delivering a short multimedia presentation</li> <li>&gt; To present information to a specific type of audience</li> <li>&gt; To discuss and reflect critically on their own and others' work</li> </ul>	<ul style="list-style-type: none"> <li>&gt; To gain skills in using charts to analyse data</li> <li>&gt; To gain skills in interpreting results</li> </ul>	<ul style="list-style-type: none"> <li>&gt; To use spreadsheets to create charts</li> <li>&gt; To analyse data</li> <li>&gt; To explore inconsistencies in data and make predictions</li> <li>&gt; To practise using presentation software and, optionally, video</li> </ul>
<p><b>Children will develop the following key skills across the year:</b></p> <ul style="list-style-type: none"> <li>○ design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems;</li> <li>○ use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</li> <li>○ understand computer networks including the internet;</li> <li>○ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>● 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</li> </ul>					

<p><b>Art</b></p> 	<p><b>3D Egyptian Jewellery</b> <u><a href="#">Hamilton Plan Session 6</a></u></p> <p>Children will develop the following key skills:  <ul style="list-style-type: none"> <li>* To modify work according to views and describe further developments.</li> <li>*To transfer designs onto a 3D artefact.</li> <li>*To use paper forms to produce a 3D relief surface.</li> <li>*To develop forming and sticking techniques.</li> </ul> </p>	<p><b>Painting Portraits</b> <u><a href="#">Hamilton Plan session 3</a></u></p> <p>Children will develop the following key skills:  <ul style="list-style-type: none"> <li>*To select, construct and work on a multi-shaped and textured surface.</li> <li>*To mix colours and select appropriate brushes for specific purposes.</li> <li>*To experiment with the application of colours.</li> <li>*To make practical responses to the work of Georgia O'Keefe.</li> <li>*To compare ideas and approaches.</li> <li>*To adapt and develop sketchbook work.</li> <li>*To develop an understanding of and make practical responses to techniques used by J.M.W. Turner.</li> </ul> </p>	<p><b>Collage</b> <u><a href="#">Henri Matisse</a></u></p> <p>Children will develop the following key skills:  <ul style="list-style-type: none"> <li>*To develop cutting and sticking skills</li> <li>*To create templates using cutting skills</li> <li>*To investigate the work of Henri Matisse</li> <li>*To create a positive/negative image by using templates made from black paper on white paper and vice versa.</li> </ul> </p>
<p><b>Design Technology including Cooking</b></p>  <p><i>See Hamilton Scheme of work for support</i></p>	<p><b>Design and make a periscope</b> Light Topic</p> <p>Children will develop the following key skills:  <ul style="list-style-type: none"> <li>* use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</li> <li>* select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>* apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> </ul> <p><b>Cooking and Nutrition</b>  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.</p> <p><b>Cooking and Nutrition Content</b>  Pupils should be taught to: understand and apply the principles of a healthy and varied diet; prepare and cook a variety of predominantly</p> </p>	<p><b>3D Rain Forest Dioramas</b> (Possible home learning project)</p> <p>Children will develop the following key skills:  <ul style="list-style-type: none"> <li>*Select from and use materials, including construction materials and textiles, according to their functional properties and aesthetic qualities.</li> </ul> </p>	<p><b>Printing</b> <b>Roman Mosaic Borders</b> <u><a href="#">Hamilton Plan session 3</a></u></p> <p>Children will develop the following key skills:  <ul style="list-style-type: none"> <li>* Make informed choices on colour and design based on prior knowledge and experience.</li> <li>*Print a neat repeating border design with good technique.</li> <li>*Evaluate and analyse their work and that of others.</li> </ul> </p>

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.




*Key Sports Curriculum*



<p>Swimming at UCS</p> <p><b>Rugby</b></p> <p>Hold the ball correctly when traveling with the ball.</p> <p>Use communication affectively when defending and attacking.</p> <p>Pass and receive the ball from different distances.</p> <p>Recognise space on the pitch to receive the ball.</p> <p>Show awareness with and without the ball.</p> <p>Attack quickly when in possession of the ball.</p>	<p>Swimming at UCS</p> <p><b>Football</b></p> <p>Control and pass with the inside of their feet.</p> <p>Use communication effectively when defending and attacking.</p> <p>Use different parts of the feet to dribble.</p> <p>Apply effective forward runs to receive the ball.</p> <p>Show awareness when dribbling with the ball.</p> <p>Attack quickly when in possession of the ball.</p>	<p><b>Dodgeball</b></p> <p>Show good teamwork during matches.</p> <p>Use communication effectively when defending and attacking.</p> <p>Accurate throwing of large balls.</p> <p>Apply good decisions of when to catch and when to dodge.</p> <p>Awareness of opposition.</p> <p>Create and apply tactics.</p>	<p><b>Jungle</b></p> <p>Perform basic dance actions with control and fluency</p> <p>Choose appropriate movements for dance</p> <p>Select and apply appropriate dance movements</p> <p>Perform with fluency and control</p>	<p><b>Athletics</b></p> <p>Sprinting</p> <p>Relay</p> <p>Javelin</p> <p>Long Jump</p> <p>Mini Olympics</p>	<p><b>Hockey</b></p> <p>Hold stick with two hands in the correct position.</p> <p>Use communication effectively when defending and attacking.</p> <p>Pass the ball over different distances and speed.</p> <p>Apply effective forward runs to receive the ball.</p> <p>Show awareness when dribbling with the ball.</p> <p>Attack quickly when in possession of the ball.</p>
---	---	--	--	--	---

**Music**

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.

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 ♣

 <p>See Charanga website for support</p>	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.					
	<b>Bringing us together</b>  Style: disco  Themes explored include friendship, peace, hope and unity.	<b>Christmas (carol service)</b>	<b>Let Your Spirit Fly (Old Scheme)</b> Style: R&B  All the learning is focused around one song: Let Your Spirit Fly, an R&B song written for children.  Elements include listening to, appraising and performing a variety of linked songs.	<b>Three Little Birds</b> Style: Reggae  All the learning is focused around one song: Three Little Birds.  As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other reggae songs.	<b>Revise, Reflect, Rewind</b>  Style: Western Classical Music and your choice from Year 3	<b>Practise for a performance</b>
<b>MFL - Spanish Camden Scheme of Work</b>	Pupils should be taught to: <ul style="list-style-type: none"> <li>□ listen attentively to spoken language and show understanding by joining in and responding</li> <li>□ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</li> <li>□ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*</li> <li>□ present ideas and information orally to a range of audiences*</li> <li>□ read carefully and show understanding of words, phrases and simple writing</li> <li>□ appreciate stories, songs, poems and rhymes in the language</li> </ul>					
	Phonics vowel words Basic greetings Feelings Numbers 1-20 Asking and giving your age Asking and responding to questions Christmas vocabulary Christmas songs	Classroom language Names of animals Plurals Colours Describing animals Spanish songs	Names of fruits Days of the week Spanish stories Retelling Spanish stories Colours of a butterfly Names of snacks Stating and asking what you want			

<p><b>Educational Visits/Visitors</b></p> 	<p>British Museum - <a href="#">Egyptian Gallery</a></p>	<p>Trip to <a href="#">Hampstead Heath Education Centre</a> linked to science topics</p>	<p>Trip to the Museum of London - <a href="#">Roman Britain</a></p>
 <p><b>PSHE and British Values</b></p> <p><i>See Camden PHSCE scheme of work</i></p>	<p>To understand what we spend money on          To understand the ways to save and the benefits of money          To understand the water crisis of the world          To learn to recognise feelings and manage a range of feelings and emotions          To identify and resist pressurising and manipulative behaviour          To understand how a child's online behaviour can affect others          To explain how to keep safe around water          To understand how stereotypes can label people</p>	<p>To identify the qualities of a good friend          To identify positive thoughts          To explore the concept of self-talk          To explore healthy relationships          To explore the importance of asking questions          To develop an awareness of the role of victims bullies and bystanders          To understand that not everything online is trustworthy          To make decisions on what they trust online using agreed criteria          To understand how images are manipulated online</p>	<p>To set a goal          To understand that food gives us energy          To understand the importance of nutrients          To learn about drugs and why people choose to use them          To learn the effects and risks of drinking alcohol          To learn about different patterns of behaviour that are related to drug use</p>