






| Year 3&4 Curriculum Map Cycle B | | | | | | |
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| | 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>See Hamilton Trust scheme of work for support</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"> □ identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat *identify that humans and some other animals have skeletons and muscles for support, protection and movement. <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 | |


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| | <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>parts of flowering plants: roots, stem, leaves and 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 □ 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 <ul style="list-style-type: none"> • Imperialism/Colonialism <p>Geography Hamilton Units: Rivers, coast, mountains Human and physical geography</p> <ul style="list-style-type: none"> □ describe and understand key aspects of: □ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle | <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> <ul style="list-style-type: none"> • changes in Britain from the Stone Age to the Iron Age • This could include: • ♣ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae • ♣ Bronze Age religion, technology and travel, for example, Stonehenge • ♣ Iron Age hill forts: tribal kingdoms, farming, art and culture |


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| | <p>□ 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> <p>Geographical skills and fieldwork</p> <p>□ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> | | <p>biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>□ 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> <p>Geographical skills and fieldwork</p> <p>□ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>□ 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> | | | |
| <p>R.E</p>  <p>See LBDS Scheme of work</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> |


Computing



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| | | | feedback from their peers | | | |
| <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. *To adapt and develop sketchbook work. *To develop an understanding of and make practical responses to techniques used by J.M.W. Turner. | | <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) | |
| <p>Design Technology including Cooking</p>  <p><i>See Hamilton</i></p> | Design and make a moving toy vehicle | | | | Textiles | |
| | <p>Children will develop the following key skills:</p> <ul style="list-style-type: none"> * 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</i> | | | <ul style="list-style-type: none"> *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. | | |

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| <p><i>Scheme of work for support</i></p> | <p><i>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</p> | | <p>Design and make a working musical instrument linked to Science.</p> | | | |
|  <p>Key Sports Curriculum</p> | <p>Swimming at UCS</p> <p>Basketball</p> <p>Bounce the ball with good control.</p> <p>Use communication effectively when defending and attacking.</p> <p>Change direction and speed with good control of the ball.</p> <p>Use both hands effectively when</p> | <p>Swimming at UCS</p> <p>Netball</p> <p>Attack quickly when in possession of the ball.</p> <p>Use communication effectively when defending and attacking.</p> <p>Pass and receive the ball from different distances.</p> <p>Recognise space on the pitch to receive</p> | <p>Gymnastics</p> <p>Show control and creativity when travelling.</p> <p>Use a variety of different body parts to travel on.</p> <p>Select different body parts to travel over, under or along apparatus.</p> <p>Link gymnastic skills together when using apparatus.</p> <p>Support body weight using different body</p> | <p>Speed, agility, quickness</p> <p>Show good body mechanics when traveling through equipment.</p> <p>Change direction at speed with good balance.</p> <p>Use the balls of the feet to complete equipment.</p> <p>Bend knees to gain a good start and change of direction.</p> <p>Apply technical</p> | <p>Athletics</p> <p>Sprinting Relay Javelin Long Jump Mini Olympics</p> <p>Swimming Gala</p> <p>Y3/4 Football</p> | <p>Cricket</p> <p>Play within a team.</p> <p>Get on line with the ball when fielding and use body as a second barrier.</p> <p>Make quick decisions when batting and fielding.</p> <p>Good balance when batting.</p> <p>Catch from a variety of heights and distances.</p> <p>Play within the rules of cricket.</p> |

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| | <p>dribbling.</p> <p>Show awareness when dribbling with the ball.</p> <p>Attack quickly when in possession of the ball.</p> <p>Y3/4 Benchball Comp.</p> | <p>the ball. Use a variety of passes chest pass, overhead pass and shoulder pass. Show and describe good play when attacking.</p> | <p>parts.</p> <p>Perform a variety of skills and travels whilst using a ribbon.</p> <p>Perform a forward roll.</p> | <p>information to movement with and without equipment.</p> <p>Complete equipment with a smooth body motion.</p> | | <p>Quadkids Athletics</p> |
|  <p>Music</p> <p>See Charanga website for support</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</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</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</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> | |

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| | Gospel Choir. Analysing performance. | | composition. | | Western Classical music and place the 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 | 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 | | | | |
| | Classroom Language Greetings Numbers to 31 Asking questions about the day and date Happy Birthday song and greetings Exclamations Mexican celebration Spanish Christmas | Shapes Describing shapes Position and direction Describing pictures Describing faces Naming body parts | Naming family members Spanish alphabet Spelling names Describing features His and her language Spanish stories Retelling stories Famous people | | |
| 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) | | |



British Values

PSHE and British Values

To understand the rights of a child
To understand the link between being paid to do a job and having money to spend
To make consumer choices and explain their decisions
To understand how to stay safe online
To learn a range of feelings, tell how other people are feeling and ask for help with our feelings
Recognise describe and express a larger range of feelings
Learn about our bodies response to different types of emotions and feelings
To explain how to keep safe when walking on roads
To explore gender stereotypes
To explore family differences

To identify the qualities of a good friend
To understand aspects of discrimination
To understand that every individual no matter what gender should be treated with respect and equal opportunities
To understand a growth mind-set
To understand rights in a friendship
To understand responsibilities in a friendship
To develop an awareness of bullying
To explain ways of resolving conflict
To understand what to do if a conflict escalates

To set a goal
To understand what food groups make up a meal
To explain how food choices can contribute to tooth decay
To understand the definition of drugs
To learn about the effects of tobacco and smoking
To learn about the help available to let people stay smoke free