

Ashurst C of E Aided Primary School



Curriculum Planning Map Y3&Y4 Cycle 1 (2021-2022)

| | Autumn | Spring | Summer |
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| Topic | The Mighty Maya (What's the Point of Pyramids?) | Magnificent Metals (The Iron Man) | The Wild Wilderness/ Into the Forest |
| Key Events | Sponsored walk, Christmas play, Remembrance Service. NFER tests. | Visit to Amberley Museum, Mother's Day | Visit to Wakehurst or similar - What plant types are exclusive to South America and its climate? NFER tests |
| Class Texts | Rain Player, Mayan Civilisation. The Explorer. The Hero twins (could make Maya briefer and incorporate Egyptians and link to Pyramids?) | Iron Man. Wall-E (DVD), The Invention of Hugo Cabriolet, Robot (DK) Girl and Robot (http://www.literacysshed.com/the-inventors-shed.html) Rosie Revere - engineer | The Tunnel, 'The Tin Forest' by Helen Ward. 'The Great Green Forest' by Paul Geraghty. 'Where the Wild Things Are'. 'Running Wild' by Michael Morpurgo 'The Great Kapok Tree' and 'The Shamans Apprentice' by Lynne Cherry. Vanishing Rainforest' by Richard Platt. |
| Key Questions | Why did people build pyramids? Why don't the Amazon and the Nile run dry? Why was corn so important? can you change your shadow? | How attractive is the Iron Man? Could you cope without electricity for one day? What would you look like with an exoskeleton? | Where do animals still roam wild? Could you live in the wilderness? Were human beings once wild? Who or what is wild? |
| English | Stories to Get You thinking, 'Welcome to the Maya Area' tourist information page, comic format of 'The Rain God'. Create a Maya god and write stories about them. Diary entries of character from 'The Explorer' (open to change if change history to include Egyptians) | Comprehension focus. Character description of The Iron Man. Emotion and evidence from the text. Descriptive writing (The Pit) text devices (short sentences, repeated phrases, simile and metaphor etc) Newspaper reports of the battle. 'The Invention of Hugo Cabriolet' - write letters to British inventors, write persuasive texts selling and pitching the fascinating inventions that we have designed. | Writing holiday brochures inspired by David Attenborough's Planet Earth II, Adventure stories, rainforest poetry, rainforest information posters/ booklets "We all have forests on our minds. Forests unexplored, unending. Each one of us gets lost in the forest, every night, alone." Ursula Le Guin. creative writing |
| Maths | Y3: Place Value up to 100/1000 ,+/- numbers mentally (formal layout if ready), shape multiples/ more or less- count in multiples –identify, represent numbers using different representations checking using inverse, missing number problems, telling time to 5 mins, Measure- use mm, cm and m and mixed measures | Y3: Place Value- 100/1000 +/- vertically with carrying and decomposition- - numbers in context, Multiplication – vertical, Time, Division as bus stop check by using the inverse, Fractions +/-with the same denominator, time and conversion problem solving, use of inverse missing number problems, scaling problems, finding the perimeter and area of rectilinear shapes, revise triangles and quadrilaterals, symmetry | Y3: <u>Revision</u> Addition vertical mental +/- of 9 19 29 / 11 21 31 etc fractions, problem solving, decimals NFER tests multiplying factors, place for zero Division/ multiplication geometry and co-ordinates, 3D shapes, number and time, Perimeter area and volume Add subtract magic squares |

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| | <p>Y4: Place Value up to 1000 ,+/- numbers mentally (formal layout if ready), shape multiples/ more or less- count in multiples –identify, represent numbers using different representations checking using inverse, missing number problems, Place value negative numbers- counting backwards through zero to include negative numbers , Measure- use mm, cm and m and mixed measures, rounding , Roman Numerals</p> | <p>Y4: Place Value- 1000 +/- vertically with carrying and decomposition- - numbers in context, multiplication – use skill to convert measures, Time, Division as bus stop, check by using the inverse, Fractions Compare and order =/-/+ fractions with same denominator or multiples of, decimal equivalents, rounding decimals, use of inverse missing number problems, scaling problems, finding the perimeter and area of rectilinear shapes, revise triangles and quadrilaterals, roman numerals</p> | <p>Y4: <u>Revision</u> Addition vertical mental +/- of 9 19 29 / 11 21 31 etc fractions, problem solving, decimals NFER tests multiplying factors place for zero Division/ multiplication ratio, geometry and co-ordinates, 3D shapes, number and time, statistics, Perimeter area and volume Add subtract magic squares</p> |
| Science | <p><u>Light (Y3)</u> recognise that they need light in order to see things and that dark is the absence of light, notice that light is reflected from surfaces, recognise that light from the sun can be dangerous and that there are ways to protect their eyes, recognise that shadows are formed when the light from a light source is blocked by an opaque object, find patterns in the way that the size of shadows change.</p> | <p><u>Forces and Magnets (Y3)</u> compare how things move on different surfaces, notice that some forces need contact between two objects, but magnetic forces can act at a distance, 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. <u>Electricity (Y4)</u> identify common appliances that run on electricity, construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers, 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, recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit, recognise some common conductors and insulators, and associate metals with being good conductors. <u>Discrete: Animals including humans(Y3)</u></p> | <p><u>Plants (Y3)</u> identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers, 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. <u>Living things and habitats (Y4)</u> recognise that environments can change and that this can sometimes pose dangers to living things.</p> |

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| | | 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. | |
| Computing | <u>Programming</u> Programming animations Developing simple educational games | <u>Computational Thinking</u> Finding & correcting bugs in a range of programs Creating an Interactive toy and/or display | <u>Creativity</u> Producing & editing video using video software with a range of equipment Producing digital music using a range of software programs |
| History | Mayan civilization c. AD 900 (Maya archaeologist Diane Davies) Discrete block- what was it like for children in WW2? | | |
| Geography | Identify the position and significance of the Equator, Northern and Southern Hemisphere. Geographical skills and fieldwork: use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied Brief rivers if link with Egypt | | Understand geographical similarities/ differences through the study of human and physical geography of a region South America. Human and Physical Geography: climate zones, human geography, including: land use, distribution of natural resources including energy, food, minerals and water <u>Water cycle</u> Locational Knowledge: locate the world's countries, using maps to focus on South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities, Identify the position and significance of the Equator, Northern and Southern Hemisphere. Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied |
| Art | How can we change the colour of that fabric? | Sketching skills –. Experiment with different tones and textures using graded pencils, draw | How did the great artists see themselves? Painting Freda Khalo Beatriz Milhazes print |

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| | Textiles weaving: understand weaving vocabulary and weave using more advanced techniques including joining weft and 2 colour work | textured picture of The Iron Man. Drawing /Digital Media Study recreating scenes from the Iron Man in the style of different illustrators | and collage work with rollers and ink, using block shapes they have made. Blend two colours when printing. Take prints from other objects (leaves, corrugated card) to show texture |
| DT | Maya God masks from card: use layers of card to develop profiles for masks. Food technology -Tortillas | 3D modelling incorporating scene from The iron Man including battery operated lights with switches. invention designs | |
| PSHE | <p><u>New Beginnings :</u> Belonging , Self-awareness, Managing and Understanding my feelings and those of others, Social skills, Making choices, Understanding rights and responsibilities <u>Getting on and falling Out</u> Friendship, Seeing something from someone else's point of view, Working together, Managing feelings – anger , Resolving conflict <u>Say No to Bullying</u> What it is; how it feels; why people bully; how we can prevent and respond to it; and how children can use their social, emotional and behavioural skills to tackle this.</p> | <p><u>Going for Goals!</u> Knowing myself, Setting a realistic goal, Planning to reach a goal, Persistence, Making choices, Evaluation and review <u>Good to be Me</u> Knowing myself, Understanding my Feelings, managing my feelings, standing up for myself</p> | <p><u>Relationships</u> Knowing myself, Understanding my feelings Managing my feelings Understanding the feelings of others, Social skills, making choices <u>Changes</u> Knowing myself, Understanding my feelings, Understanding the feelings of others, Managing my feelings, Planning to reach a goal, Belonging to a community,</p> |
| Music | Let Your Spirit Fly (Y3)and Occarinas Glockenspiel 1 (Y3) 2 (Y4) | 3 Little Birds (y3) Stop! (Y4) | Bringing Us Together (Y3) Reflect, Rewind and Replay. |
| PE | Football Tag rugby Dance Swimming | Dance Gymnastics Swimming | Athletics, rounders, cricket |
| RE | What do Christians learn from the creation story? (UC) (Creation) What is the Trinity? (UC) (Incarnation/God) | What is like to follow God? (UC) (People of God) Why do Christians call the day Jesus died Good Friday? Digging Deeper (UC) (Salvation) | What kind of world did Jesus want? (UC) (Gospel) Important times for Jewish people- Seder Passover, Purim, Rosh Hashanah(SS) |
| MFL (French) | Y3 Autumn 1 getting to know you. Autumn 2 All about me Y4 Autumn 1 All around town. Autumn 2 On the Move | Y3 Spring 1 and 2 food glorious food (included revision of previous work orally especially colours counting and body parts) Y4 Spring 1 Going shopping. Spring 2 Where in the World | Y3 Summer 1 family and friends. Summer 2 Our school and part of time Y4 Summer 1 what's the time. Summer 2 Holidays and hobbies |

Ashurst C of E Aided Primary School

Curriculum Map Y3&Y4 Cycle 2 (2020-2021)

| | Autumn | Spring | Summer |
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| Topic | Forgotten Cities- Indus Valley | The Dawn of Man | Explorers and Guardians |
| Key Events | Remembrance Service NFER tests | Trip to Cissbury Ring Visit from Mr Evans (Geologist) | Visit to St Mary's Bramber NFER tests |
| Class Texts | Stories to think about, Madhur Jaffrey: Seasons of splendour, Running on the Roof of the World, Atlantis (DVD) , myths of Atlantis, The man who never lied and other stories | Stone Age Boy - Satoshi Kitamura, Ug: Boy Genius of the Stone Age - Raymond Briggs, The Fossil Girl - Catherine Brighton, How to Wash a Woolly Mammoth - Michelle Robinson, The Pebble in My Pocket - Meredith Hooper and Stig of the Dump - Clive King. The Boy with the Bronze axe- Kathleen Fidler. One Blue Bead | Reference and guide books about St. Mary's House in Bramber, Ice Trap – Meredith Hooper, Shackleton's Journey – William Grill Explorer – DK Eyewitness Guides. QCA Treasure/ Explorers. Explorer by Katharine Rundell. The Desperate Journey Kathleen Fidler |
| Key Questions | What is an archaeologist? Why is rubbish important? Who founded Hinduism? Why do Hindu Gods have many arms? What makes a city disappear? | How old is old? Did the stone age end because they ran out of stones? What were the bone wars? What can rocks teach us about how the earth was formed? Does the earth get angry? what is the ring of fire? | Heading into the unknown-why do we explore? Was Shackleton brave or foolish? What would we need on a voyage of discovery? |
| English | 'Thinking stories to wake up your mind' Comparing stories from different cultures The Old Man and The Magic Bowl/The Magic Porridge Pot. Travel leaflet/ brochure about the IVC. Information poster about Hinduism. | Comprehension focus. Newspaper reports- Skara Brae, Instructions for making fossils. Thank you letters. Fact-files about Mary Anning. Warning signs. Estate Agents advertisement for Stig's cave. Dialogue/ script with Drama. Poetry. Adverts for Stone age weapons. | Letter of application to join expedition. brochure/ booklet for St Mary's. Mystery/adventure writing research local churches. Diary writing |
| Maths | Y3: Place Value up to 1000 ,+/- numbers mentally (formal layout if ready), shape multiples/ more or less- count in multiples –identify, represent numbers using different representations checking using inverse, missing number problems, telling time to 5 mins, Measure- use mm, cm and m and mixed measures | Y3: Place Value- 100/1000 +/- vertically with carrying and decomposition- numbers in context, Multiplication – vertical, Time, Division as bus stop check by using the inverse, Fractions +/- with the same denominator, time and conversion problem solving, use of inverse missing number problems, finding the perimeter and area of rectilinear shapes, revise triangles and quadrilaterals, symmetry | Y3: <u>Revision</u> Addition vertical mental +/- of 9 19 29 / 11 21 31 etc fractions, problem solving, decimals NFER tests multiplying factors, place for zero Division/ multiplication geometry and co-ordinates, 3D shapes, number and time, Perimeter area and volume, Add subtract magic squares |
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| | missing number problems, Place value negative numbers- counting backwards through zero to include negative numbers , Measure- use mm, cm and m and mixed measures, rounding , Roman Numerals | fractions with same denominator or multiples of, decimal equivalents, rounding decimals, use of inverse missing number problems, finding the perimeter and area of rectilinear shapes, revise triangles and quadrilaterals, roman numerals | number and time, statistics, Perimeter area and volume, Add subtract magic squares |
| Science | <u>Sound (Y4)</u> 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. | <u>Rocks (Y3)</u> compare and group together different kinds of rocks on the basis of their appearance and simple physical properties describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter. <u>Animals including humans(Y4)</u> 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. | <u>States of matter (Y4)</u> 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. <u>Living things and habitats (Y4)</u> 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 |
| Computing | <u>Computer Networks</u> Finding out about computer networks Editing and writing code using Scratch software & 2Code programming languages | <u>Communication & Collaboration</u> Collaborating by email & teleconferencing including G-Suite for Education & Google Classrooms Producing collaborative web-based information e.g. Wikis | <u>Productivity</u> Creating online surveys & analysing results Recording and analysing data |
| History | Achievements of the earliest civilizations – where and when did the Indus Valley Civilisation appear the environment of the Indus Valley and how this could have affected settlement patterns and lifestyles Discrete block- what was it like for children in WW2? | Changes in Britain from the Stone Age to the Iron Age: 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 | Local History: St. Mary's House Bramber / Bramber castle- a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality. Lives of famous explorers (Shackleton Darwin) |
| Geography | Geographical skills and fieldwork: use maps, atlases, globes and digital/computer mapping | Volcanoes and Earthquakes What causes a volcano to erupt and which are the famous volcanoes in | Understand geographical similarities and differences through the study of human and |

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| | to locate countries and describe features studied. The water cycle and flooding. | the world? What causes an earthquake (and a tsunami) and how are they measured? | physical geography of a region of the United Kingdom. Human and Physical Geography: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies Local Watch/ Local Knowledge Bramber: 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 |
| Art | Clay seals linked to IVC and pots | Cave drawings Draw using a variety of tools and surfaces (paint, chalk, pastel, pen and ink) Use a variety of brushes and experiment with ways of marking with them. Use pipe cleaners/wire to create sculptures of human forms. | What's that coming over the hill? Painting /textiles Landscapes Gainsborough. Mix and match colours (create palettes to match images) Create washes to form backgrounds. Lighten and darken tones using black and white. Begin to experiment with colour to create more abstract colour palettes (e.g. blues for leaves). Experiment with watercolour, exploring intensity of colour to develop shades. |
| DT | Food technology evaluate products and create own link to Hinduism or harvest Max McMurdo- recycling from junk link rubbish | 3D modelling plaster casts of fossils (Make moulds from plasticine and use to cast.) Building Stonehenge /make an erupting volcano | |
| PSHE | <u>New Beginnings</u> : Belonging , Self-awareness, Managing and Understanding my feelings and those of others, Social skills, Making choices, Understanding rights and responsibilities <u>Getting on and falling Out</u> | <u>Going for Goals!</u> Knowing myself, Setting a realistic goal, Planning to reach a goal, Persistence, Making choices, Evaluation and review <u>Good to be Me</u> | <u>Relationships</u> Knowing myself, Understanding my feelings Managing my feelings Understanding the feelings of others, Social skills, making choices <u>Changes</u> |

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| | <p>Friendship, Seeing something from someone else's point of view, Working together, Managing feelings – anger , Resolving conflict</p> <p><u>Say No to Bullying</u></p> <p>What it is; how it feels; why people bully; how we can prevent and respond to it; and how children can use their social, emotional and behavioural skills to tackle this.</p> | <p>Knowing myself, Understanding my Feelings, managing my feelings, standing up for myself</p> | <p>Knowing myself, Understanding my feelings, Understanding the feelings of others, Managing my feelings, Planning to reach a goal, Belonging to a community,</p> |
| Music | Mamma Mia (Y4) Glockenspiel 1 (Y3) 2 (Y4) | Dragon Song (Y3) Lean on Me (Y4) | Blackbird (Y4) Reflect, Rewind and Replay |
| PE | Football Tag rugby Dance Swimming | Dance Gymnastics Swimming | Athletics, rounders, cricket |
| RE | Hinduism- Faith founders, worship and belief- what do Hindus teach their children about God? Puja, texts and Holi | <p>Saints and Heroes- who were St. James and St. Cuthman?</p> <p>Why do Christians call the day Jesus died Good Friday? (UC) (Salvation)</p> | <p>Islamic unit-introduction (pre-(Y5/Y6)</p> <p>When Jesus left what was the impact of Pentecost? (UC) (Kingdom of God)</p> |
| MFL (French) | <p>Y3 Autumn 1 getting to know you.</p> <p>Autumn 2 All about me</p> <p>Y4 Autumn 1 All around town. Autumn 2 On the Move</p> | <p>Y3 Spring 1 and 2 food glorious food (included revision of previous work orally especially colours counting and body parts)</p> <p>Y4 Spring 1 Going shopping. Spring 2 Where in the World</p> | <p>Y3 Summer 1 family and friends. Summer 2 Our school and part of time</p> <p>Y4 Summer 1 what's the time. Summer 2 Holidays and hobbies</p> |