

# All Saints' and St Richard's Church of England Primary School

## Curriculum Map Year 3/4 Sparrowhawks Cycle B

| Cycle B                  | Term 1  | Term 2  | Term 3  | Term 4   | Term 5   | Term 6  |
|--------------------------|---|---|---|--|--|---|
| Topic                    | Roman Invasion!   | Active Earth  | Here and there.<br>Now and then.<br>Heathfield Town   | Fairgrounds<br>Sound, Forces and<br>Magnets  | How Humans Really<br>Work  | This is Britain   |
| 'Wow' Starters           | Wow Finish -<br>Crossover Roman<br>Day with Buzzards          | Volcanic Eruption in<br>Class<br><br>Children to make their<br>own volcanoes  | Letter from Parish<br>Council   | Music Workshop<br>e.g. Gamelan or<br>Batucada  | St John's First Aid<br>Course<br><br>Skeleton from HCC<br><br>Body Part Game   | High Weald Heroes<br>Workshop   |
| Trips and<br>Experiences | Trip to Bignor Villa  | Trip to Birling Gap<br><br>Trip to Towner Art<br>Gallery<br><br>Pantomime   | Visit Heathfield Town<br>and Old Heathfield   | Museum of Shops<br><br>Gamelan Workshop<br>or Batacudata Visit   | Farm Visit<br>(Where our food<br>comes from)<br><br>Pizza Express –<br>Healthy Pizzas  | Visit to local<br>restaurant e.g. Indian<br><br>Food Tasting  |
| Outdoor<br>Learning      | <b>Raised Bed – Herb Garden Focus</b>                         |   |   |  |  |   |
|                          | Outdoor Worship<br>(Creativity Focus)                         | Orienteering<br>Outdoor Adventure<br>(PE Unit)<br><br>Apple Recipes<br><br>Outdoor Art Project<br>(Andy Goldsworthy inspired) | UK Bird Watch<br><br>Homemade Bird<br>Feeders<br><br>Winter Outdoor Art<br>(Andy Goldsworthy inspired)  | Rabbit Protection<br>(raised beds)<br><br>Elderflower Cordial<br>Making<br>(Early May)   | Food Chains<br>(Woodland Focus)<br><br>Foraging for Food<br><br>Cooking Outside<br>using fire and Trangia  | Nature Line<br>Drawings<br><br>High Weald Study<br>(High Weald Heroes)  |
|                          | <b>Woodland Wonder Days – Risk Management</b>                 |   |   |  |  |   |
|                          | Team Building Day<br><br>(Refer to Outdoor<br>Learning Cards) | Trip to Birling Gap<br><br>Beach Sculpture<br>(Andy Goldsworthy inspired)<br><br>Impact of erosion on<br>the landscape        | Woodland Art & Craft<br>(mud 3D pictures)<br><br>Wood Working<br>(Necklace or Keyring)<br><br>Woodland Sculpture<br>(Andy Goldsworthy inspired) | Scarecrows<br><br>The Scarecrow's<br>Wedding<br>Create scarecrow<br>characters and<br>write a story.<br><br>Scarecrow Making<br>(link to scarecrow<br>stories) | Woodland Cooking<br><br>Nettle Foraging<br>Set-up camp and<br>forage for nettles. Make<br>nettle tea and nettle<br>and parsley soup.<br>Make a nettle plant<br>food. | Woodland Treasures<br>Collect natural<br>treasures from the<br>woods and use to<br>make something<br>special.<br><br>Twig Whittling<br>(Woodland Trust) |

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| <p><b>Literacy<br/>(Book Power)</b></p> | <p><b>Stories with Historical Settings</b></p>   | <p><b>Pebble in my Pocket<br/>Book Power Year 4</b><br/>(Information Book)</p> <p><b>Mouse, Bird, Snake, Wolf</b><br/>Book Power Year 4</p>   | <p><b>The Iron Man<br/>Book Power Year 3</b></p> <p><b>Hot Like Fire<br/>by Valerie Bloom</b><br/>(Poetry)<br/>Book Power<br/>Years 3 and 4</p>   | <p><b>Leon and the Place<br/>Between by Angela<br/>McAllister and<br/>Grahame Baker-<br/>Smith</b></p> <p>Book Power<br/>Years 3 and 4</p> | <p><b>Stone Mouse by<br/>Jenny Nimmo</b><br/>Book Power<br/>Years 3 and 4</p> <p>or</p> <p><b>Leon and Bob by<br/>Simon James</b><br/>Book Power<br/>Years 3 and 4</p> | <p><b>Stories with Issues<br/>and Dilemmas</b></p> <p><b>Varjak Paw<br/>Book Power Year 4</b><br/>(Dilemma Text)</p> <p><b>The Ice Palace Book<br/>Power Year 4</b><br/>(Dilemma Text)</p> <p><b>Mirror by Jeannie<br/>Baker</b></p>  |  |
| <p><b>History</b></p>                   | <p><b>The Roman Empire and<br/>its Impact on Britain</b></p> <p>This could include:</p> <ul style="list-style-type: none"> <li>Julius Caesar's attempted invasion in 55-54 B</li> <li>The Roman Empire by AD 42 and the power of its army</li> <li>Successful invasion by Claudius</li> <li>British resistance, for example, Boudica</li> <li>'Romanisation' of Britain and the impact of technology, culture and beliefs</li> </ul> |   | <p><b>Local History Study<br/>(Heathfield)</b></p> <ul style="list-style-type: none"> <li>Significant events and places in our own locality</li> </ul> <p>This could include:</p> <ul style="list-style-type: none"> <li>A depth study linked to one of the British areas of study</li> <li>A study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</li> </ul> |  |  | <p><b>This is Britain</b></p> <p><b>A local History Study<br/>(High Weald)</b></p> <ul style="list-style-type: none"> <li>A study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066)</li> <li>A significant turning point in British History e.g. railways, immigration</li> </ul> |  |
| <p><b>Geography</b></p>                 |  | <p><b>Active Earth</b><br/>Describe and understand key aspects of physical geography</p> <p><b>Earthquakes and Volcanoes</b></p> <p>Regional Comparisons (UK, EU, Americas)</p> <p><b>Extreme Weather</b><br/>(focus on a particular country)</p> | <p><b>High Weald Study (Outdoor Learning Link)</b></p> <p>Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans, graphs and digital technologies.</p> <p>Describe and understand key aspects of human geography and physical geography.</p>   |  |  |   | <p><b>This is Britain</b></p> <p><b>Locational Knowledge:</b></p> <ul style="list-style-type: none"> <li>Name and locate counties and cities of the UK, geographical regions and their identifying human and physical characteristics, key topological features and understand how some of these features have changed over time.</li> </ul> |

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| <p><b>Science</b></p> |   | <p><b>Rocks</b><br/>Grouping rocks, fossils and soils.<br/>(Year 3 programme of study)</p>   | <p><b>Forces &amp; Magnets</b><br/>(Year 3 programme of study)</p>   | <p><b>Sound</b><br/>(Year 4 programme of study)</p>   | <p><b>Animals and Humans</b><br/>Digestive system, teeth, predator, prey<br/>(Year 4 programme of study)</p> <p><b>Animals and Humans</b><br/>Human and animal nutrition, skeletons and muscles.<br/>(Year 3 programme of study)</p> <p><b>Healthy Living Week</b></p> |   |
| <p><b>DT</b></p>      | <p><b>Food</b><br/><br/>Cook and prepare healthy savoury food</p> |  |  | <p><b>Mechanisms and Pneumatic Systems</b></p>  | <p><b>Seasonality</b><br/><br/>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. (Link to Outdoor Learning)</p>   |   |
| <p><b>Art</b></p>     |   | <p><b>Painting</b><br/>Secondary colours, brush sizes, washes, textural effects. Link to outdoor sculptures and Andy Goldsworthy.<br/><br/><b>Artist study: Ravilious</b><br/>Local Artist</p> | <p><b>3D</b><br/><br/>Develop specific techniques with clay, such as coil and slab pots. Use hatching and slips to join.</p> | <p><b>Collage</b><br/><br/>Creating image and texture through a range of techniques such as folding, tearing and overlapping.</p> |  | <p><b>Drawing</b><br/><br/>Lines, marks, tone, form and texture. Perspective and composition.</p> |

|                                    | Classroom Instructions – On Going  |   |   |  |   |   |
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| <b>French</b><br>(Cycle B)         | <b>Greetings</b> (1 week)<br><b>How do you feel?</b><br>(2 weeks)<br><b>Names</b> (1 week)<br><b>Harvest Celebration</b><br>(1 week)<br><b>French Story - Melon Enorme</b><br>(1 week) | <b>Numbers 1-12</b><br>(2 weeks)<br><b>French Speaking Countries</b><br>(1 week)<br><b>A Traditional French Rhyme</b><br>(1 week)<br><b>Christmas</b> (2 weeks) | <b>Numbers 13-20</b><br>(1 week)<br><b>Days of the Week</b><br>(1 week)<br><b>Months</b> (1 week)<br><b>Seasons</b> (1 week)<br><b>Weather</b> (3 weeks)              | <b>Le Voyage de Plume</b><br>or<br><b>Storms and Shipwrecks</b><br>(4 weeks)<br><b>Making an Easter Card</b><br>(1 week) | <b>Numbers 21-31</b><br>(1 week)<br><b>Food – Ice-Creams</b><br>(2 weeks)<br><b>Likes and Dislikes</b><br>(2 weeks) | <b>The Hungry Caterpillar</b><br><br>(8 weeks)  |
| <b>P.E.</b>                        | OAA, Orienteering & Cross Country<br><br>Invasion Games  | Gymnastics<br><br>Invasion Games  | Dance<br><br>Cricket  | Tennis<br><br>Basketball   | Athletics<br><br>Stool Ball   | Athletics<br><br>Rounders   |
| <b>Music</b>                       | Singing<br>Pitch   | Singing<br>Pulse and Rhythm   | Singing<br>Pitch  | Singing<br>Pulse and Rhythm  | Singing<br>Composing  | Singing<br>Composing  |
| <b>PSHEe</b><br>(Year 4 Programme) | <b>New Beginnings</b><br><br><b>Pupil Voice &amp; Citizenship</b><br><br>Democracy and Decision Making   | <b>Getting On and Falling Out</b><br><br><b>Say No to Bullying</b><br>Anti-Bullying Week  | <b>Good To Be Me</b><br><br><b>Difference and Diversity</b><br><br>Appreciate the range of national, regional, religious and ethnic identities in the United Kingdom. | <b>Going for Goals</b><br>Learning to Learn Focus<br><br><b>Alcohol Education</b>  | <b>Relationships</b><br><br><b>Sex and Relationship Education</b>   | <b>Changes</b><br><br><b>Careers</b><br><br>Reflect on spiritual, moral, social and cultural issues.                              |
| <b>Computing</b>                   | Use a range of tools to present ideas. Including sound, music, video, animation, text and images.  | <b>Branching Databases</b><br><br>Collect data from a variety of sources, present as graphs and branching databases.  | <b>E-Safety</b><br><br>Digital Literacy Technology in our lives. Tools for online collaboration. How does the internet work?<br>How does a search engine work?        | <b>Computer Science Programming</b><br><br>Write programmes including repeat loops, screen turtles and scratch           | <b>Computer Science Programming</b><br><br>Write programmes including repeat loops, screen turtles and scratch      | <b>Digital Literacy Technology in our Lives</b><br><br>Tools for online collaboration, use of the internet for different purposes |

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| <p><b>R.E.</b></p>           | <p><b>Christianity</b><br/>Worship<br/>Y3 - What do Christians believe<br/>God is like?<br/>Y4 - Why do Christians worship Jesus?<br/><br/>Harvest</p>  | <p><b>Christianity</b><br/>Christmas<br/>Y3 – What might Jesus think of Christmas?<br/>Y4 – How can artists help us to understand Christmas?<br/><br/>Characters in the Christmas Story</p>   | <p><b>Judaism</b><br/>Y3 – What are important times for Jews?<br/>Y4 – How does a synagogue help us to understand the Jewish Faith?<br/><br/><b>Christianity</b><br/>Saints<br/>St Richard</p> | <p><b>Christianity</b><br/>Y3 – What happened during Holy Week?<br/>Y4 – How does lent help Christians prepare for Easter?<br/><br/>How did Jesus change lives?</p> | <p><b>Christianity</b><br/>Y3 – Is Christian Worship the same all around the world?<br/><br/><b>Hinduism</b><br/>KS2 – What does it mean to be a Hindu</p>  | <p><b>Hinduism</b><br/>KS2 – What helps Hindus to Worship.<br/><br/><b>Christianity</b><br/>Y4 – How have Christians changed the world?</p>                                       |
| <p><b>British Values</b></p> | <p><b>The Big Question:</b><br/>Are rules important?</p>  | <p><b>The Big Question:</b><br/>'Is it always right to protect the environment?'</p>  | <p><b>The Big Question:</b><br/>'Is it good to be different?'</p>  | <p><b>The Big Question:</b><br/>'Should you ever break the rules?'</p>  | <p><b>The Big Question:</b><br/>'Can people with different beliefs or ideas be friends?'</p>  |   |
| <p><b>British Values</b></p> | <p><b>Beliefs and Values</b><br/><br/>Study faiths and beliefs in Roman times and consider why freedom to choose is now protected by law.<br/><br/>To develop self-knowledge, self-esteem and self-confidence in researching and presenting information to the class.</p> | <p><b>Democracy - Active Earth</b><br/><br/>'Should people live in vulnerable locations?'<br/><br/>'Is the National Trust policy right?'<br/><br/>'Should we defend the Sussex coast?'<br/><br/>Children to take on different roles as part of a debate, leading to a school vote.<br/><br/><b>Remembrance Sunday</b></p> | <p><b>Democracy</b><br/><br/>Children come up with their own proposal for an improvement in Heathfield prepare arguments and present to Parish Council.</p>                                    | <p><b>Beliefs and Values</b><br/><br/>Consider famous people such as Nelson Mandela, Rosa Parks and Malala Yousafzai.</p>   | <p><b>Respecting Difference</b><br/><br/>Understand that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity, gender and disability.</p> | <p><b>Order in Court</b><br/><br/>An opportunity to explore the judicial system.<br/><br/>Visiting speakers.<br/><br/>Children have to investigate a crime and take to court.</p> |