NORTHBOURNE CEP SCHOOL

Whole Year Curriculum Map – Hazel Class Year 3/4
2021 / 2022

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Whole School Values and Theme	**Christian Value across the Term**	Kindness	Compassion	Love	Faith	Forgiveness	Respect
	Whole School Theme	**What A Wonderful World** **Blue Abyss**		**Horrible Histories** **Anglo Saxons and Vikings**		**Blank Canvas** **Andy Warhol Pop Art**	
	Theme days, Trips, Visitors, Enrichment Activities	• Beach clean trip		• Viking invasion • Viking dress up day		• Art Gallery evening/afternoon Talent show	
Forest School		**FOREST SCHOOL – Weekly, Half Day Sessions throughout the Year**					

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Hazel Class, Year 4/5	**Maths (White Rose)**	**Number** • Place Value **Number** • Addition & Subtraction	**Number** • Addition & Subtraction **Number** • Addition & Subtraction	**Number** • Multiplication & Division **Measurement** • Length & Perimeter	**Number** • Multiplication & Division **Fractions**	**Fractions** **Number** Y3 Measurement: Mass and Capacity	**Decimals** • Year 4 money **Measurement** • Time and Converting Units **Statistics**	**Geometry** • Properties of Shape **Geometry** • Y4 Position & Direction **Consolidation**
	Literacy — Text	Various short texts			Erik the Viking		Rules of Summer	
	Literacy — Writing Genre	**Non Narrative** • Recount • Leaflets • Persuasive writing	**Narrative** • Fiction and non-fiction texts	**Non Narrative** • Explanation texts • Newspaper reports • Instructions	**Non Narrative** • Formal letter • Recount **Narrative** • Historical narrative	**Narrative** • Myths and Legends/Fables	**Narrative** • Play Scripts • Fairy Tales **Narrative** • Story telling from Music/Art	**Non Narrative** • Persuasive writing • Biographies Explanation Texts **Poetry** • Personification
	R.E. (Understanding Christianity)	**Creation** What do Christians learn from the Creation story?	**Incarnation** What is the Trinity?	**Gospel** What kind of world did Jesus want?	**Salvation** Why do Christians call the day Jesus died Good Friday?	**Hinduism** What does it mean to be a Hindu in Britain today?	**Journeys** Why do some people think that life is a journey and what significant experiences mark this?

	History	**History of climate change and how it impacts humanity** • a local history study	**The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor** • Viking raids and invasion • resistance by Alfred the Great and Athelstan, first king of England • further Viking invasions and Danegeld • Anglo-Saxon laws and justice • Edward the Confessor and his death in 1066			

| | **Geography** | • 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
• 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)
• KS2 - describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
• 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
• use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied | **Place Knowledge**
• 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

• 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 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
• 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 | |

Science

Animals, including Humans	**Rocks and soil**	**States of Matter**	**Forces and magnets**	**Light**	**Investigations**
• 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. **Working Scientifically** • asking relevant questions and using different types of scientific enquiries to answer them • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • using straightforward scientific evidence to answer questions or to support their findings	• 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 **Working Scientifically** • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • using results to draw simple conclusions, make	• 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. **Working Scientifically** • 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 • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • using straightforward scientific evidence to answer questions or to support their findings. • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	• compare how things move on different surfaces • notice that some forces need contact between 2 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 2 poles • predict whether 2 magnets will attract or repel each other, depending on which poles are facing **Working Scientifically**	• 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 **Working Scientifically** • 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,	**Working Scientifically** • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • 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

			predictions for new values, suggest improvements and raise further questions • using straightforward scientific evidence to answer questions or to support their findings. • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions		• gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables	including thermometers and data loggers • identifying differences, similarities or changes related to simple scientific ideas and processes • asking relevant questions and using different types of scientific enquiries to answer them • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions	
	Art & Design	• to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history •	• to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history •	• to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history •	• to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history	• to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history .	• to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history
	Computing	• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • 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	• use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • understand computer networks	• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use logical reasoning to explain how some simple algorithms	• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content	• use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

			accomplish given goals, including collecting, analysing, evaluating and presenting data and information • design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	• use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • use sequence, selection, and repetition in programs; work with variables and various forms of input and output	work and to detect and correct errors in algorithms and programs • use sequence, selection, and repetition in programs; work with variables and various forms of input and output	• 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 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	• 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 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
	Design & Technology	**Cooking and Nutrition** • 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.	**Technical Knowledge** apply their understanding of how to strengthen, stiffen and reinforce more complex structures **Design** • 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** • investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ♣ • understand how key events and individuals in design and technology have helped shape the world	**Technical Knowledge** apply their understanding of how to strengthen, stiffen and reinforce more complex structures **Design** • 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles	**Technical Knowledge** apply their understanding of how to strengthen, stiffen and reinforce more complex structures **Design** • 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** • investigate and analyse a range of	**Technical Knowledge** apply their understanding of how to strengthen, stiffen and reinforce more complex structures **Design** • 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 generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design **Make** • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities **Evaluate** • investigate and analyse a range of

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	Languages	**French (Family and Friends)** • *present ideas and information orally to a range of audiences * broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Family and Friends • *explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words *write phrases from memory, and adapt these to create new sentences, to express ideas clearly Family and Friends Create 'Happy Family games'		**French (Food glorious food)** • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help *broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary Our School • speak in sentences, using familiar vocabulary, phrases and basic language structures *explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words Our School		**French (All around town)** • engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help *speak in sentences, using familiar vocabulary, phrases and basic language structures All Around the Town. • *describe people, places, things and actions orally* and in writing explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words All Around the Town *appreciate stories, songs, poems and rhymes in the language 'Mon Beau Sapin' song
	Music	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • use and understand staff and other musical notations	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • appreciate and understand a wide range of high-quality live and recorded music drawn from different	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • use and understand staff and other musical notations	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians

			traditions and from great composers and musicians • use and understand staff and other musical notations		• use and understand staff and other musical notations	• use and understand staff and other musical notations • 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 • develop an understanding of the history of music.	• use and understand staff and other musical notations
	PE	**Fitness** • use running, jumping, throwing and catching in isolation and in combination • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**Basketball** • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve	**Lacrosse** • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**Football** • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**Striking and Fielding** • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.	**Athletics** • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.

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	PSHE (Jigsaw)	Being Me	Celebrating difference	Dreams and Goals	Healthy Me	Relationships	Changing Me