

Curriculum Map – Two Year, Long Term Plan.

Cycle A

Term	Objective	Topic Ideas	Links
<p>Autumn 1</p> <p><b>Topic:</b> Muck, Mess and Mixtures</p> <p>Koinonia Trust Endurance</p> <p>Democracy Mutual Respect Individual Liberty</p> <p>Koinonia Trust Endurance</p> <p>Democracy Mutual Respect Individual Liberty</p>	<p><b>Working Scientifically</b> 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: ♣ 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.</p> <p><b>States of Matter</b> Pupils should be taught to: ♣ 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>	<p><b>Launch:</b> Messy Activities</p> <p><b>Land:</b> Cook and Eat</p>	

Koinonia  
Trust  
Friendship  
Endurance

Mutual Respect  
Individual Liberty

**Design & Technology**

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 ♣ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ♣ 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.

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

<p>Autumn 2</p> <p><b>Topic:</b> Around the World in ... days</p> <p>Koinonia Trust Endurance</p> <p>Democracy Mutual Respect Individual Liberty</p> <p>Koinonia Thankfulness Compassion Trust Friendship Forgiveness Endurance Hope Peace</p> <p>Democracy Mutual Respect</p>	<p><b>Working Scientifically</b> 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: ♣ 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.</p> <p><b>Geography</b> Locational knowledge ♣ 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) Place knowledge</p>	<p>Track Santa</p> <p><b>Launch:</b> Jigsaws, Maps and Ipads</p> <p><b>Land:</b> Christmas Around the World</p>	
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Rule of Law  
Individual Liberty

♣ 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 and physical geography  
♣ describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ 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 maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ♣ 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 Geography 230 ♣ 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.

Trust  
Endurance

**Art & Design**

Pupils should be taught: ♣ 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.

Mutual Respect  
Individual Liberty

<p>Spring 1 &amp; 2  <b>Topic:</b>  Off With Your Head</p> <p>Koinonia  Thankfulness  Compassion  Trust  Friendship  Forgiveness  Endurance  Hope  Peace</p> <p>Democracy  Mutual Respect  Rule of Law  Individual Liberty</p> <p>Trust  Endurance</p> <p>Mutual Respect  Individual Liberty</p> <p>Koinonia  Trust  Friendship  Endurance</p> <p>Mutual Respect  Individual Liberty</p>	<p><b>History</b>  a study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066</p> <p><b>Geography</b>  Locational Geography  ♣ 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</p> <p><b>Art &amp; Design</b>  Pupils should be taught: ♣ 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.</p> <p><b>Design &amp; Technology</b>  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</p>	<p><b>Launch:</b>  Court Scene</p> <p><b>Land:</b>  Court Scene – Perform to Audience</p>	
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	<ul style="list-style-type: none"> <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>♣ 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</li> </ul> <p>Evaluate</p> <ul style="list-style-type: none"> <li>♣ investigate and analyse a range of existing products</li> <li>♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>♣ understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p>Technical knowledge</p> <ul style="list-style-type: none"> <li>♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>♣ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> <li>♣ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]</li> <li>♣ apply their understanding of computing to program, monitor and control their products.</li> </ul> <p>Cooking and Nutrition</p> <ul style="list-style-type: none"> <li>♣ understand and apply the principles of a healthy and varied diet</li> <li>♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</li> <li>♣ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</li> </ul>		
<p>Summer 1</p> <p><b>Topic:</b> Life on Earth</p> <p>Koinonia Trust Endurance</p> <p>Democracy Mutual Respect Individual Liberty</p>	<p><b>Working Scientifically</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</li> </ul>	<p><b>Launch:</b> Grow Your Own Competition</p> <p><b>Land:</b> Present and Judge – David Attenborough style</p>	

<p>Koinonia Thankfulness Compassion Endurance</p> <p>Mutual Respect Individual Liberty</p> <p>Koinonia Thankfulness Compassion Endurance</p> <p>Mutual Respect Individual Liberty</p> <p>Koinonia Thankfulness Compassion Endurance</p> <p>Mutual Respect Individual Liberty</p>	<p>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.</p> <p><b>Plants</b></p> <p>♣ 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.</p> <p><b>Living things and their habitats</b></p> <p>♣ 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> <p><b>Animals including humans</b></p> <p>♣ 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. 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</p>		
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<p>Trust Endurance</p> <p>Mutual Respect Individual Liberty</p> <p>Koinonia Trust Endurance</p> <p>Democracy Mutual Respect Rule of Law Individual Liberty</p>	<p><b>Art &amp; Design</b> Pupils should be taught: ♣ 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.</p> <p><b>Computing</b> 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 ♣ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>		
<p>Summer 2</p> <p><b>Topic:</b> Romans</p> <p>Koinonia Thankfulness Compassion Trust Friendship Forgiveness Endurance Hope Peace</p> <p>Democracy Mutual Respect Rule of Law Individual Liberty</p>	<p><b>History</b> the Roman Empire and its impact on Britain</p>	<p><b>Launch:</b> Songs in the Play</p> <p><b>Land:</b> Play</p>	



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Technical knowledge

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### Computing

design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts ♣ use sequence, selection, and repetition in programs; work with variables and various forms of input and output ♣ 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; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration ♣ use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital

<p>Trust Endurance</p> <p>Mutual Respect Individual Liberty</p>	<p>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 ♣ use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p><b>Art &amp; Design</b> Pupils should be taught: ♣ 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.</p>		
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