

Curriculum Map – Two Year, Long Term Plan.

Cycle B

Term	Objective	Topic Ideas
<p>Autumn 1</p> <p><b>Topic:</b> Meet the Flintstones Koinonia Trust Endurance</p> <p>Democracy Mutual Respect Individual Liberty</p> <p>Koinonia Trust Endurance</p> <p>Democracy Mutual Respect Individual Liberty</p> <p>Koinonia Thankfulness Compassion</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>Rocks</b> 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.</p> <p><b>History</b> changes in Britain from the Stone Age to the Iron Age</p>	<p><b>Launch:</b> Dig</p> <p><b>Land:</b> Art Attack</p>

<p>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 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>	
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<p>Mutual Respect Individual Liberty</p> <p>Koinonia Trust Endurance</p> <p>Democracy Mutual Respect Individual Liberty</p> <p>Trust Endurance</p> <p>Mutual Respect Individual Liberty</p>	<p>sound and the strength of the vibrations that produced it ♣ recognise that sounds get fainter as the distance from the sound source increases.</p> <p><b>Electricity</b> 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.</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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<p>Spring 1 &amp; 2</p> <p><b>Topic:</b>          INVADE!          Koinonia          Thankfulness          Compassion          Trust          Friendship          Forgiveness          Endurance          Hope          Peace</p> <p>Democracy          Mutual Respect          Rule of Law          Individual Liberty</p> <p>Koinonia          Trust          Friendship          Endurance</p> <p>Mutual Respect          Individual Liberty</p>	<p><b>History</b>          Britain’s settlement by Anglo-Saxons and Scots          the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor          a local history study</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          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</p> <p><b>Human Geography</b>          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><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          ♣ 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</p>	<p><b>Launch:</b>          Invasion</p> <p><b>Land:</b>          Cooking – Bread</p>
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<p>Koinonia Trust Friendship Endurance</p> <p>Mutual Respect Individual Liberty</p> <p>Koinonia Trust Endurance</p> <p>Democracy Mutual Respect Rule of Law Individual Liberty</p>	<p>♣ 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</p> <p>Technical knowledge</p> <p>♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>♣ 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.</p> <p><b>Cooking and Nutrition</b></p> <p>♣ 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> <p><b>Computing</b></p> <p>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 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>	
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<p>Summer 1</p> <p><b>Topic:</b> Mighty Metals</p> <p>Koinonia Trust Endurance</p> <p>Democracy Mutual Respect Individual Liberty</p> <p>Koinonia Thankfulness Endurance</p> <p>Mutual Respect Individual Liberty</p> <p>Koinonia Trust Friendship Endurance</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: ♣ 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>Forces &amp; Magnets</b></p> <p>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.</p> <p><b>Design &amp; Technology</b></p> <p>Design</p> <p>♣ 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,</p>	<p><b>Launch:</b> Iron Man Film</p> <p><b>Land:</b> Make Fridge Magnets – Summer Fair</p>
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<p>Mutual Respect Individual Liberty</p> <p>Trust Endurance</p> <p>Mutual Respect Individual Liberty</p>	<p>develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <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><b>Art &amp; Design</b></p> <p>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>Summer 2</p> <p><b>Topic:</b> Athens V Sparta</p> <p>Koinonia Thankfulness Compassion Trust Friendship</p>	<p><b>History</b> Ancient Greece – a study of Greek life and achievements and their influence on the western world</p> <p><b>Geography</b> <b>Place Knowledge</b> understand geographical similarities and differences through the study of human and physical</p>	<p><b>Launch:</b> Songs in the Play</p> <p><b>Land:</b> Play</p>

<p>Forgiveness Endurance Hope Peace</p>	<p>geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p>	
<p>Democracy Mutual Respect Rule of Law Individual Liberty</p>		
<p>Koinonia Trust Endurance</p>	<p><b>Computing</b> 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 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>	
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