

**William Gilpin CE VA Primary School**  
*The greatest oak was once a little acorn that held its ground.....* anonymous  
**Years 3 and 4 Cycle A Curriculum Map Overview**

	Autumn		Spring		Summer	
<b>Christian Values</b>	Forgiveness		Kindness		Belief	
<b>British Core Values</b>	The rule of law	Democracy	Individual liberty	Mutual respect and tolerance	Individual liberty	Mutual respect and tolerance
<b>Learning Ninjas</b>	<i>Nori Ninja</i>	<i>Ohsumi Ninja</i>	<i>Twinja Ninja</i>	<i>Creative Ninja</i>	<i>Nori and Ohsumi Ninjas</i>	<i>Twinja and Creative Ninjas</i>
<b>Topic</b>	<b>The New Forest</b>	<b>The New Forest</b>	<b>Clothing and Music: Fashion</b>	<b>Ancient Civilisations</b>	<b>The Rainforest: Saving the World</b>	<b>Significant People: They Made a Difference</b>
<b>Enrichment Opportunities</b>	Fieldwork Visits to the New Forest.	Local visitors who are knowledgeable about the history of the New Forest.	Catwalk show in favourite clothes.	Visit to Dorchester Tutankhamen exhibition.	Visit to 'The Living Rainforest'.	Visit from a person of Jewish faith.
<b>Global Awareness</b>	We will discuss the importance of e-Safety, linked to computing, in modern society.	We will consider the importance of tourism to different places around the world.	What clothes are worn by other cultures? Are there reasons for this?	We will discuss the cultural practices and beliefs of the Egyptian people.	We will consider the global importance of preserving natural environment.	Consider present leaders in the world. Who do they know? Who do they think makes a difference in the world? Is the difference a positive one?
<b>English Core Texts</b> <i>(not definitive)</i>	Shadow Forest by Matt Haig. The Minpins by Roald Dahl. Study a variety of non – chronological reports including the 'I Wonder Why' series.	Study a variety of persuasive writing including leaflets and advertisements.	Study a variety of instruction pieces – recipes, design and technology instructions.	Street Child – Berlie Doherty The Prince, the Cook and the Coming King – Terry Dreary. My Story – Egyptian Princess by Vincent Cross.	Martin Luther King – 'I have a dream speech'. Look at a variety of examples of persuasive letters and speeches. Where the Forest Meets the Sea by Jeannie Baker	Study a variety of historical non-fiction texts including biographies and non-chronological reports.
<b>English Genres</b>	Entertain and Describe – <b>Narrative stories</b> based in Forests. Simile <b>poetry</b> . Inform and Explain – <b>Non-chronological reports</b> about the New Forest based on	Persuade –children create <b>advertisements</b> for their local area Discuss and inform – children discuss historical events that occurred in the New Forest. They write	Instruct – children write <b>instructions</b> related to Design and Technology topic.	Entertain and Describe – children to write <b>narratives in historical settings</b> .	Advise and Persuade - Saving the Rainforest through <b>persuasive letters</b> and <b>debate</b> .	Discuss and inform – write <b>non-chronological reports</b> and <b>newspaper reports</b> informing readers of the impact of different Monarchs investigated through our

	research in computing and geography.	<b>recounts</b> from different perspectives.				history topic.
<b>English</b>	<i>For further details of the English Curriculum please see the English Long Term Overview.</i>					
<b>Maths</b>	<i>For details of the Maths Curriculum please see the Maths Long Term Overview.</i>					
<b>Science</b>	<b>Animals &amp; Humans Skeletons &amp; Muscles.</b> Identify that humans and some animals have skeletons and muscles for support, protection and movement.	<b>Sound</b> 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.	<b>Electricity</b> 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.	<b>Animals &amp; Humans Classification and habitats</b> 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. Construct and interpret a variety of food chains, identifying producers, predators and prey.		
<b>History</b>		<b>Local Study</b> Identify and research a key event in the New Forest – death of Prince Richard and William Rufus in the New Forest. Research key figures in the history of the New Forest – William the Conqueror. Consider the lasting impact of these historical people and places in the local area.		<b>Egypt</b> Investigate how the Egyptian civilisation first formed. Identify and research the practices of how people lived in these times. To consider the lasting impact of the Egyptians on later societies.		<b>Thematic British Study Post 1066 – Monarchy</b> Investigate the changing power of monarchs using case studies.
<b>Geography</b>	<b>The New Forest Geographical Skills &amp; Fieldwork</b>			<b>Egypt Place Knowledge Europe</b>	<b>The Rainforest – South America Place Knowledge:</b>	

	<p>We will use fieldwork to observe, measure and record the human and physical features in the New Forest.</p> <p>We will use field sketches, digital technologies and graphs.</p>			<p>We will learn about how a country in Europe is similar and different to other places we have learnt about.</p> <p>We will the study the human and physical geography of Europe.</p>	<p><b>South America &amp; Physical Geography</b></p> <p>We will learn about how South America is similar and different to other places we have learnt about.</p> <p>We will the study the physical features of the Rainforest, specifically climate zones, biomes and vegetation belts.</p>	
<p><b>Computing</b></p>	<p><b>Digital Literacy and E-Safety:</b></p> <p>Children to use the internet to research information for their non-chronological reports.</p> <p>Take and download digital images on the school trip and from the internet.</p>		<p><b>Computer Science:</b></p> <p>Children use the programming software Scratch. Use the project 'Dressing Up'.</p>		<p><b>Digital Literacy and Information</b></p> <p>To use computing technology, specifically spreadsheets to record information.</p>	
<p><b>Art</b></p>	<p><b>Drawing/Painting</b> – Use the natural environment as a stimulus for developing skills in drawing - line/shape/tone/texture. Mix tints and shades to match colours in nature.</p>		<p><b>Textiles</b> –Use a variety of techniques to create different effects. Develop skills in stitching, cutting and joining.</p> <p><b>Collage</b> – Create a mood board</p>	<p><b>Sculpture – 3D</b></p> <p>Create clay models, joining clay. Create patterns and texture in clay.</p> <p>Plan, design &amp; make a papier mache model.</p>	<p><b>Collage</b></p> <p>Create a rainforest collage – to collect ideas, information and build a visual vocabulary.</p> <p>Experiment with a range of techniques such as tearing, overlapping and layering.</p>	<p><b>Drawing</b></p> <p>Illustrate newspaper articles.</p> <p>Line – make marks &amp; lines with a range of drawing implements.</p> <p>Form &amp; shape</p> <p>Experiment with different grades of pencil to draw different forms and shapes.</p> <p>Apply tone to a drawing in a simple way.</p>
<p><b>D &amp; T</b></p>			<p><b>Textiles – 2D shape to 3D product</b></p> <p>Children to design, plan and create a money container.</p>	<p><b>Electrical systems – simple circuits &amp; switches (including programming and control)</b></p> <p>Children to create circuits including switches in Science.</p> <p>Children to use programming and</p>	<p><b>Food – Healthy &amp; varied diet + cooking &amp; nutrition requirements for KS2</b></p> <p>Children will design fruit salads using fruits from South America.</p>	

				control software and hardware.		
<b>RE</b>	We will explore the concept of <b>Temptation</b> through looking at <b>Making Choices</b> with a focus on <b>Judaism and Christianity</b> .	We will explore the concept of <b>Holy</b> through looking at how <b>Mary, Mother of God</b> is viewed in <b>Christianity</b> .	We will explore the concept of <b>Identity</b> through looking at the <b>Jewish</b> festival of <b>Purim</b> .	We will explore the concept of <b>Ritual</b> through looking at the <b>Paschal Candle</b> in <b>Christianity</b> .	We will explore the concept of <b>Transformation</b> through looking at the stories of <b>transformation</b> in <b>Christianity</b> and <b>Judaism</b> .	We will explore the concept of <b>Authority</b> through looking at <b>The Torah</b> and its importance within <b>Judaism</b> .
<b>PE/Games</b>	<b>Netball</b> Real P.E. (Coordination)	<b>Hockey</b> Real P.E. (Dynamic Balance to Agility)	<b>Tag Rugby</b> Real P.E. (Dynamic Balance)	<b>Gymnastics</b> Real P.E. (Coordination with equipment)	<b>Cricket/Rounders</b> Real P.E. (Agility-reaction/response)	<b>Athletics</b> Real P.E. (Agility-Ball chasing)
<b>Music</b>						
<b>PSHE</b>	Core theme: Health and Wellbeing  Healthy Lifestyles Keeping safe	Core theme: Relationships  Feelings and emotions Healthy Relationships	Core theme: Health and Wellbeing  Growing and changing Keeping safe	Core theme: Relationships  Feelings and emotions Valuing differences	Core theme: Living in the wider world  Rights and responsibilities Taking care of the environment	Core theme: Living in the wider world  Money Matters Taking care of the environment
<b>MFL</b>	<b>Bonjour, C'est Combine?</b> Greetings numbers to 30	<b>Quel Age as Tu?</b> Asking and answering questions about number	<b>Tous les Animaux</b> The animal kingdom	<b>Joyeux Paques</b> Easter	<b>La Chenille Qui Fait des Trous.</b> The Hungry Caterpillar	<b>L'alphabet Francais</b> Learning French letters and sounds