



# ST.FRANCIS' CATHOLIC PRIMARY SCHOOL

## CURRICULUM MAP A 2019/20

### YEAR GROUP 3/4

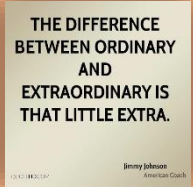

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CLASS TOPIC	<b>Healthy Humans</b>	<b>There's No Place Like Home</b>	<b>Rock and Roll: volcanoes the iron age</b>	<b>The Iron Man</b>	<b>Water, Water Everywhere &amp; Ancient Egypt</b>	<b>Hunted</b>
<p><b>Living, Feeling, Dreaming</b></p> <p><b>Big Question</b></p> 	<p>What choices can we make for a healthy lifestyle?</p>	<p>Does everybody have a home?</p>	<p>What is the impact of natural disasters? – earthquakes and volcanoes</p>	<p>Do all humankind live in peace and harmony?</p>	<p>What are the long term effects of global warming?</p>	<p>What are the threats to habitats and ecosystems and what can we do to help?</p>
<p><b>Ethical/world thinking</b></p> 	<p>Does everybody have access to a healthy and balanced diet? Explore the Eat well plate and consider how this would be difficult for some communities to access certain foods.</p>	<p>Focusing on journeys and settlements, explore Refugee journeys and how communities have to travel to collect water.</p>	<p>Why do people live near volcanoes and do they have a choice?</p>	<p>At the end of The Iron Man, earth spirit sings of peace and harmony to man, nature and culture. Explore the need for more peace and harmony in our world.</p>	<p>Weather, water cycle and global warming. Melting of glaciers and rising seas. Long term carbon dioxide emission effects on our planet.</p>	<p>The worth of all animals</p> <p>Are all living things precious no matter how big or small?</p> <p>Explore animal and conservation charities and how they to make a difference e.g. help the rhinos</p>



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<p><b>Extraordinary Ending</b></p> 	<p>Plan and organise a picnic for the Reception children to welcome them. Make menus for the children to choose from.</p>	<p>Collect clothing for the local homeless charity.</p>	<p>As part of Rock N Roll Music study, perform and record the Rock N Roll dances learned.</p>	<p>Make a Pop-Up book to read to infant children.</p>	<p>Beat the Heat game. Convince world leaders to change the world.</p>	<p>Supporting habitats In our local environment</p> <p>Adopt and animal WWF/raise money day for an animal charity</p>
<p><b>Interest generator</b></p> <p><b>Hook to inspire/topic launch/ Stickability- what will we remember?</b></p> <p><i>Real life links to the topic.</i></p> 	<p>Go to the local supermarket in the minibus to have a talk about different food groups.</p>	<p>Speak to a Refugee (links with Red Cross) to discuss journeys and why they had to leave their home.</p> <p>Set up 'travel' stations around school and children rotate to each station to immerse in the subject.</p>	<p>Ancient Britain trip to the Harris Museum to look at fossils and rocks.</p> <p>Google earth to zoom in to see live pictures of volcanic craters and volcanoes around the world.</p>	<p>Watch a clip from The Iron Man and have magnet stations in class to explore the parts left from the farm machinery-real farm machinery to explore.</p>	<p>Explore Climate Tales: Adventures of a Changing Planet (NASA) Big Questions to explore following the KWL pre topic quiz</p> <p>Independently research this website in pairs and report back under 6 different information headings.</p>	<p>Watch David Attenborough Planet Earth for appreciation of the natural world.</p> <p>Knowsley Safari Park trip. See animals and go to the Education Centre there to learn about predators, food chains etc</p>



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<p><b>AUTHOR STUDY/ CLASS READ</b></p> 	<p><b>The Hare and The Tortoise and other Aesop's Fables.</b></p>	<p><b>The Lion The witch and The wardrobe – C S Lewis</b></p> <p><b>Biography of Usain Bolt</b></p>	<p><b>Stone Age Boy- Satoshi Kitamura</b></p>	<p><b>The Iron Man – Ted Hughes</b></p>	<p><b>The Water Horse - Dick King-Smith</b>  <b>The Little Mermaid - Hans Christiansen Anderson</b>  <b>Water Dance - Thomas Locker</b></p>	<p><b>The Brer Rabbit Collection - Enid Blyton</b>  <b>My Mother Saw a Dancing Bear - Charles Causley</b></p>
<p><b>GENRES</b></p> 	<p>Fables          Poems:          Structure          Persuasion:          Letters</p>	<p>Folk Tales          Biographies</p>	<p>Story as a theme          Poems as a theme          Discussion</p>	<p>Novel          Diaries</p>	<p>Stories with a theme          Poems with a structure          Information booklets</p>	<p>Folk tales          Debate and          Poems on a theme</p>
<p><b>MULTI-MODAL WRITING/ CROSS-CURRICULAR</b></p> 	<p>St Francis' Space Day Writing</p> <p>Animal shaped writing (fables)          Food shaped writing (food info)          Recipes</p>	<p>'Wardrobe' writing          Skeleton writing</p> <p>Instructions          Directions</p> <p>Biography of Blessed George Beesley</p>	<p>Explosive volcano writing/poems</p> <p>Layered writing in the style of Sedimentary rocks.</p> <p>Fossil shaped writing/poems</p>	<p>Diary</p> <p>Iron Man shaped writing</p> <p>Mechanical object/magnet shaped writing          Report          Explanation</p>	<p>River shaped writing/poems</p> <p>Cloud/Raindrop/Snow shaped writing/poems (Water Cycle)</p> <p>Mummy/Pharaoh/Spinx shaped writing/poems</p>	<p>'Creature' shaped writing/poems</p> <p>Habitat of a mole fact file</p>

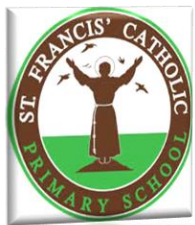


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### YEAR GROUP 3/4



	Invitations Reports		Class values Stone age diaries		Ancient Egypt Scrolls/Pyramid shaped writing/poems Hieroglyphics  Creating a poem based on a river	
<b>OUTDOOR LEARNING</b> 	Planting in school veg garden  Fairsnape's design and make picnic – Beacon Fell	Investigating the school and church grounds  History detectives – planting bulbs  Photography (black and white – recreating scenes from the past) sketching	Archaeological dig  Making erupting volcanoes  Making rock models	Outdoor DT workshop – designing and making a Fairsnape Iron Man.	Make a Fairsnape river  Observing the Water Cycle in action and making our own mini water cycle  Explore the River Ribble	Exploring habitats around St. Francis – making use of millennium, willow dome area and outdoor science area – bug hotel etc.
<b>LOCAL LINK</b> 	Picnic at Beacon Fell	St. Francis' Church and School  Harris Museum, Preston	Stone age in Preston area  Bleasdale stone circle trip and study		River Ribble	Habitats in the local area  Myerscough College trip Pond dipping



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<b>NATIONAL LINK</b> 	How food is grown and made and distributed across the UK	Folk tales from the British Isles	Stone age in Britain	National use of Forces in science and industry	British rivers	Different habitats across the UK.
<b>GLOBAL LINK</b> 	Food from around the world Fables from other countries	Folk tales from other countries	Stone age around the world Volcanoes around the world	Global forces in Action – in science and industry	River Nile – river in Africa	Different habitats around the world
<b>VISITS/ VISITORS</b> 	Fairsnape's Picnic at Beacon Fell  Tesco – Field to Fork  Space week - Send prayers to Heaven – link with St. Joseph's, Lancaster	St Francis' School and Church - past pupils  Harris Museum, Preston	Harris Museum, Preston – Stone Age Exhibition  Fossil exhibitions/artefacts  Liverpool National History Museum	Trip to Manchester Science and Industry Museum	Trip to Morecambe Bay	Myerscough College trip Pond dipping



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<p style="text-align: center;"><b>MATHS</b></p> 	<p><b>LANCASHIRE PLANS</b>  <b>Number &amp; Place Value</b>  <b>Mental Calculations</b>  <b>Addition and Subtraction</b>  <b>Shape and Space</b></p>	<p><b>LANCASHIRE PLANS</b>  <b>Multiplication and Division</b>  <b>Time</b>  <b>Fractions</b>  <b>Statistics</b></p>	<p><b>LANCASHIRE PLANS</b>  <b>Place Value</b>  <b>Addition and Subtraction</b>  <b>Negative Numbers (Year 4)</b>  <b>Fractions, Decimals and Division</b>  <b>Capacity, Measures and Mass</b></p>	<p><b>LANCASHIRE PLANS</b>  <b>Multiplication Sequences</b>  <b>Addition and Subtraction (Statistics)</b>  <b>2D &amp; 3D Shapes</b>  <b>Position and Direction</b></p>	<p><b>LANCASHIRE PLANS</b>  <b>Shape, Angles and Area</b>  <b>Fractions and Division</b>  <b>Counting and Sequencing</b>  <b>Volume, Capacity, Mass</b></p>	<p><b>LANCASHIRE PLANS</b>  <b>Addition and Subtraction</b>  <b>Multiplication and Division</b>  <b>Statistics</b>  <b>3D Shapes</b></p>
<p style="text-align: center;"><b>SCIENCE</b></p> 	<p><b>Nutrition and diet -</b>          Identify that animals, including humans, need the right types and amounts of nutrition and that they cannot make their own</p>		<p><b>Rocks and fossils</b>          - Compare and group together different types of rocks on the basis of their appearance and simple physical properties.          -Describe in simple terms how fossils are formed.</p>	<p><b>Forces and magnets</b>          - 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</p>	<p><b>States of matter -</b>          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</p>	<p><b>Habitats –</b> grouping and classifying plants and animals.          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</p>






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### YEAR GROUP 3/4


	<p>food: they get nutrition from what they eat.</p> <p><b>Skeletons -</b> Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>		<p>-Recognise that soils are made from rocks and organic matter.</p>	<p>repel each other and attract some materials and not others.</p> <p>-Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet.</p> <p>- Describe magnet and predict which will repel and which will attract.</p>	<p>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>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>
<p><b>SCIENTIFIC ENQUIRY</b></p> 	<p>Ask relevant questions using different types of scientific enquiry. Set up simple practical enquiries, comparative and fair tests. Make systematic and careful observations, taking appropriate 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. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. Report on findings for enquiries – written and oral explanations, displays or presentation of results. Use results to draw simple conclusions, make predictions, suggest improvements and raise further questions. Identify differences, similarities or changes related to simple scientific ideas and processes. Use straightforward scientific evidence to answer questions or to support their findings.</p>					



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### YEAR GROUP 3/4

<p><b>GEOGRAPHY</b></p> 		<p><b>Local map work -</b> 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; use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their</p>	<p><b>Volcanoes and earthquakes -</b> Describe and understand key aspects of: Physical geography, including: volcanoes and earthquakes and how they are formed.</p>		<p><b>Rivers –</b> Identify key aspects of rivers Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>	
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### YEAR GROUP 3/4


		knowledge of the United Kingdom and the wider world.				
<b>HISTORY</b> 	<b>BLACK HISTORY MONTH</b>	<b>Local History</b> - A local history study § a depth study linked to one of the British areas of study listed above § a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) § a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality	<b>Stone Age</b> -To know about changes in Britain from the Stone Age to the Iron Age. This could include: § late Neolithic hunter-gatherers and early farmers, for example, Skara Brae and Bronze Age religion, technology and travel, for example, Stonehenge § Iron Age hill forts: tribal kingdoms, farming, art and culture.		<b>Ancient Egypt</b> - (including the River Nile) Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of ancient Egypt.	



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<p style="text-align: center;"><b>MUSIC</b></p> 	<p><b>Lancashire SOW Unit - Musical Notation</b> - To use and understand staff and other musical notation. Creating musical patterns To listen with attention to detail and recall sounds with increasing aural memory</p>	<p><b>Learn traditional Christmas hymns</b></p>	<p><b>Charanga - Rock 'n' Roll – The Beatles – Blackbird</b> – Listen, discuss, sing, perform and evaluate</p>	<p><b>Lancashire SOW Unit -Marvel Film music – Linked to The Iron Man</b> -Performing: present a performance. To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression andimprove and compose music for a range of purposes using the interrelated dimensions of music <b>Charanga - Glockenspiels 1</b> - percussion instrument to create own movie trail music.</p>		
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<p><b>COMPUTING</b></p> 	<p><b>CS- Programming</b> – Develop sequencing and programming, further understanding of debugging using Purple Mash software.</p>	<p><b>eSafety/IT – Anti-bully week</b> - Keeping safe online and how to report o someone if something is not right – link to Online safety Unit 3.2 Purple Mash</p> <p><b>Animation Weeks Unit 4.6 Purple Mash</b> – George Beesley's Life link Puppet Pals App</p>	<p><b>IT – Digital research</b> - retrieving information and documents related to the history and science topic Children to research and find out about fossils (e.g. <i>how are fossils formed?</i>), rocks (e.g. <i>sedimentary and igneous</i>) and soils.</p>	<p><b>CS/DL - Lego Education Coding</b> – Focusing on input and outputs using Bluetooth remote coding. Evaluate inputs and outputs and make changes to adjust to improve outcomes.</p>	<p><b>IT/DL – Digital research</b> - retrieving information and documents related to the history and science topic Children to research and find out about ancient Egypt and rivers across the UK and worldwide.</p>	<p><b>CS – Computer Programming</b> – Create a computer programme to classify plants and animals.</p>
<p><b>PSHE/HRSE</b></p> 	<p><b>Rules &amp; diversity</b> Importance of school/class rules for health and safety; how to improve respectful relationships; recognise differences and</p>	<p><b>What can we do about bullying?</b> Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe; overcoming difficulties in</p>	<p><b>What are the rules that keep us safe?</b> How to stay safe online- passwords, avatars, fire safety, first aid; how our actions affect self and</p>	<p><b>How can we describe our feelings?</b> Describe a wider range of feelings; people respond to feelings differently. Taking care of our mental wellbeing – mindfulness, growth</p>	<p><b>What jobs would we like?</b> Challenging stereotypes, how communities work together, how to achieve personal goals – mindset, ambition and Individual Liberty</p>	<p><b>How can we stay healthy?</b> What makes a balanced lifestyle; balanced diet; making choices; what influences choices. Individual Liberty CT1 value self as child of God – life is precious</p>



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	<p>know to respect these:          Rule of Law          Tolerance          Mutual respect          Life Education          Caravan 'Meet the Brain'          Qualities of friendship - reasons why friends fall out; making up; risks of drugs, alcohol and tobacco</p>	<p>friendships – working through these can strengthen friendships          Tolerance &amp; Mutual respect          CT2 Importance of forgiveness &amp; about Jesus' teachings about forgiveness</p>	<p>others; appropriate and inappropriate touch          Tolerance &amp; Mutual respect          CT1 Take increased responsibility for their safety and that of others          CT2 judge what kind of physical contact is acceptable/unacceptable and how to respond or seek help</p>	<p>mindset. CT1 identify, name &amp; respond to a wider range of feelings in self and others; CT3 all people have worth and dignity as creations of God</p>	<p>CT2 being part of a community means working together; they are part of different communities – local, national, international and that the church is a community of faith</p>	<p>and body is a gift from God; be thankful for gifts from God;          CT2 With their family, they take responsibility for staying healthy and safe          CT3 responsibility for own health, taking care of body and protecting from inappropriate contact</p>
<p><b>ART</b></p>  <p><b>Oldenburg Renoir</b></p>	<p><b>Still life drawing and painting of food -</b>          Experiment with different grades of pencils, charcoal, chalk, and biro by making observational drawings of</p>		<p><b>Observational drawing of fossils</b>          - Create sketch books to record their observations and use them to review and revisit ideas and to improve their mastery of art and design</p>		<p><b>Abstract painting -</b>          Relief paintings, large and small scale with texture. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design</p>	

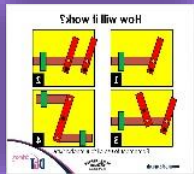


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<b>Constable Hokusai Hooke</b>	food and packaging – inspired by Renoir's Onion  <b>Clay models of food:</b> Use tools to sculpt details, a clay syringe to make different textures, and fabrics such as netting or hessian, to add detail of surface textures – Inspired by the textured art of Oldenburg.		techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] and about great artists such as Hooke.		techniques, including drawing, painting and sculpture with a range of materials. To learn about great artists such as Constable and Hokusai and how they created art work based on water.	
<b>DESIGN TECHNOLOGY</b>	<b>Healthy Picnic – eatwell plate</b> To understand and apply the principles of a healthy and varied diet prepare and cook a variety of dishes.			<b>Mechanical systems – Iron Man lever puppet.</b> Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and		<b>Food – Desert island survival stew!</b> Create a root vegetable stew, using knowledge of the eatwell plate. Taste and cook a range of root vegetables. To select healthy foods and to understand and




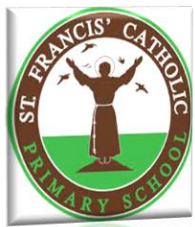


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	Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.			exploded diagrams. Understand how key events and individuals in design and technology have helped shape the world understand and use mechanical systems in their products		apply the principles of a healthy and varied diet.
<p><b>PHYSICAL EDUCATION</b></p> 	<p><b>Lancashire PE SOW – Games (Striking and Fielding)</b> Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p>	<p><b>Lancs PE Scheme of Work – Dance</b> To perform dances using a range of movement patterns</p>	<p><b>Lancs PE Scheme of Work – Gymnastics</b> Develop flexibility, strength, technique, control and balance</p>	<p><b>Lancs PE Scheme of Work – Games (Net and Wall)</b> To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</p> <p><b>Lancashire SOW Dace unit – Iron Man</b> - To perform dances using a range of movement patterns.</p>	<p><b>Lancashire PE SOW Unit– Net and Wall Games.</b> Develop coordination and skills playing competitive modified games</p>	<p><b>Lancashire PE SOW unit – Athletics</b> – Develop strength, technique, control and balance</p>



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<p><b>RELIGIOUS EDUCATION</b></p> 	<p><b>The Christian Family</b> The Holy Family Our Family The Family of the Church Joining the Family of the Church The Sacrament of Baptism Signs and Symbols used in Baptism Promises made at Baptism</p> <p><b>Feast Day of St. Francis</b></p>	<p><b>Mary, Mother of God</b> The Annunciation Mary visits Elizabeth The Mystery of the Incarnation Advent The Birth of Jesus The Shepherds Visit of the Wise Men</p> <p><b>CAFOD WORKSHOPS</b></p>	<p><b>Sacrament of Reconciliation</b> The Great Commandment Called to Change God's Love The Sacrament of Reconciliation Receiving the Sacrament of Reconciliation</p>	<p><b>Celebrating the Mass</b> How the Mass began The Last Supper The Sacrifice of the Mass The New Covenant The Beginning of the Mass The Readings at Mass The Offertory and Consecration Holy Communion Our Parish Church</p> <p><b>CAFOD WORKSHOPS</b></p>	<p><b>Celebrating Easter and Pentecost</b> Celebrating New Life Celebrating Easter Jesus is Risen Jesus appears to the Apostles The Ascension Celebrating Pentecost The Fruits of the Spirit</p>	<p><b>Being a Christian</b> The Challenge Loving My Neighbour St. Paul Meeting Jesus Using Gifts to Help Others Prayer</p> <p><b>CAFOD WORKSHOPS</b></p>
<p><b>NOTES</b></p>	<p>Children from Years 3-6 will take part in UFA (University of the First Age) weekly activities for 1.5 hours per week. UFA enhances aspects of the curriculum, it is tailored to enhance love of learning within the curriculum. It allows school to delve deeper is part of the curriculum to cement learning. Children choose which UFA course they would like to take part in. The children go through a clearing system based on the uptake of courses. We try to ensure many aspects of the curriculum are included for variety of learning.</p>					