




ST.FRANCIS' CATHOLIC PRIMARY SCHOOL

CURRICULUM MAP B 2020/21

YEAR GROUP 3/4


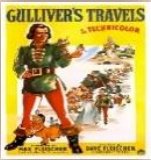
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CLASS TOPIC	Sparks Might Fly	The Great Plague	The Art Of Food	Passport To Europe	How Does Your Garden Grow?	What the Romans Did For Us
Living, Feeling, Dreaming Big Question 	What is the most Eco friendly power source?	Why was life so unsanitary for some people in the 17 th Century and why did the Plague spread so quickly?	How can you live a happy healthy life?	How do we communicate?	How can science and technology be used to support poorer communities across the world?	How can people improve or damage the environment?
Ethical world thinking 	Are there sustainable energy sources?	How and why have things changed ethically and morally since The Plague? Where is the Plague still prevalent now and why? Investigate equality and sustainability.	Obesity crisis. Why is obesity increasing in the world?	How safe are webcams and do we know who we are really talking to online?	Explore some unconventional ways of growing plants-bag gardens/floating gardens/recycled gardens. Make our own recycled planter.	Consider the effect of tourism and human geography on nature.
Extraordinary Ending 	Design, make and evaluate a product using a circuit-own project	Litter pick around the local area Assembly presentation at the end of topic	Children create a healthy living section under Kid's Zone for the website-children leading children	Textiles travel bag made in DT containing tour guides and project work at the end of the topic	Seed dispersal presentation to younger children-pop glitter balloons to teach the younger children. Cook own vegetables in the	Present a newsround on Romans and why Romans came to Britain. Present all facts learned and be BBC newsreaders for the day.



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					school kitchen for school meals.	
<p>Interest generator</p> <p>Hook to inspire/topic launch/</p> <p>Stickability- what will we remember?</p> <p><i>Real life links to the topic.</i></p> 	Children to be given the task of making a Christmas gift that lights up.	London Launch interest table stations to explore	Make a poo using tights	Show real time flight website to track the countries in Europe being flown over	Michelle Unsworth from So Plants, Longridge, to talk to the class about horticulture and plants.	Use MOSAIC APP to immerse ourselves into Roman Life
<p>AUTHOR STUDY/CLASS READ</p> 	The Firework Makers Daughter - Phillip Pullman	Plague-A Cross on the Door - Anne Turnbull	What Has Happened to Lulu? - Charles Causley Bill's New Frock - Anne Fine	Gulliver's Travels - Marie Crook	The Spider and the Fly - Mary Howitt	Romans on the Rampage - Jeremy Strong



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<p>GENRES</p> 	<p>Oral and written explanation of a process. Innovated narrative based on a model. Script based on a film - Dangle by British Film Institute</p>	<p>Fairy Tales Classic Narrative Poetry Recount: Newspapers</p>	<p>Issues and Dilemmas Persuasion</p>	<p>Novel as a Theme Non-Chronological Reports</p>	<p>Classic Poetry Mystery / Adventure / Fantasy Stories Explanations</p>	<p>Play script based on a film - Dum Spiro. Non-Chronological reports</p>
<p>MULTI-MODAL WRITING/ CROSS-CURRICULAR</p> 	<p>Circuit writing Firework writing Preparing presentations</p>	<p>skeleton writing rat writing Diaries The Plague Times Newspaper</p>	<p>Persuasive advert for toothpaste Body part writing</p>	<p>Paris Landmark writing Paris information booklets-on Purple Mash Guillivers' Travels – travel bag writing</p>	<p>Spider writing Flower shaped writing Puppet pals ICT – Seed dispersal/pollination explanation</p>	<p>Roman Soldier writing – soldier/shield shapes Puppet pals – Roman animation with narrative</p>
<p>OUTDOOR LEARNING</p> 	<p>Planting</p>	<p>History – Investigate the Timeline Ring a Ring a Roses traditional song Recycling</p>	<p>Reconstruct large scale digestion system Big Bird Watch</p>	<p>3D structures of Paris landmarks</p>	<p>Exploring/investigating plants in school grounds – sketching/digital images Bug Hotel Planting</p>	<p>Gladiator games Roman army/camp re-enactment.</p>



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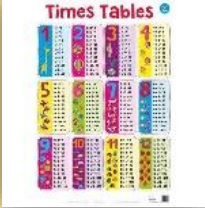

LOCAL LINK 	How does electricity change our lives and how do we generate it?	Lancashire Recycling – protecting our local environment	Healthy eating in the Lancashire area.	French local links – shops and food.	Flowers and plants in our locality	Romans in Ribchester
NATIONAL LINK 	Electricity power sources across the UK	National recycling – protecting the environment	Healthy eating in the UK	French links to UK – language and culture	Flowers and plants of the UK	Romans in the UK – history, language and longevity
GLOBAL LINK 	Electricity power sources across the world	Global recycling – protecting the future of the world	Healthy eating across the globe	France, Europe	Flowers around the world.	Italy - Rome
VISITS/ VISITORS 	'Bright Sparks' Electricity day BNFL	Museum visit Lancashire Evening Post visit Recycling centre	Visit from dentist Trip to Museum	French Cafe	Trip to Myerscough College	Trip to Ribchester Museum Trip to the Lake District



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<p>MATHS</p> 	<p>LANCASHIRE PLANS Place value Decimals and fractions Addition and subtraction Properties of 2-D shape Measurement - time</p>	<p>LANCASHIRE PLANS Mental multiplication Mental division Written multiplication Measurement (length including perimeter) Statistics</p>	<p>LANCASHIRE PLANS Place value and counting (including negative numbers) Fractions Fractions and division Position and direction Area and multiplication Written addition and subtraction using money and measures</p>	<p>LANCASHIRE PLANS Multiplication and division Place value Written multiplication Shape and position Calculation in the context of statistics</p>	<p>LANCASHIRE PLANS Counting and sequencing using statistics and measures Decimals and fractions in the context of measures Fractions and division Measures (perimeter, volume/capacity and mass) Shape and area Multiplication facts and time</p>	<p>LANCASHIRE PLANS Place Value Statistics Addition and subtraction Mental and written multiplication Shape</p>
<p>SCIENCE</p> 	<p>Electricity - Identify common appliances and construct circuits. - Recognise some common conductors and insulators, and associate metals with being good conductors.</p>		<p>Animals – Teeth and Digestion - 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.</p>	<p>Sound – Learn about vibration and pitch using a range of instruments. Look at different materials and which are best at muffling and blocking sound.</p>	<p>Plants - Functions of Parts of a Plant - Identify, locate and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. - Explore the requirements of</p>	



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	<ul style="list-style-type: none"> - Know that electricity can be dangerous. - Recognise electricity sources can be mains or battery. - Know that batteries 'push' electricity <p>Light and Shadow– Recognise that they need light in order to see things. -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</p>		<ul style="list-style-type: none"> - Construct and interpret a variety of food chains, identifying producers, predators and prey. - Describe how teeth and gums have to be cared for in order to keep them healthy. 		<p>plants for life and growth</p> <ul style="list-style-type: none"> - Investigate the way in which water is transported within plants. - Explore the part that flowers play in the life cycle of flowering plants. Learn about pollination and seed dispersal and how the sun provides energy for plants to grow. 	
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	<p>a light source is blocked by an opaque object. -Find patterns in the way size of shadows change.</p>					
<p>WORKING SCIENTIFICALLY</p> 	<ul style="list-style-type: none"> • 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>GEOGRAPHY</p> 	<p>Energy and Sustainability</p> <p>What is sustainability? What is the difference between renewable and non-renewable energy?</p>	<p>Our Environment</p> <p>- What is meant by 'environment'? - Identify environmental needs of our school, town, UK and worldwide.</p>		<p>The Paris Basin</p> <p>- Identify location, physical and human features. - Compare to our own locality.</p> <p>The Lake District</p> <p>- Where is the Lake District?</p>		<p>Name and Locate counties and cities of the United Kingdom</p> <p>Roman Settlements Compare Roman names to current names of places on a map of the British Isles.</p>



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	<p>How does energy consumption differ? How could energy production and consumption change in the future' ? How sustainable is my community? Fieldwork – How sustainable is my community Recommendations to my local council Send a letter with recommendations for greater sustainability</p>			<ul style="list-style-type: none"> - Compare to Paris Basin. - Identify geographical history, human and physical features landscape. 		<p>Roman Influences in the Lake District-a study of a region of the United Kingdom</p> <p>What is the human geography of the Lake District Like? What is a National Park? Visit the Lake District and engage in fieldwork and first hand observation. Investigate changes of National Parks.</p>
<p>HISTORY</p> 	<p>BLACK HISTORY MONTH</p>	<p>The Great Plague - What was London like in the time before the Great Fire of London in 1666? Look at sources to identify and learn about the spread of the plague in London and the UK.</p>				<p>Roman Britain - Identify hat was life in Britain like before the Romans invaded and settled. How reliable is the evidence? Why did the Romans come to Britain?</p>



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						Who was Boudicca and what did she do? How did the Romans live in Britain? How did the Romans change in Britain?
MUSIC 	Charanga - Electric Keyboards - Exploring sounds that are generated by electronic devices. Exploring the sound and structure of pop songs that using electronic sounds. Compose and perform an electronic composition.	Learn traditional Christmas hymns	Charanga – Glockenspiels 2 - Learning basic instrumental skills by playing tunes in varying styles	French Composer – Lancashire SOW - Investigate Maurice Ravel, who was considered one of the most popular French composers. Performing Listening Creating Pitch, duration, dynamics, tempo, timbre, texture and structure.		Italian Songs – Lancashire SOW Children will learn Italian songs and investigate 'Pines of Rome' by Ottorino Respighi – a famous classical work depicting places in Rome at different parts of the day. Performing Listening Creating Pitch, duration, dynamics, tempo, timbre, texture and structure.



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<p>COMPUTING</p> 	<p>CS/DL - Lego Education Coding – Focusing on input and outputs using Bluetooth remote coding. Evaluate inputs and outputs and make changes to adjust to improve outcomes.</p>	<p>IT – Data Handling – Branching Databases – Investigate the CLEO website how database branching sorts information. Use software, such as Powerpoints to create branching databases based on materials that can/cannot be recycled.</p>	<p>IT - Text and images Simulations and Modelling – Children to present their learned book on teeth and the digestive systems using a range of media formats- using iPads and PowerPoint.</p>	<p>IT/DL- Creating sound and multimedia and digital research – Using software create a sound and add it to presentation software linked to Paris Basin or Design Technology learning. Use the internet to research geographical features of the Paris Basin.</p>	<p>IT – Presenting Information – Using a range of IT to present information on learning about plants.</p>	<p>CS-Programming – Develop sequencing and programming, further understanding of debugging using Purple Mash software</p> <p>DL/CS – Communication beyond emailing – Engage safety with group chats, forums and other ways of networking with each other and the wider world.</p>
<p>PSHE/HRSE</p> 	<p>Rules & diversity Importance of school/class rules for health and safety; how to improve respectful relationships; recognise differences and</p>	<p>What can we do about bullying? Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe; overcoming difficulties in</p>	<p>What are the rules that keep us safe? How to stay safe online- passwords, avatars, fire safety, first aid; how our actions affect self and others; appropriate and</p>	<p>How can we describe our feelings? Describe a wider range of feelings; people respond to feelings differently. Taking care of our mental wellbeing</p>	<p>What jobs would we like? Challenging stereotypes, how communities work together, how to achieve personal goals – mindset, ambition Individual Liberty</p>	<p>How can we stay healthy? What makes a balanced lifestyle; balanced diet; making choices; what influences choices. Individual Liberty</p>



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	<p>know to respect these</p> <p>Rule of Law</p> <p>Tolerance</p> <p>Mutual respect</p> <p>Life Education</p> <p>Caravan 'Meet the Brain'</p> <p>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</p> <p>Tolerance & Mutual respect</p> <p>CT2 Importance of forgiveness & about Jesus' teachings about forgiveness</p>	<p>inappropriate touch</p> <p>Tolerance & Mutual respect</p> <p>CT1 Take increased responsibility for their safety and that of others</p> <p>CT2 judge what kind of physical contact is acceptable/unacceptable and how to respond or seek help</p>	<p>– mindfulness, growth mindset.</p> <p>CT1 identify, name & respond to a wider range of feelings in self and others;</p> <p>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>CT1 value self as child of God – life is precious and body is a gift from God; be thankful for gifts from God;</p> <p>CT2 With their family, they take responsibility for staying healthy and safe</p> <p>CT3 responsibility for own health, taking care of body and protecting from inappropriate contact</p>
<p>ART</p>  <p>Basquait Escher</p>		<p>Skull Art</p> <p>-Inspired by Basquait and Escher drawings and painting. Explore their images and to create pieces of art.</p>	<p>Food</p> <p>- Explore still life artists from the Dutch Masters – Rembrandt</p> <p>Drawing and Painting</p> <p>- experimenting with grades, lines,</p>		<p>Nature Art -</p> <p>Flowers/Plants/Trees /Gardens</p> <p>Drawing inspired by Andy Goldsworthy.</p> <p>Make a series of observational drawings in sketchbooks of flowers, plants or gardens.</p>	<p>Mosaics – Investigate famous Roman mosaic design. Create paper and digital mosaics - http://www.gwydir.demon.co.uk/jo/mosaic/mkmosaic.htm</p> <p>Make observational drawing of Roman</p>



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<p>Rembrandt Goldsworthy Haley Harmon, Elizabeth Berrien and Teresa Leung</p>			<p>textures and dimensions - Experiment with different effects and textures in paint. - Mix colours and know which primary colours make secondary colours. 3-D - Plan, design and make models from - Use papier-mâché to create a simple 3-D object.</p>		<p>3-D - Create a 3-D sculpture of a flower using the wire inspired by artists (Haley Harmon, Elizabeth Berrien and Teresa Leung).</p>	<p>mosaic art work, using a range of techniques.</p>
<p>DESIGN TECHNOLOGY</p> 	<p>Electrical Systems - Evaluation of Existing Products - - Investigate similar products to the one to be made to give starting points for a design. - Draw/sketch products to help analyse and</p>			<p>Textiles – Create a 3-D travel bag product from 2-D pieces - Evaluation of Existing Products. Focused Tasks – Structures, design, make and evaluate.</p>	<p>Structures – Create a planter for plants - Draw and sketch ideas and make a cardboard template. Evaluation of Existing Products. Focused Tasks – Structures, design make and evaluate.</p>	



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	understand how products are made.					
PHYSICAL EDUCATION 	Lancashire SOW Dance Unit – Sparks Might Fly Games – Striking and Fielding Cricket	Lancashire SOW Dance Unit – The Great Plague Lancashire SOW Gymnastics Unit 1	Lancashire SOW Dance Unit – Myths and Legends Games – Targets Games – Dodgeball	Lancashire SOW Gymnastics Unit 2	Athletics Games - Tag Rugby	Lancashire SOW Outdoor Adventure Activity Unit – Team Work and Problem Solving Games Core Task – Net/Wall Games
RELIGIOUS EDUCATION 	The Bible What is the Bible? God calls Abraham Joseph God calls Moses David is chosen by God God speaks to us in the Bible Feast Day of St. Francis	Trust in God Learning to Trust Zechariah Mary trusts in God Joseph trusts in God God fulfills His Promise Mystery of the Trinity Mystery of the Incarnation	Jesus, the Teacher The Presentation in the Temple Jesus in the Temple The Baptism of Jesus Disciples of Jesus The Teaching of Jesus The Parables	Jesus, the Saviour Jesus, truly human & truly God Holy Week – Jesus enters Jerusalem Holy Thursday Good Friday Death on a Cross – Why? The Resurrection of Jesus	The Early Christians Jesus appears to the disciples The Ascension Pentecost Stephen and Saul Paul and Silas The cost of Discipleship The Teaching of the Apostles	The Church What is the Church? The Sacraments The Church's Year The Communion of Saints The Mission of the Church Mary, Mother of the Church
NOTES	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.					