





ST.FRANCIS' CATHOLIC PRIMARY SCHOOL

CURRICULUM MAP A 2023/24

YEAR GROUP 3/4



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



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<p>Extraordinary Ending</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>Interest generator</p> <p>Hook to inspire/topic launch/ Stickability- what will we remember?</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>
<p>RELIGIOUS EDUCATION</p>	<p>The Christian Family The Holy Family Our Family The Family of the Church</p>	<p>Mary, Mother of God The Annunciation Mary visits Elizabeth The Mystery of the Incarnation Advent</p>	<p>Sacrament of Reconciliation The Great Commandment Called to Change God's Love</p>	<p>Celebrating the Mass How the Mass began The Last Supper The Sacrifice of the Mass The New Covenant</p>	<p>Celebrating Easter and Pentecost Celebrating New Life Celebrating Easter Jesus is Risen</p>	<p>Being a Christian The Challenge Loving My Neighbour St. Paul Meeting Jesus</p>

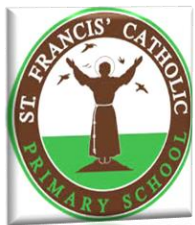


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	<p>Joining the Family of the Church The Sacrament of Baptism Signs and Symbols used in Baptism Promises made at Baptism</p> <p>Creation & Covenant The Creation story in Genesis – the belief that humans are made in the 'image and likeness of God'. Giving thanks for creation in psalms. Stewardship – caring for our world.</p>	<p>The Birth of Jesus The Shepherds Visit of the Wise Men</p> <p>CAFOD WORKSHOPS</p> <p>Prophecy and promise The Mass – how and why it is celebrated; signs and symbols used. The Annunciation to Joseph; that Jesus' birth was foretold by prophets. Advent – hymns, preparations for the coming of Jesus.</p>	<p>The Sacrament of Reconciliation Receiving the Sacrament of Reconciliation</p> <p>Galilee to Jerusalem The visit of the Magi. The Kingdom of God - parables that show what the kingdom is and is not. Prayer: Our Father</p>	<p>The Beginning of the Mass The Readings at Mass The Offertory and Consecration Holy Communion Our Parish Church</p> <p>CAFOD WORKSHOPS</p> <p>Desert to Garden The Feeding of the five thousand. The Last Supper and links to The Mass. The Sacrament of the Eucharist.</p>	<p>Jesus appears to the Apostles The Ascension Celebrating Pentecost The Fruits of the Spirit</p> <p>To the ends of the Earth The Road to Emmaus. The mystery of God as Trinity. The early church; links to Mass today. St Paul's letters</p>	<p>Using Gifts to Help Others Prayer</p> <p>CAFOD WORKSHOPS</p> <p>Dialogue & Encounter Links between the Eucharist and Exodus/The Jewish Passover. How Passover is celebrated today. Islam – explore some aspects of beliefs, worship and life.</p>
<p>Catholic Social Teaching</p> 	<p>MacMillan coffee morning concert</p>	<p>Refugee visit Anti-bullying week Children in Need</p>	<p>NSPCC Number Day</p>	<p>Lent – food bank collection</p>	<p>How can we help slow down global warming? Share ideas with school.</p>	<p>Synagogue visit Adopt an animal WWF</p>



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		Christmas Jumper Day (Save the Children)				
Sacraments, Holy Days of Obligation and other significant Days 	St Francis	All Saints Day Christ the King Reconciliation	Epiphany	Palm Sunday Ash Wednesday Reconciliation	Ascension Pentecost Ss Peter and Paul May Procession	Corpus Christi First Holy Communion
PSHE/HRSE 	Rules & diversity Importance of school/class rules for health and safety; how to improve respectful relationships; recognise differences and know to respect these: Rule of Law Tolerance Mutual respect	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 friendships – working through these can strengthen friendships Tolerance & Mutual respect CT2 Importance of forgiveness & about	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 inappropriate touch Tolerance & Mutual respect CT1 Take increased responsibility for their safety and that of others	How can we describe our feelings? Describe a wider range of feelings; people respond to feelings differently. Taking care of our mental wellbeing – mindfulness, growth mindset. CT1 identify, name & respond to a wider range of feelings in self and others; CT3 all people have worth and	What jobs would we like? Challenging stereotypes, how communities work together, how to achieve personal goals – mindset, ambition and Individual Liberty CT2 being part of a community means working together; they are part of different communities – local, national,	How can we stay healthy? What makes a balanced lifestyle; balanced diet; making choices; what influences choices. Individual Liberty CT1 value self as child of God – life is precious and body is a gift from God; be thankful for gifts from God; CT2 With their family, they take



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	Qualities of friendship - reasons why friends fall out; making up.	Jesus' teachings about forgiveness	CT2 judge what kind of physical contact is acceptable/unacceptable and how to respond or seek help	dignity as creations of God	international and that the church is a community of faith	responsibility for staying healthy and safe CT3 responsibility for own health, taking care of body and protecting from inappropriate contact
AUTHOR STUDY/ CLASS READ 	The Hare and The Tortoise and other Aesop's Fables.	The Lion The witch and The wardrobe – C S Lewis Biography of Usain Bolt	Stone Age Boy- Satoshi Kitamura	The Iron Man – Ted Hughes	The Water Horse - Dick King-Smith The Little Mermaid - Hans Christiansen Anderson Water Dance - Thomas Locker	The Brer Rabbit Collection - Enid Blyton My Mother Saw a Dancing Bear - Charles Causley
GENRES 	Fables Poems: Structure Persuasion: Letters	Folk Tales Biographies	Story as a theme Poems as a theme Discussion	Novel Diaries	Stories with a theme Poems with a structure Information booklets	Folk tales Debate and Poems on a theme
MULTI-MODAL WRITING/ CROSS-CURRICULAR	St Francis' Space Day Writing Animal shaped writing (fables)	'Wardrobe' writing Skeleton writing Instructions Directions	Explosive volcano writing/poems Layered writing in the style of Sedimentary rocks.	Diary Iron Man shaped writing	River shaped writing/poems Cloud/Raindrop/Snow shaped	'Creature' shaped writing/poems Habitat of a mole fact file



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



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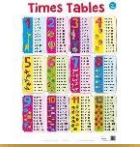

NATIONAL LINK 	How food is grown and made and distributed across the UK	Folk tales from the British Isles	Stone age in Britain	National use of Forces in science and industry	British rivers	Different habitats across the UK.
GLOBAL LINK 	Food from around the world Fables from other countries	Folk tales 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
VISITS/ VISITORS 	Fair Snape'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
MATHS	Place Value	Addition & Subtraction	Multiplication & Division	Fractions Decimals	Decimals Money	Statistics



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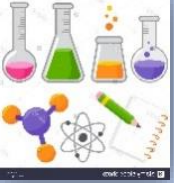

	Addition & Subtraction	Multiplication & Division	Measurement – length, perimeter & area		Time	Geometry – properties of shape, position & direction
<p>SCIENCE</p> 	<p>Nutrition and diet - Identify that animals, including humans, need the right types and amounts of nutrition and that they cannot make their own food: they get nutrition from what they eat.</p> <p>Skeletons -Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>		<p>Rocks and fossils - 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. -Recognise that soils are made from rocks and organic matter.</p>	<p>Forces and magnets - 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 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. - Describe magnet and predict which will repel and which with attract.</p>	<p>States of matter - 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>Habitats – 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 Recognise that environments can change and that this can sometimes pose dangers to living things.</p>



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<p>SCIENTIFIC ENQUIRY</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>					
<p>GEOGRAPHY</p> 		<p>Local map work - 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</p>	<p>Volcanoes and earthquakes - Describe and understand key aspects of: Physical geography, including: volcanoes and earthquakes and how they are formed.</p>		<p>Rivers – 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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		-use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.				
HISTORY 	BLACK HISTORY MONTH	Local History - 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	Stone Age -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.		Ancient Egypt - (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.	
MUSIC	Lancashire SOW Unit - Musical Notation - To use and understand	Learn traditional Christmas hymns	Charanga - Rock 'n' Roll – The Beatles – Blackbird – Listen,	Lancashire SOW Unit - Marvel Film music – Linked to The Iron		

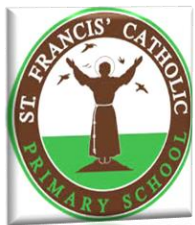


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	<p>staff and other musical notation. Creating musical patterns To listen with attention to detail and recall sounds with increasing aural memory</p>		<p>discuss, sing, perform and evaluate</p>	<p>Man -Performing: present a performance. To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression andimprovise and compose music for a range of purposes using the interrelated dimensions of music Charanga - Glokenspiels 1 - percussion instrument to create own movie trail music.</p>		
<p>COMPUTING</p> 	<p>CS-Programming – Develop sequencing and programming, further understanding of debugging using Purple Mash software.</p>	<p>IT – Anti-bullying week - 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>IT – Digital research - 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</p>	<p>CS/DL - Lego Education Coding – Focusing on input and outputs using Bluetooth remote coding. Evaluate inputs and outputs and make changes</p>	<p>IT/DL – Digital research - retrieving information and documents related to the history and science topic Children to research and find out about ancient Egypt and</p>	<p>CS – Computer Programming – Create a computer programme to classify plants and animals.</p>



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	<p>Online Relationships Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (SMART rules).</p>	<p>Animation Weeks Unit 4.6 Purple Mash – George Beesley’s Life link Puppet Pals App</p> <p>Online Relationships Anti-bullying week: Understand that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p>	<p>(e.g. <i>sedimentary and igneous</i>) and soils.</p> <p>Online Relationships Safety Week: Know how to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> <p>Understand that people sometimes behave differently online, including by pretending to be someone they are not.</p>	<p>to adjust to improve outcomes.</p> <p>Online Relationships Know how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</p>	<p>rivers across the UK and worldwide.</p> <p>Online Relationships Know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p>	<p>Online Relationships Know how to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>
<p>ART</p> 	<p>Still life drawing and painting of food - Experiment with different grades of pencils, charcoal, chalk, and biro by</p>		<p>Observational drawing of fossils - Create sketch books to record their observations and use them to review and</p>		<p>Abstract painting - Relief paintings, large and small scale with texture. To create sketch books to record their</p>	



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<p>Oldenburg Renoir Constable Hokusai Hooke</p>	<p>making observational drawings of food and packaging – inspired by Renoir's Onion</p> <p>Clay models of food: 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.</p>		<p>revisit ideas and 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] and about great artists such as Hooke.</p>		<p>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. To learn about great artists such as Constable and Hokusai and how they created art work based on water.</p>	
<p>DESIGN TECHNOLOGY</p> 	<p>Healthy Picnic – eatwell plate To understand and apply the principles of a healthy and varied diet prepare and cook a variety of dishes. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>			<p>Mechanical systems – Iron Man lever puppet. Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams. Understand how key events and individuals in design and technology have helped shape the</p>		<p>Food – Desert island survival stew! 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 apply the principles of a healthy and varied diet.</p>



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				world understand and use mechanical systems in their products		
PHYSICAL EDUCATION 	Lancashire PE SOW – Games (Striking and Fielding) Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending	Lancs PE Scheme of Work – Dance To perform dances using a range of movement patterns	Lancs PE Scheme of Work – Gymnastics Develop flexibility, strength, technique, control and balance	Lancs PE Scheme of Work – Games (Net and Wall) To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending Lancashire SOW Dace unit – Iron Man - To perform dances using a range of movement patterns.	Lancashire PE SOW Unit– Net and Wall Games. Develop coordination and skills playing competitive modified games	Lancashire PE SOW unit – Athletics – Develop strength, technique, control and balance
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.					