

Mission Statement Motto: *Building relationships with God and each other, working hard in faith and hope to give our best in all things*  
*Respect, Honesty, Tolerance, Justice, Forgiveness*

## Holy Cross Catholic Primary School

### Lower Key Stage 2 Curriculum Map 2023-2024 (Cycle B)

Year Group 3/4

Intent-

We provide a curriculum that is embedded within our core values to ensure our children thrive academically, spiritually, physically, culturally and emotionally to ensure they are well prepared for their next stage of education and life in the 21st century. We are committed to cultural entitlement and provide a rich and varied curriculum that motivates and engages learners through representing the diversity of our school community and offering a wide range of extra-curricular activities. Through building relationships with God and each other; we ensure our children work hard in faith and do their best in all things.

Subject	Autumn	Spring	Summer
Topic Title	Forceful Pharoahs	Romans on the Rampage!	Caribbean, Calypso and Carnival
Main Topic Theme	Science – Forces and Magnets DT - Ancient Egyptian Levers	History – Roman Britain	Geography – South America - Trade Local History – The Windrush - Migration
School Value Focus	Respect Honesty	Justice Tolerance	Forgiveness Mission Statement
Home Learning Link	Create Egyptian artefact Create early gears and pulleys for building pyramids.	Research famous Roman landmarks – Focus on Vatican City (Home of the Pope) Popular foods from Italy – Create an Italian dish at home	First-hand experiences and stories of the Windrush generation within own community
English text link suggestions	Year 3 - Lost Happy Endings by Carol Ann Duffy Tom's Sausage Lion by Micahel Morpugo Year 4 - Gregory Cool by Caroline Binch A Caribbean Dozen Poems from Caribbean Poets	Year 3 - Iron Man by Ted Hughes Krindlekrax by Philip Ridley Year 4 - The Ice Palace by R. Swindells The Miraculous Journey of Edward Tulane by Kate DiCamillo	Year 3 - One Plastic Bag by Isatou Ceesay Leon and the Place Between by Angela McCallister Year 4 - Charlotte's Web by E.B. White Varjak Paw by SF Said Film Unit – Ride of Passage (Literacy Shed)
English Writing Text	Year 3 – Leon and the Place Between, Cinderella of the Nile, Our Tower, Jim a Cautionary Tale Year 4- Tarbeach, Varmints, FaRther, Until I met Dudley	Year 3 – The Pied Piper of Hamelin, Escape from Pompei, Black dog, The Tin Forest Year 4- Frinddleswylde, Cinnamon, The Lion and the Unicorn, Matchbox Diaries	Year 3 – The Mysteries of Harris Burdock, Flotsam, The First Drawing, The BFG Year 4- Weslandia, Shaggy's Journey, The Lion the Witch and the Wardrobe, The Jabberwocky

<b>Maths link</b>	Geometry, measures, counting, mathematical problems, multiplication and fractions.	Money, measures, area and perimeter.	Distance. currency, time zones, temperature.
<b>Cultural entitlement – including possible visits / visitors</b>	Egyptian Theme Day	Lullingstone Roman Villa, Kent Roman sculpture – British Museum	Role-play travelling by ship/going on a long journey (passports, packing a suitcase) Carnival Parade of Headresses created in Art
<b>Cultural diversity link</b>	Modern Egypt - populated with mostly Muslim civilians, religion plays a large role in the culture - Arabic	Arts, language, religion, politics, cuisine, architecture and fashion in Rome, Italy	Migration into Britain – Windrush generation

<b>Subject</b>	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Science</b>	Yr 3 Science Rocks Light  Yr 4 Science Sound Electricity (4 weeks autumn, 4 weeks summer)	Yr 3 Science Plants Animals, including Humans (4 weeks in the Spring term and 4 weeks in the Summer)  Yr 4 Science Electricity (4 weeks autumn, 4 weeks summer) States of Matter	Yr 3 Science <b>Animals, including Humans</b> (4 weeks in the Spring term and 4 weeks in the Summer) <b>Forces and Magnet</b>  Yr 4 Science <b>Living Things and Habitats</b> (4 weeks in the Spring term and 4 weeks in the Summer) <b>Animals including humans</b>
<b>RE Come and See</b>	Y3; Homes/Promises/Visitors Y4; People/Called/Gifts	Y3; Journeys/List and Sharing/Giving all. Y4; Community/Giving and receiving/Self discipline	Y3; Energy/Choices/Special people Y4; New Life/Building Bridges/God's People  Week Commencing 18 <sup>th</sup> May 2020 Islam Week
<b>History</b> To take place the 1 <sup>st</sup> half of each term.	<b>Ancient Egypt</b> <b>How can we know so much about a civilization such as Ancient Egypt that lived so long ago?</b> The achievements of the earliest civilisations – Sumer, the Indus Valley and the Shang dynasty	<b>Roman Britain</b> <b>Was the Roman invasion good or bad for Britain?</b> The Roman Empire and its impact on Britain	<b>Local History - Tilbury Docks – The Empire Rush</b> <b>What made people go on a journey from the Caribbean to Britain in 1948?</b> <b>Local History Study:</b> A study of a theme in British history that extends knowledge beyond 1066

<p><b>Geography</b> To take place the 2<sup>nd</sup> half of each term.</p>	<p><b>Water</b> (Focus on the River Nile as a water source) <b>How does the water go round and round?</b></p> <p><b>Physical geography</b> – describe and understand the water cycle <b>Fieldwork</b> - use fieldwork to observe, measure, record and present the human and physical features in the local area</p> <p><b>Rivers*</b> (Oddizzi)</p>	<p><b>Earthquakes and Volcanoes</b> <b>How does the earth shake, rattle and roll?</b> <b>Physical</b> – describe and understand volcanoes and earthquakes</p> <p><b><u>Volcanoes and earthquakes</u></b> (NB: this is a longer Scheme -Oddizzi)</p>	<p><b>Local Area - Tilbury Docks – Trade and Economics</b> <b>Why is the port at Tilbury significant to trade?</b></p> <p><b>Human geography</b> – describe and understand economic activity including trade links <b>Fieldwork</b> - use fieldwork to observe, measure, record and present the human and physical features in the local area</p> <p><b><u>South America</u></b> - (Oddizzi)</p>
<p><b>Art &amp; Design</b> To take place the 1<sup>st</sup> half of each term.</p> <p><i>Incorporate the work of famous artists where relevant. Note that more than one artist can be studied over the course of the year.</i></p>	<p><b>Formal elements art Yr. 4 unit</b> <b>Skills: Texture and pattern</b></p> <p>Exploring texture and pattern – developing a range of mark-making techniques, making and printing with textured stamps for printing, drawing ‘flip’ patterns and recreating a famous geometric pattern.</p>	<p><b>Craft – Yr. 3 unit</b> <b>Skills: Tie dye, weaving and sewing</b></p> <p>Creating mood boards as inspiration, learning to tie-dye, weaving and sewing to create a range of effects using fabric.</p>	<p><b>Art - Every picture tells a story – linked artists</b> <b>Skills: Collage</b></p> <p>Analysing works of art, using inference and prediction to explore what might be depicted and intended by the artists. Creating photo collages and abstract art inspired by the work explored.</p>
<p><b>Design Technology</b> To take place the 2<sup>nd</sup> half of each term.</p>	<p><b>Making cushions / Egyptian collar – Yr. 3 unit</b> <b>Programmes of Study: Textiles</b> Learn and apply two new sewing techniques – cross-stitch and appliqué. Utilise these new skills to design and make a cushion or Egyptian collar.</p>	<p><b>Electrical systems posters – Yr. 3 unit</b> <b>Programme of Study: Designing and Making</b> Various forms of ‘Information design’ before they are briefed to develop an electric museum display based on The Romans.</p>	<p><b>Food – adapting a recipe- Yr. 4 unit</b> <b>Programmes of Study: Cooking and Nutrition</b> Work in groups to adapt an existing biscuit recipe, whilst taking into account the cost of the ingredients and other expenses against a set budget.</p>
<p><b>Music</b> To take place alternate weeks with PSHE</p>	<p><b>Year 3: Recorders</b> Learning basic instrumental skills by playing tunes in varying styles, Using scores/notation. <b>Christmas Carol Concert</b> <b>Let your Spirits Fly</b></p> <p><b>Year 4: Recorders (Stage 2)</b> Learning basic instrumental skills by playing tunes in</p>	<p><b>Year 3: Three Little Birds</b> Reggae, Animals, Jamaica, poetry and the historical context of musical styles. <b>The Dragon Song</b> Music from around the world Friendship, kindness, acceptance, the environment, creativity.</p> <p><b>Year 4: Stop!</b></p>	<p><b>Year 3: Bringing Us Together</b> Disco/Anthem, Music unites us, friendship, kindness. <b>Reflect, Rewind and Replay</b> Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of</p>

	<p>varying styles. Introduction to the language of music, theory and composition.</p> <p><b>Christmas Carol Concert</b> <b>Mamma Mia</b></p>	<p>Grime, Classical, Bhangra, Tango, Latin Fusion, Composition, bullying.</p> <p><b>Lean On Me</b> Gospel in its historical context eg from Beethoven to slavery, Elvis to the Urban Gospel of Beyoncé and different choirs like the London Community Gospel Choir. Analysing performance.</p>	<p>the language of music. Revise the notation learnt in Autumn.</p> <p><b>Year 4: Blackbird</b> The Beatles, Civil rights. The development of Pop music. <b>Reflect, Rewind and Replay</b> Think about the history of music in context, listen to some Western Classical Music and place the music from the units you have worked through, in their correct time and space.</p>
<p><b>Computing</b> Computing slot 1 hour per week in the afternoon.</p> <p>ICT slot 1 morning session per week.</p> <p>Kapow Computing</p>	<p><b>Year 3</b> Networks and the Internet Programming Scratch Online Safety</p> <p><b>Year 4</b> Collaborative learning Further coding with Scratch Online Safety</p>	<p><b>Year 3</b> Journey inside a computer Emailing Online Safety</p> <p><b>Year 4</b> Website design HTML Online safety</p>	<p><b>Year 3</b> Video Trailers Comparison cards database Online Safety</p> <p><b>Year 4</b> Computational Thinking Investigating Weather Online Safety</p>
<p><b>Physical Education</b> <b>Get Set</b></p>	<p><b>Year 3:</b> Yoga Dodgeball and Football</p> <p><b>Year 4:</b> Yoga Fundamentals and netball</p>	<p><b>Year 3:</b> Dance Hockey and Ball Skills</p> <p><b>Year 4:</b> Dance Swimming Basketball</p>	<p><b>Year 3:</b> Gymnastics Swimming Athletics</p> <p><b>Year 4:</b> Gymnastics Rounders and athletics</p>
<p><b>MFL - French</b> To be taught alternate weeks for 30 minutes (alternating with Handwriting).</p> <p>4 lessons a term, 2 on each unit</p>	<p><b>Year 3: Rigolo 1 MFL Curriculum</b> <b>Unit 1: Bonjour</b> <b>Unit 2: En Classe</b></p> <p>Greetings, basic nouns, counting to 10, classroom objects, saying age, colours.</p>	<p><b>Year 3: Rigolo 1 MFL Curriculum</b> <b>Unit 3: Mon Corps</b> <b>Unit 4: Les Animaux</b></p> <p>Parts of the body, days of the week, animals and pets, numbers 11-20, character descriptions.</p>	<p><b>Year 3 Rigolo 1 MFL Curriculum</b> <b>Unit 5: Ma Famille</b> <b>Unit 6: Bon Anniversaire!</b></p> <p>Household items, letters of the alphabet, family, food and drink, numbers 21-31, months of the year.</p>

	<b>Year 4: Rigolo 1 MFL Curriculum</b> <b>Unit 7: Salut, Gustave!</b> <b>Unit 8: Quelle heure est-il?</b>  Nationalities, characteristics, flags, leisure activities, telling the time.	<b>Year 4: Rigolo 1 MFL Curriculum</b> <b>Unit 9: Les fetes</b> <b>Unit 10: Ou vas-tu?</b>  Festivals and dates, Presents, Counts from 31-60, weather directions.	<b>Year 4: Rigolo 1 MFL Curriculum</b> <b>Unit 11: On mange!</b> <b>Unit 12: Le cirque</b>  More food and drink, shopping, party activities, Countries and languages, clothes.
<p><b>PHSE</b></p> <p>To take place alternate weeks (alternating with Music) or blocked for a half term</p> <p>TEN:TEN</p> <p>Journey in Love</p> <p>Dot Com</p> <p>First Aid</p>	<p><b>Year 3</b></p> <p>Session 1: <a href="#">The Sacraments</a></p> <p>Story Sessions: <a href="#">Jesus, My Friend</a></p> <p>Session 2: <a href="#">Friends, Family and Others...</a></p> <p>Session 3: <a href="#">When Things Feel Bad</a></p> <p>Session 4: <a href="#">First Aid – Bites and Stings</a></p> <p>Session 5: <a href="#">First Aid – Allergies</a></p> <p>Session 6: <a href="#">Current Trends – Emergency Services</a></p> <p><b>Year 4</b></p> <p>Story Sessions: <a href="#">Get Up!</a></p> <p>Session 1: <a href="#">What Am I Feeling?</a></p> <p>Session 2: <a href="#">What Am I Looking At?</a></p> <p>Session 3: <a href="#">I Am Thankful</a></p> <p>Session 4: <a href="#">First Aid – Asthma</a></p> <p>Session 5: <a href="#">First Aid – Burns and Scalds</a></p> <p>Session 6: <a href="#">Current Trends – Safe Decisions</a></p>	<p><b>Year 3</b></p> <p>Session 1: <a href="#">Sharing Online</a></p> <p>Session 2: <a href="#">Chatting Online</a></p> <p>Session 3: <a href="#">Safe In My Body</a></p> <p>Session 4: <a href="#">Drugs, Alcohol and Tobacco</a></p> <p>Session 5: <a href="#">First Aid Heroes</a></p> <p>Session 6: <a href="#">Journey in Love – Physical</a></p> <p>Session 7: <a href="#">Current Trends – TBC</a></p> <p><b>Year 4</b></p> <p>Session 1: <a href="#">We Don't Have to be the Same</a></p> <p>Session 2: <a href="#">Respecting our Bodies</a></p> <p>Session 3: <a href="#">What is Puberty?</a></p> <p>Session 4: <a href="#">Changing Bodies</a></p> <p>Session 5: <a href="#">Life Cycles</a></p> <p>Session 6: <a href="#">Journey in Love – Physical</a></p> <p>Session 7: <a href="#">Current Trends – TBC</a></p>	<p><b>Year 3</b></p> <p>Session 1: <a href="#">A Community of Love</a></p> <p>Session 2: <a href="#">What is the Church?</a></p> <p>Session 3: <a href="#">How Do I Love Others?</a></p> <p>Session 4&amp;5: <a href="#">Journey in Love – Social, Emotional and Spiritual</a></p> <p>Session 6: <a href="#">Wellbeing and Relaxation</a></p> <p>Session 7: <a href="#">Current Trends – TBC</a></p> <p><b>Year 4</b></p> <p>Session 1: <a href="#">A Community of Love</a></p> <p>Session 2: <a href="#">What is the Church?</a></p> <p>Session 3: <a href="#">How Do I Love Others?</a></p> <p>Session 4&amp;5: <a href="#">Journey in Love – Social, Emotional and Spiritual</a></p> <p>Session 6: <a href="#">Wellbeing and Relaxation</a></p> <p>Session 7: <a href="#">Current Trends – TBC</a></p>