

St. Matthew's CE Primary School Integrated Curriculum Map 2023-2024 Year 3/4 Cycle B

Autumn				Spring				Summer																			
Year 4: Gospel: What kind of world did Jesus want?		How can we save our planet? (Shadrack – What are different places on the planet like? How can we help Shadrack in Kenya?)		Should we save the rainforest?		Who were the Ancient Egyptians?		Year 3: Salvation: Why do Christians call the day that Jesus died Good Friday?		Were the Vikings Invaders or Settlers?		Year 3:Protection: Raksha Bandhan		What is electricity?													
		Peace	Duty	Common Good	Community	Responsibility	Choice	Respect	Beauty	Sustainability	Achievement	Belief	Power	Love	Belief	Spirituality	Strength	Fear	Belonging	Spirituality	Belief	Belonging	Media	Creativity	Resilience		
1 week		6 weeks		5 weeks		10 weeks		2 week		6 weeks		1 week		5 weeks													
RE	Art	Geography	Science	Art	English	Geography	Science	DT	English	Geography	History	Art	DT	Science	English	RE	Art	History	Art	English	RE	Art	Science	English	DT		
English		ICT		ICT		ICT		English		Geography		English		ICT													
Science		Music		Music		Music		PSHE		Science		PSHE		Music													
Get Heartsmart		Let the Love In		Too Much Selfie Isn't Healthy/ Don't Rub It In, Rub It Out.		Fake is a Mistake!		'No Way Through' Isn't True!																			
<u>Spirituality: Ourselves</u> Thinking about God's earth, what can we do to protect it? How can we make choices to respect the earth? Why should be be respecting the earth?				<u>Spirituality: The world and beauty</u> Appreciating God's world around us. Using study of the rainforest to gain an				<u>Spirituality: Others</u> What did the Ancient Egyptians believe about life after death? What were the Ancient Egyptian's view on religion?				<u>Spirituality: Beyond</u> Understanding why a day of sadness when Jesus died is called Good Friday. What good came				<u>Spirituality: Others</u> Are the Vikings any different to us? How are the Vikings similar to us?				<u>Spirituality: Others Hinduism</u> What do Hindus believe about protection?				<u>Spirituality: The World and Beauty</u> Does electricity enhance the world or does it take away			



Year 3 worship on how we can look after our local environment – picking up litter, turning lights off etc.

appreciation of some of God's creations. Studying animals he has made, and how we can tell his creations apart. What can we do to save his world?

Why should we be trying to save it?



RE: Holi: Good and Evil

Year 4 worship on how we can look after the rainforest

What should we do if we don't agree with the Egyptian's view on religion/God?

RE: To teach unit alongside: People of God: What is it like to follow God? What was it like for the Egyptians? What is it like for people of different religions?

from Jesus dying on the cross?

How do we cope if we don't agree with what someone else does? Who did the Vikings believe in?

Spirituality: Ourselves

What makes us feel safe? How do we feel protected? How can we protect others and help them to stay safe?

from some of it's beauty? What would happen if the world didn't have electricity? How does electricity help to unite our world?

Hook: 'The Island' – Sue Philips Theatre of learning approach. (Whole morning activity) Class pretend they are involved in a plane crash and end up on a desert island. What happens? How do they decide who is important? What rules do they create?

Hook: Wreck the classroom, throw rubbish everywhere, piles of recycling everywhere – what's the problem? Litter picking. Wider world?

Hook: Trip to the living rainforest

Hook – OpenBox Theatre Workshop on Ancient Egyptians.

Hook: Easter Discussion with Alice the Vicar.

Hook: Re-enact an invasion in the hall year ¾ together

Hook: Trip to Hindu temple in Southampton

Hook: Teacher in Role – Meeting Benjamin Franklin and having a Q&A session.

Outcome:

Outcome: Create presentation on how to save the world – recycling, reducing pollution. Create leaflets and send home and deliver to the local area.

Outcome: Rainforest café for parents
Decorations/food/music performances to be practiced in Rainforest day.

Outcome: Ancient Egyptian Museum

Outcome: Walk of Witness

Outcome: Viking concert and drama performance.

Outcome:

Outcome: Invention scientist fair – explaining to others how their electrical object works.

<p>English:</p> <p>To describe: 'Wild' by James Carter</p>	<p>English:</p> <p>To instruct: The Carbon Monster by Katherine Wheatley – To inform</p> <p>To entertain: Iron Man by Ted Hughes</p>	<p>English:</p> <p>To describe: Tin forest by Helen Ward</p> <p>To inform: Wild Animals of the South by Dieter Braun</p> <p>To report: The Vanishing Rainforest by Richard Platt</p> <p>To report: Newsround – Digital Literacy</p> <p>https://www.bbc.co.uk/newsround/49435987</p> <p>https://www.bbc.co.uk/newsround/27840452</p> <p>https://www.bbc.co.uk/newsround/49520864</p> <p>https://www.bbc.co.uk/newsround/48836955</p>	<p>Text Drivers:</p> <p>To entertain: The Magic Box (Poem)</p> <p>To entertain: The Egyptian Cinderella by Shirley Climo</p> <p>To recount: Egyptology: Search for the tomb of Osiris by Emily Sands</p> <p>To report: The Egyptian News by Scott Steedman</p> <p>To recount: The Egyptian News by Scott Steedman</p> <p>To describe: The Time Travelling Cat by Julia Jarman</p> <p>To Entertain: The Time Travelling Cat by Julia Jarman</p>		<p>Text Drivers:</p> <p>To entertain: Poetry: Dragon by James Jarrett https://www.poemhunter.com/poems/dragon/page-1/12495971/</p> <p>Dragon by Alesia Leach https://www.poemhunter.com/poems/dragon/page-1/40321463/</p> <p>I met a dragon face to face by Jack Prelutsky https://www.poemhunter.com/poem/i-met-a-dragon-face-to-face/</p> <p>To entertain: Beowulf (selected extracts)/The Dragon Slayer (Literacy Shed)</p> <p>To instruct: How to Train a Dragon by Cressida Cowell</p>	<p>Text Drivers:</p> <p>Indra and his Rakhi of Protection (Hindu story)</p>	<p>Text Drivers:</p> <p>To Entertain: Ada Twist, Scientist by Andrea Beaty</p> <p>To explain: Until I met Dudley by Roger McGough</p> <p>To report: The King who Banned the Dark by Emily Harworth Booth</p>
	<p>Science:</p> <p>Materials/States of Matter:</p> <p>-compare and group materials together, according to whether they are solids, liquids or gases</p> <p>-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)</p> <p>-identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>Science: Variation and Evolution</p> <p>Key Ideas:</p> <p>- Environmental changes affect different habitats differently.</p> <p>-Different organisms are affected differently by environmental change.</p> <p>-Different food change occur in different habitats.</p> <p>-Living things can be divided into groups based upon their characteristics.</p> <p>-Human activity significantly affects the environment.</p>	<p>Science: Light (x 2 half terms)</p> <p>Key Ideas:</p> <ul style="list-style-type: none"> - We need light to see things, even shiny things. - There must be light for us to see. Without light it is dark. - Shiny Materials reflect light beams better than non-shiny materials. - Beams of light bounce off some materials (reflection). - Transparent materials let light through them and opaque materials do not let light through. - Light comes from a source. 		<p>Science: Animals (1/2 of theme) (linked to dragons)</p> <p>Key Ideas:</p> <ul style="list-style-type: none"> -Movable joints connect bones -Muscles are connected to bones and move them when they contract. -Many animals have skeletons to support them and to protect vital organs. 		<p>Science: Electricity</p> <p>Key Ideas:</p> <ul style="list-style-type: none"> -Electricity powers many common appliances -A source of electricity is needed for electrical devices to work. -Electricity sources push electricity round a circuit -A complete circuit is needed for electricity to flow and devices to work. -Some materials allow electricity to flow easily and these are called conductors. Materials that do not allow electricity to flow easily and called insulators. -More batteries will push electricity around the circuit faster. -Devices work harder when more electricity flows through them.

		<p>DT: Cooking and Nutrition Design a dessert (links to fair trade foods) using ingredients from the rainforest.</p> <ul style="list-style-type: none"> - To understand and apply the principles of a healthy and varied diet. - To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. - To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 	<p>DT: Mechanisms Design and make a Shaduf.</p> <ul style="list-style-type: none"> - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately. - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world - apply their understanding of how to strengthen, stiffen and reinforce more complex structures 				<p>DT: Construction Design, create and review an electrical circuit buzzer game.</p> <ul style="list-style-type: none"> - <u>Design</u> purposeful, functional, appealing products for themselves and other users based on design criteria - <u>Generate</u>, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology –<u>Make</u>: select from and use a range of tools and equipment to perform practical tasks - Select from and use a wide range of materials and components - <u>Evaluate</u>: explore and evaluate a range of existing products - evaluate their ideas and products against design criteria -<u>Technical knowledge</u> Explore and use electrical circuits.
			<p>History- Ancient Civilisations: Ancient Egypt (x 2 half terms)</p> <ul style="list-style-type: none"> - know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind - gain and deploy a historically grounded understanding of abstract terms such as ‘empire’, ‘civilisation’, ‘parliament’ and ‘peasantry’ - understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse 		<p>History – The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> -Viking raids and invasion -Resistance by Alfred the Great and Athelstan, first king of England -Further Viking invasions and Danegeld -Anglo-Saxon laws and justice -Edward the Confessor and his death in 1066 		

			<p>trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <ul style="list-style-type: none"> - the achievements of the earliest civilizations – The Ancient Egyptians 			
	<p>Geography</p> <ul style="list-style-type: none"> -Use maps, atlases, globes and digital computer mapping to locate countries and describe features studied. -Use field work to observe, measure and record the human and physical features in the local area. 	<p>Geography</p> <ul style="list-style-type: none"> - Identify the position and significance of latitude, longitude, equator, northern hemisphere, southern hemisphere, the tropics of cancer/Capricorn, arctic and Antarctic circle, the prime/grenwhich meridian and time zones. - Locate the world’s countries, using maps with a focus on South America - concentrating on their environmental regions, key physical and human characteristics, countries and major cities. - To find the countries on the map with the characteristics of the climate zones - Brazil and the amazon rainforest. - Understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region within South America. - To compare and contrast the characteristics of cities and countryside of various countries. London/Norfolk – Rio de Janeiro/Amazon Rainforest 	<p>Geography</p> <ul style="list-style-type: none"> - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) - describe and understand key aspects of: physical geography, including: climate zones, human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water - To zoom in on countries and look at environmental regions. Physical and human geography. (Egypt – desert) 		<p>Geography</p> <ul style="list-style-type: none"> - Name and locate countries and cities of the UK, geographical regions and their indentifying human and physical characteristics, key topographical features and land use patterns and understand how some of these aspects have changed over time. - Understand the geographical similarities and differences through the study of human and physical geography of a region of the UK. 	

		- To zoom in on countries and look at environmental regions. Physical and human geography. (Rainforests)					
	<p>Art: Mixed media collage Children to create a piece that represents the planet/aspect of the planet and the human impact.</p> <ul style="list-style-type: none"> - To improve their mastery of art and design techniques (mixed media collage). - To learn about great artists, Natural Art/Collage – magazine collage – recycling. Henri Matisse/David Mach - Try out different techniques – newspaper(shading/ton e)/ magazine collage (colour/silhouette)/ Use a variety of materials to incorporate texture and colour. 	<p>Art: Rainforest Day Painting/Colour Mixing Rainforest Animals</p>	<p>Art: Clay To improve techniques in clay sculpture – To make canopic jars.</p> <ul style="list-style-type: none"> -To improve their mastery of art and design techniques (clay sculpture). -To learn about great artists of fabric collage -To learn about great artists - Try out different techniques – newspaper (joining clay pieces, moulding) 		<p>Art – Fabric collage, cross stitch and weaving linked to the Bayeaux Tapestry.</p> <ul style="list-style-type: none"> - To improve their mastery of art and design techniques (sewing). - To learn about great artists of fabric collage - Try out different techniques – joining techniques/shape and colour. 		
	<p>Year 3: Music: Hampshire Music Service Planning In the Hall of the Mountain King Christmas is Coming (Units from Hampshire Music Service)</p> <p>Year 4 learning an instrument with Hampshire Music Service</p>		<p>Year 3: Music: Hampshire Music Service Planning Chinese Lanterns Volcanoes (Units from Hampshire Music Service)</p> <p>Year 4 learning an instrument with Hampshire Music Service</p>			<p>Year 3: Music:Hampshire Music Service Planning Mystic Moments (Units from Hampshire Music Service) Year 4 learning an instrument with Hampshire Music Service</p>	<p>Year 3: Music: Hampshire Music Service Our School (Units from Hampshire Music Service) Year 4 learning an instrument with Hampshire Music Service</p>
<p>Discrete Subjects PSHE PE Maths English</p>	<p>Discrete Subjects PSHE PE Maths</p>	<p>Discrete Subjects PSHE PE Maths RE: Good/Evil (Holi) (Y4)</p>	<p>Discrete Subjects PSHE PE Maths</p>	<p>Discrete Subjects PSHE PE Maths</p>	<p>Discrete Subjects PSHE ICT PE Maths RE : KINGDOM OF GOD When Jesus left what was the impact of Pentecost?</p>	<p>Discrete Subjects PSHE PE Maths</p>	<p>Discrete Subjects PSHE PE Maths</p>

Subjects:	Eng	Ma	Sci	D&T	Comp	His	Geo	Art	Mus	PE	RE	PSHE
Spirituality:	Ourselves			Others			The world and beauty			Beyond		