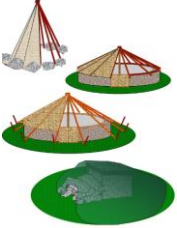



St. Matthew's CE Primary School Integrated Curriculum Map 2020-2021 Year 3/4 Cycle A

Autumn										Spring										Summer												
Year 3: Creation: What do Christians learn about the story of creation?			What can we learn from the first humans? Stone Age to Iron Age				Year 3: Good/Evil Diwali Does good always overcome evil?			Listen Up! What's that sound?			Year 4: Incarnation: What is trinity?		A Gateway to the World! What is on the other side? (Shadrack – Compare Kenya to other places – what would it be like to live in Kenya?)			Year 4: Symbol: The Cross as a symbol: What does the cross symbolise?			Food Glorious Food!			Year 4: Devotion: Why is worship important to Hindu's?		What have the Romans done for us?						
Beauty	Peace	Creativity	Resilience	Change	Failure?	Fear	Strength	Faith	Individuality	Influence	Dreams	Belief	Spirituality	Beauty	Belonging	Community	Belief	Faith	Spirituality	Care	Sustainability	Responsibility	Spirituality	Faith	Strength	Reform	Belonging					
1 Week			9-10 weeks				1 week			4 weeks			1 week		6 weeks			1 week			7 weeks			1 week		6 weeks						
RE	Art	History	English	Art	Geography	Science	DT	RE	Art	Music	Science	Computing	RE	PSHE	English	Geography	Art	RE	PSHE	English	DT	Geography	RE	PSHE	English	History	DT					
English		Comp				English			English			Art		Science			History			Science			Art		Science							
Science		Music				PSHE			DT								Art			Computing			English		Art							
Get Heartsmart				Let the Love in						Too Much Sefie Isn't Healthy					Don't Rub It In, Rub It Out					Fake is a Mistake					'No Way Through' Isn't True!							
Spirituality: The World and Beauty Explore how God created the world and the beauty within it.		Spirituality: Others Looking at the first men and how they used the world in order to live. Explore 'Stone Age' beliefs to explain the world around them. They tried to make contact with the spirits of animals they hunted. Worship of forces of nature. Links to Stone Henge. https://www.dkfindout.com/uk/history/stone-age/stone-age-beliefs/				Spirituality: Beyond What is meant by 'Good' and evil' and how does it link to our own lives. What do Hindu's believe about 'Good' and 'Evil'?			Spirituality: Ourselves Meditation. How can we use meditation to help us to relax and be with ourselves? How does music make us feel? Is it important to be in touch with ourselves?			Spirituality: Beyond What is the trinity and why is it important to Christians?		Spirituality: The World and Beyond Comparing and contrasting different places around the world. How can we help others around the world. What would your perfect place be?			Spirituality: Others What good could come of Jesus dying on the cross? Why do Christian's call this day 'good' Friday?			Spirituality: Ourselves What is greed? Link to religious stories about greed. Is greed a bad thing? Should we share? RE to be taught in line with this unit: Y3: Temptation/Making choices RE (intergrated)					Spirituality: Others Why is worship important to others and how is their worship different to that of Christian's?			Spirituality: Others Links to Roman spirituality and Roman Gods and Roman religions. Look how Christianity originated in the Roman Empire.				

<p>Hook: Provide the children with some playdough. – if they could create anything in the world, what would it be?</p>	<p>Hook: Building a campsite outside in the woods.</p> <p>For Iron Age Aspect: Order tools from Hampshire history section. Look at them, describe them.</p>	<p>Hook: Chn to create their own interpretations of what they think good and evil look like.</p>	<p>Hook: Watch a musical performance live or if not possible, on the screen. https://www.youtube.com/watch?v=7EVfT0Ex9WM (CBBC Ten Pieces Prom)</p>	<p>Hook: Explore different depictions of God. What do you think God looks like? Chn to create own interpretation of God through art.</p>	<p>Hook: Film – Harry Potter and the Philosophers stone film</p> <p>The Lion, The Witch and the Wardrobe</p> <p>Trip to Harry Potter World</p>	<p>Hook: Re-enact the ‘Good Friday’ part of the Easter story.</p>	<p>Hook: Film – Charlie and the Chocolate Factory.</p> <p>Could put on a restaurant for the children or a café to taste different types of muffin. Blind tasting.</p>	<p>Hook: Why do people worship?</p>	<p>Hook: History box Investigation of Roman artifacts</p>
<p>Outcome: If they were to create the world, what would it look like?</p>	<p>Outcome: Trip to Butser Ancient Farm</p>	<p>Outcome: Answer the question (debate) – Does good always over come evil?</p>	<p>Outcome: Concert to another class/parents or the school – perhaps during an assembly?</p>	<p>Outcome: Create a piece of artwork that incorporates their understanding of God the father, God the son and God the holy spirit.</p>	<p>Outcome: Travel Agent to encourage parents to go to different places.</p>	<p>Outcome: Debate – Should ‘Good Friday’ be called ‘Good Friday’?</p>	<p>Outcome: To design and make recipe to make a new healthy savoury. Muffin for a fair!</p> <p>Parents to come in, see the recipe and boxes made for parents to use. Café for parents to try the muffins.</p>	<p>Outcome: Trip to a Hindu Temple</p>	<p>Outcome: Recreate a battle from the Roman Army.</p>
<p>Text Drivers: The Lost Words by Robert Macfarlane (Poetry) Creation Story (Bible)</p>	<p>Text Drivers: Stone Age Boy by Satoshi Kitamura Stig of the Dump by Clive King The Secrets of Stone Henge by Mick Manning How to Wash a Wooley Mammoth by Michelle Robinson</p>	<p>Text Drivers: The Story of Rama and Sita</p>	<p>Text Drivers: The Sound Collector by Roger McGough/ Pleasant Sounds by John Clare (Poetry) The Bear and the Piano by David Litchfield</p>		<p>Text Drivers: Harry Potter and the Philosophers Stone by J.K. Rowling The Lion, The Witch and The wardrobe by C.S. Lewis</p>	<p>Text Drivers: The Easter Story (Bible)</p>	<p>Text Drivers: Mustard, Custard, Grumble belly and Gravy by Michael Rosen Rascally Cake by Jeanne Willis Charlie and the Chocolate Factory by Roald Dahl</p>		<p>Text Drivers: Assassin by Tony Bradman Escape from Pompei by Christina Ballit</p>
	<p>Science: Rocks -compare and group together different kinds of rocks on the basis of their appearance and simple physical properties -describe in simple terms how fossils are formed when things that have lived are trapped within rock --recognise that soils are made from rocks and organic matter</p> <p>Science: Animals inc. Humans (Digestion)</p> <ul style="list-style-type: none"> • Different animals are adapted to eat different foods. • Animals have teeth to help them eat. • Different types of teeth do different jobs. 		<p>Science: Sound -identify how sounds are made, associating some of them with something vibrating - recognise that vibrations from sounds travel through a medium to the ear -find patterns between the pitch of a sound and features of the object that produced it -find patterns between the volume of a sound and the strength of the vibrations that produced it</p>		<p>Science: Plants: _identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers -- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant -</p>		<p>Science: Plants cont... investigate the way in which water is transported within plants -explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>		<p>Science: Magnets and Forces - notice that some forces need contact between two 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</p>

<ul style="list-style-type: none"> • Food is broken down by the teeth and further in the stomach and intestines where nutrients go into the blood. The blood takes nutrients around the body. • Nutrients produced by plants move to primary consumers then to secondary consumers through food chains 		<p>- recognise that sounds get fainter as the distance from the sound source increases.</p>						<p>attracted to a magnet, and identify some magnetic materials</p> <ul style="list-style-type: none"> - describe magnets as having two poles -predict whether two magnets will attract or repel each other, depending on which poles are facing.
<p>DT: Structures: Structures Technical Knowledge</p> <p>apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>  <p>To build an iron age round house Make a Stone, Iron or Bronze Age tool.</p>						<p>DT: Cooking and Nutrition</p> <ul style="list-style-type: none"> -understand and apply the principles of a healthy and varied diet - prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques -understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 		<p>DT: Mechanisms Technical Knowledge</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>  <p>http://www.bbc.co.uk/ahistoryoftheworld/objects/6_wufiJaTE-KiKM35bTb5w</p>
<p>Computing (Year 3) General ICT Skills (1 week + throughout year):</p> <p>Switching computers on and off, logging on and off, saving work, resizing windows, creating and adapting folders. http://code-it.co.uk/dlplanning/generalictskills/generalictskills</p> <p>E-Safety: (Year 3 and 4) Passwords: http://code-it.co.uk/dlplanning/digitalcitizenship/passwords</p> <p>https://www.thinkuknow.co.uk/8_10/ Also see E-Safety planning. https://www.thinkuknow.co.uk/8_10/ Also see E-Safety planning.</p>		<p>Scratch: Coding (Year 3) Music Machine (2-3 weeks) http://code-it.co.uk/scratch/music_machine/musicmachineoverview</p> <p>Ipad skills (Year 4) Ipad/Ipod Skills (2-3 weeks approx): Basic skills - turning on, navigating apps, (we can't do emailing), screenshot, manipulating photos and videos in imovie, recording sounds. http://code-it.co.uk/dlplanning/iosskills/iosskills</p>		<p>Web Research (Year 3):</p> <p>Web Research (5 weeks approx): Down to 'Google synonym search' on list. http://code-it.co.uk/dlplanning/webresearch/internet-research-skills</p> <p>(Year 4): Web Research (6 weeks approx): Work through the list so that children are secure until 'Google search words of equal value using OR'..</p>		<p>Unplugged (Year 4) Jam Sandwich (1 week) http://code-it.co.uk/wp-content/uploads/2015/05/sandwich_algorithm1.pdf (Year 3) Word Processing (5 weeks approx): Capitals and lowercase, shift key, delete and backspace, undo and redo, saving work, highlighting text, making bold/italic/underline, changing font size & type, aligning, bullet points. http://code-it.co.uk/dlplanning/wo</p>		<p>Scratch: Coding (Year 3) Smoking Car (2-3 weeks) http://code-it.co.uk/scratch/smoking_car/smokingcaroverview</p> <p>(Year 4) Slug Trail Game (3 weeks) http://code-it.co.uk/scratch/slugtrail/slugtrailoverview</p>

			Using Garage band to make and record music.		http://code-it.co.uk/dlplanning/webresearch/internet-research-skills		rdprocessing/WordProcessingSkillsandUnderstanding (Year 4) Word Processing part 2 (4-6 weeks approx): Recap the skills in yellow to ensure children are secure with these then move onto the rest - move a word using lassoing and cut/paste, check spelling, page orient and size, printing, indent, insert items, tables, document styles, menus, copying from internet, saving as pdf. http://code-it.co.uk/dlplanning/wordprocessing/WordProcessingSkillsandUnderstanding	
	<u>Music: Hampshire Music service planning</u> Year 3/4 ; Mystic Moments (Need to find planning HMS)		<u>Music: Hampshire Music service planning</u> Year 4: Sounds Like India? Or Lucy in the Sky?		<u>Music: Hampshire Music service planning</u> Year 3/4:		<u>Music: Hampshire Music service planning</u> Year 4: River's Journey	<u>Music: Hampshire Music service planning</u> Romans (Year 3)
	<u>History:</u> Changes in Britain from the Stone Age to the Iron Age							<u>History:</u> The Roman Empire and its impact on Britain
	<u>Geography:</u> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world		<u>Geography:</u> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, Which instruments come from which country? Locate the		<u>Geography</u> use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		<u>Geography:</u> 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	<u>Geography:</u> -understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within

	<p>Find out where the best places to build Iron Age settlements are and why.</p> <p>Make maps of surviving UK monuments from the Stone, Bronze and Iron Ages.</p> <p>Find out about the settlement of Skara Brae</p> <p>Make a visitor's guide to Stonehenge</p>		<p>different counties on the world map.</p>				<p>Look at how land use and farming has changed over time.</p> <p>Trade links/food distribution.</p>		<p>North or South America</p> <p>Compare Italy with UK</p>
	<p>Art: <u>Chalk/Pastels/Charcoal</u></p> <p>Cave paintings – Outdoors, charcoal, chalk, berries. Finger painting onto the tree's.</p>	<p>Art: <u>Clay</u></p> <p>Create Diwali lamps from clay – create patterns and paint</p>	<p>Art: <u>3D sculpture</u></p> <p>Explore mood in paintings. How can we use sounds to create picture?</p> <p>https://www.tate.org.uk/kids/make/performance/art-and-music</p>		<p>Art <u>Painting</u></p> <p>Landscape paintings – Vincent Van Gogh</p> <p>Drawing on the paper using colours and lines to create different effects.</p> <p>https://www.vangoghgallery.com</p>				<p>Art: <u>Roman Mosaics</u></p> <p>Explore colour and pattern to create own mosaics.</p>
<p>Discrete Subjects</p> <p>Music</p> <p>Computing</p> <p>PE</p> <p>Maths</p>	<p>Discrete Subjects</p> <p>Music</p> <p>Computing</p> <p>PE</p> <p>Maths</p> <p>PSHE</p>	<p>Discrete Subjects</p> <p>Maths</p> <p>English</p> <p>PE</p> <p>PSHE</p>	<p>Discrete Subjects</p> <p>Maths</p> <p>PE</p> <p>PSHE</p>	<p>Discrete Subjects</p> <p>Maths</p> <p>English</p> <p>PE</p> <p>PSHE</p>	<p>Discrete Subjects</p> <p>Maths</p> <p>PE</p> <p>PSHE</p> <p>Music</p>	<p>Discrete Subjects</p> <p>Maths</p> <p>English</p> <p>PE</p> <p>PSHE</p>	<p>Discrete Subjects</p> <p>Maths</p> <p>PE</p> <p>PSHE</p>	<p>Discrete Subjects</p> <p>Maths</p> <p>PE</p> <p>PSHE</p>	

Subjects: **Eng** **Ma** **Sci** **D&T** **Comp** **His** **Geo** **Art** **Mus** **PE** **RE** **PSHE**

Spirituality: **Ourselves** **Others** **The world and beauty** **Beyond**