

## Long Term Curriculum Map for Year 3/4

**2018-2019**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>LE. Title</b>	<b>Inside and out</b>	<b>Our Jungle Book</b>	<b>Festival of Brixham</b>	<b>Sound of the Sea</b>	<b>Time Tunnel</b>	<b>Milkshake Maths</b>
<b>Outcome</b>	Children to read and discuss their books they have designed to Key Stage One, based on a designed emotion character.	Performance to parents of 'The Jungle Book.'	Festival of Brixham showcasing all work in Scala Hall, Brixham.	Each class to create a musical sea themed performance will interactive arazma app. Parents able to visit.	A time tunnel is created with all children's work displayed to take visitors on a journey through time.	All linked to the sale of milkshakes. Visit from rep from Innocent Drinks.
<b>Values</b>	<b>Respect</b>	<b>Creativity</b>	<b>Team work - creativity</b>	<b>Team work - creativity</b>	<b>independence</b>	<b>Teamwork</b>
<b>Driver Subject</b>	<b>Reading</b> Through the exploration of 'Inside Out', the children will learn to connect and understand with their own emotions- making inferences and links to the emotive characters within the story.	<b>Geography</b> Investigating environmental issues and changes to the environment.	<b>History</b> Looking at local history and influential people and places of Brixham	<b>MUSIC</b> Children to plan and produce their own musical soundtrack and sound effects to accompany an audio book written and recorded. Children to learn and create their own class sea shanty.	<b>History</b> Stone Age, Bronze Age and Iron Age	<b>Mathematics</b> Data handling, profit and loss, weights and measures
<b>Literacy/ English</b>	Narrative/ Authors commentary	Narrative/persuasive story	Biographies	Narratives with audio books.	Recount writing	Instruction writing
<b>Science/ Wild for Learning</b>	<b>Electricity</b> How could we cope without electricity for one day? Circuit building.	<b>Plants</b> How did that blossom become an apple?		<b>Science</b> Sound; Why is the sound that 'One Direction' makes enjoyed by so many	<b>Rocks</b> What do rocks tell us about the way the earth was formed?	<b>Animals including humans</b> What happens to the food we eat?

<b>Supporting subject</b>	<b>Computing</b> Children to look at algorithms and create their own algorithm to move their emotions character through a journey,	<b>Drama</b> Creating and performing our version of the Jungle Book.	<b>Art</b> Depicting local land marks in pencil and charcoal using observational skills. (POSSIBLE CHANGE TO DT OBJECTIVES AND MAKE INVENTIONS)	<b>Literacy</b> Creating sea themed adventure stories.	<b>Design Technology</b> Clay coil pots designed and made. Models of settlements created. (POSSIBLE CHANGE TO ART OBJECTIVES)	<b>Design Technology</b> Food technology Recipes and measure Health and Safety <b>Art</b> Drawing and sketching still life. Fruit faces – Arcimboldo.
<b>RE</b>	Worship, pilgrimage and sacred places- taught discretely. Second half: Religion, family and community.		Symbols and religious expression		Teachings and authority	
<b>PSHE</b>	New beginnings	Getting on and falling out	Say no to Bullying	Going for Goals	Good to be me	Relationships and changes
<b>E-Safety</b>	Safety and security		Digital Citizenship		Research and information Literacy	
<b>SMSC</b>	Spiritual: reflecting on beliefs that inform perspective Social: Respect and tolerance for those with different beliefs Moral: interest in investigating and offering views about issues affecting people in our different parts of the world.	Social: Working with other pupils and designing a show with specific audience in mind  Cultural: Willingness to participate in artistic opportunities	Cultural: Understanding and appreciation of a range of local culture  Moral: interest in investigating and offering views about issues affecting people in our locality	Social: Work with a variety of pupils across the phase to create Time Tunnel Cultural: Understand some of the cultural influences that have shaped our heritage	Social: Work with people in different contexts, alongside WESC students Spiritual: Be reflective about their interest in and respect for different people's feelings and values	Moral: Understand the need for rules governing food production and consequences if not followed Spiritual: Show a sense of fascination in learning about the effect of different foods on our bodies