



# Year 3 and Year 4 Long Term Curriculum Map

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Lens	<b>MIGRATION &amp; DIVERSITY</b>	<b>RIGHTS</b>	<b>SOCIETY</b>	<b>SETTLEMENT</b>	<b>CIVILISATION</b>	<b>TRADE &amp; RESOURCES</b>
	Big Question	How and has Finchley changed over time and how do you know?	Should we have the right to build on greenbelts?	Would you have preferred to live in the Stone Age, the Bronze Age or the Iron Age?	How does the Japanese landscape affect settlement?	Were the Pyramids the greatest achievement of the Ancient Egyptians?	Is trade always fair?
	Core Texts	The Cat & The King, The Invisible, The Barnabus Project	Fantastic Mr Fox, Aesop's Fables, The Tin Forest, Lubna and the Pebble	The Wild Girl, The Rock Factory, How to Wash a Woolly Mammoth, The Boy Who Grew Dragons	Hansel and Gretel, Japanese Children's Favourite Stories, A Midsummer Night's Dream	The Iron Man, Mr Penguin and the Lost Treasure, Ocean Meets Sky	The Eye of the Wolf, The Midnight Fair, The Lion and the Mouse
	Additional Texts	Peter and the Wolf, The Hero's Quest, I Am the Seed that Grew	Iggy Peck Architect, A Walk in London	Skara Brae, The First Drawing	The Accidental Prime Minister, Japan, Island, If I Were Prime Minister, Japan	So You Think You've Got It Bad? Ancient Egypt, Egypt Magnified, The True Story of the Three Little Pigs	Coming to England, Fair Trade
	History	Finchley Now & Then		Stone Age to Iron Age		Ancient Egypt	
	Geography		London		Japan		Trade
	Science	Plants	Light	Rocks and Fossils	Plants	Animals, including humans	Forces & Magnets
	Art		Drawing: Cityscapes		Painting/Printing: Yayoi Kusama	Sculpture: Egyptian Clay Pottery	
	DT	Shell structures: Desk tidies		Mechanisms: Moving Picture Books			Food: Sushi
	RE	Reality: What Is Real?	Origins: Where Do We Come From?	Knowledge: How Do We Know?	Situation: What Is Our Situation?	Goal: What Is Our Goal?	Path: How Do We Get There?
	PSHE	How can we be a good friend?	Why should we keep active and sleep well?	What keeps us safe?	What makes a community?	What are families like?	Why should we eat well and look after our teeth?
	Music	Instruments of the Orchestra-Peter and the Wolf/Carnival of the Animals	Exploring Descriptive Sounds - Carnival of the Animals	Exploring Rhythmic Patterns/Ostinato	Performing Together	Learning to play the Recorder-BAG notation, rhythm and musical vocabulary	Accompaniments
	Computing	Programming - Scratch		Creating Media		Network and the Internet	Journey Inside a Computer
	French	J'apprends le français		Les animaux		Le Petit Chaperon Rouge	Les Glaces
	PE outdoor	Football	Netball	Hockey	Athletics	Rounders	Tennis



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PE indoor	Gymnastics/Swimming		Dance/Swimming		Yoga/Swimming	
Visits/Visitors	<b>History:</b> Local Walk <b>RE:</b> Church	<b>Geography/Art:</b> London Eye	<b>PSHE:</b> First Aid Workshop <b>Science:</b> Fossils Workshop	<b>English:</b> Shakespeare Workshop	<b>History:</b> British Museum - Egyptians <b>Art:</b> Clay Workshop <b>RE:</b> Gurdwara	<b>Science:</b> Science Museum - Forces

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Year 4	Lens	<b>DEMOCRACY</b>	<b>LANDSCAPE</b>	<b>CLIMATE &amp; BIOMES</b>	<b>EMPIRE &amp; INVASION</b>	<b>POWER &amp; MONARCHY</b>	<b>SUSTAINABILITY</b>
	Big Question	Should the Parthenon Marbles be in the British Museum?	What landscape clues are there to help protect us from natural disasters?	Which area of France should Mdm Rodhain retire to one day?	What was the impact of the Roman invasion on Britain?	Was this really the 'Dark Ages'?	How can we make a difference to our oceans?
	Core Texts	The Adventures of Odysseus The Boy at the Back of the Class	Escape from Pompeii, Charlotte's Web, Stranded!	<b>A Midsummer Night's Dream</b> , Leon & The Place Between	The Firework Maker's Daughter, Roman Myths, Fantastic Beasts and Where to Find Them	Beowulf, The Midnight Panther	Varjak Paw, How to Help a Hedgehog and Protect a Polar Bear, The Great Paper Caper
	Additional Texts	Who Let the Gods out? Mythologia Greek Heroes	Volcano & Earthquake Survivors	A kid in my Class The Incredible Ecosystems of Planet Earth	A Roman Story, The Big Book of UK History	Anglo-Saxon Boy Alfred the Great & the Anglo-Saxons	The Lost Words, Here We Are
	History	Ancient Greece			The Roman Empire and its impact on Britain	Britain's settlement by Anglo-Saxons & Scots	
	Geography		Extreme Earth	France			Blue Planet
	Science	Animals, including humans	Electricity	States of Matter	Sound	Living things and their habitats	
	Art	Drawing: Still Life		Painting: Pointillism			Sculpture: Polar Bears
	DT		Electrical: Light Source		Food: Roman Stew	<b>Textiles: Book Protector</b>	
	RE	Reality: What Is Real?	Origins: Where Do We Come From?	Knowledge: How Do We Know?	Situation: What Is Our Situation?	Goal: What Is Our Goal?	Path: How Do We Get There?
	PSHE	How do we treat each other with respect?	How can we manage risk in different places?	What strengths, skills and interests do we have?		How can we manage our feelings?	How can our choices make a difference to others and the environment?
	Music	Exploring Pentatonic scale	Performing Together Pantomime	Learning the Trumpet/Painting with Sound-Programme Music/Gamelan - Exploring Signals			
	Computing	Computational Thinking		Investigating Weather	Collaborative Learning	Further Coding Scratch - Variables	



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	French	En Classe		La Famille		Au Cafe	
	PE outdoor	Handball	Outdoor & Adventurous Activity	Basketball	Athletics	Tennis	Cricket
	PE indoor	Dance/Swimming		Gymnastics/Swimming		Dodgeball/Swimming	
	Visits/Visitors	<b>PE:</b> Epping Forest <b>History:</b> British Museum - Parthenon Marbles	<b>Geography:</b> Natural History Museum - Earthquakes and Volcanoes	<b>Art:</b> The Courtauld Gallery (Cezanne & Seurat)	<b>History:</b> History Off the Page Workshop (Romans) <b>English:</b> Shakespeare Workshop	<b>Computing:</b> Coding Workshop	<b>Science:</b> London Aquarium <b>Languages:</b> French Day <b>RE:</b> Synagogue Visit