Alpington School Curriculum Map
Class 3: mixed age Years 3 and 4

English	**Text types** • Stories that raise issues and dilemmas or adventure/mystery stories • Stories with historical settings or imaginary worlds • Language play – creating images (simile/metaphor) • Significant authors (eg: Michael Morpurgo) • Myths & legends • Plays and dialogue • Information texts • Instructions • Letters and diaries (first person) • Non-chronological reports • Recount/newspapers • Shape poems/calligrams • Exploring Form (haiku, riddles, kennings, rap, rhyme, free verse) • Performance poetry
Science	• Plants • Rocks • Forces and magnets • Sound, light and electricity • Animals and their habitats • Human Body
Art and Design	Focus: drawing, painting, craft Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught: • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. Focus: sculpture, printing, collage.

Computing	Pupils should be taught to: • design, write and debug programs that accomplish specific goals; including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
Design and Technology	When designing and making, pupils should be taught to: <u>Design</u> • 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 <u>Make</u> • select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <u>Evaluate</u> • 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 <u>Technical knowledge</u> • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors.] <u>Cooking and nutrition:</u> • 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

Geography *Ks2 4 year rolling prog arranged in themes linking with other curriculum areas*	<u>Locational knowledge</u> • name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time • Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities <u>Human and physical geography</u> Describe and understand key aspects of: • physical geography, including: rivers, mountains, volcanoes and earthquakes, and the water cycle • 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 as relevant to a European country (eg: Greece) <u>Geographical Skills and Fieldwork:</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 their knowledge of a European country (eg; Greece) • 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.
History *Ks2 4 year rolling prog arranged in themes linking with other curriculum areas*	Pupils should be taught about: • the Roman Empire, British resistance to it and the Romans' impact on Britain including Roman withdrawal from Britain • the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an in-depth: study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. • a local history study • Ancient Greece – a study of Greek life and achievements and their influence on the western world • a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300 • changes in Britain from the Stone Age to the Iron Age • a study of an aspect of theme in British history that extends pupils' chronological knowledge beyond 1066 • the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
Languages	<u>Focus</u>: French Pupils should be taught to: • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

Languages continued	• engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* • speak in sentences, using familiar vocabulary, phrases and basic language structures • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* • present ideas and information orally to a range of audiences* • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language • broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary • write phrases from memory, and adapt these to create new sentences, to express ideas clearly • describe people, places, things and actions orally* and in writing Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.
Music	Focus: Pitch, Dynamics, Tempo. Duration – pulse, Duration – rhythm, Timbre • use voice & instruments with increasing accuracy, control and expression • improvise & compose music • listen with attention to detail • appreciate wide range of live & recorded music
Physical Education	Autumn 1: football and net games (tennis/volleyball skills) Autumn 2: basketball/netball and gymnastics Spring 1: rugby and gymnastics Spring 2: outdoor and adventurous activities and dance Summer 1: athletics Summer 2: striking and fielding Pupils should be taught to: • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Religious Education	Autumn 1: How does religion play a part in people's life journey? Concept: Salvation/Conversion Autumn 2: What does it mean to be part of global community/ Concept: Church Spring 1: What do Hindus believe happens after death? Concept: Samsora/maksha/Karma Spring 2: How are the 5 Pillars an expression of Ummah? Concept: Ummah Summer 1: Why do people go on pilgrimage? Concept: Pilgrimage Summer 2: How are Sikh beliefs about God expressed through worship? Concept: Ik Onkar
PSHE	• New beginnings, breaking down stereotypes, bullying • Good to be me, making good choices • Safety in the local area • Changes SRE • Respect and tolerance for each other, including democracy and participation in the democratic process