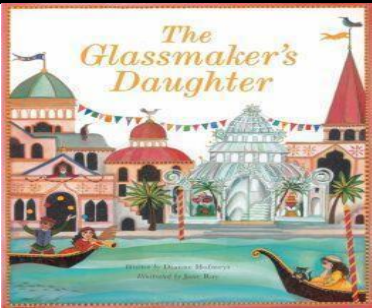

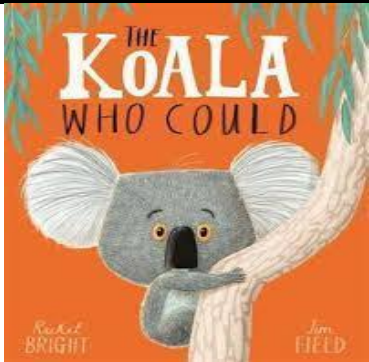


Oldfield Primary School Curriculum Map Robins Years **2,3,4** 2024/2025 (Cycle C)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme & Enquiry Questions	<p><b><u>The Great Fire of London</u></b></p> <p>Where did the fire start and how long did it last?</p> <p>Why did the fire spread so quickly and why did St Paul's Cathedral catch fire? What job did Christopher Wren have to do?</p> <p>Who were Samuel Pepys and John Evelyn? Why were their diaries so important?</p> <p>What are sources and what do they tell us about the past?</p>	<p><b><u>Materials Matter</u></b></p> <p>Why do we use different materials today for different purposes?</p> <p>Where do materials come from around the world? (Natural and man-made)</p> <p>Where does metal come from? When was metal first discovered?</p> <p>What are the origins of paper?</p> <p>How is glass made? When was it first made?</p> <p>Who invented plastic? How is it made?</p> <p>How are materials traded with other countries?</p>	<p><b><u>Home and Away in Paris</u></b></p> <p>Where is Paris?</p> <p>What are some of the famous landmarks in Paris?</p> <p>What foods do they eat there?</p> <p>What interesting places can we visit in Paris?</p> <p>What is tourism? Why is this important to the French economy?</p> <p>Which things does France produce and sell to other countries?</p>	<p><b><u>Anglo Saxons and Scots</u></b></p> <p>Where do English people come from?</p> <p>Who was the first king of England?</p> <p>Was England always a Christian country?</p> <p>Who wrote history books in Anglo-Saxon times?</p> <p>Who was Alfred the Great?</p> <p>Who was buried at Sutton Hoo?</p> <p>Was King Arthur real?</p> <p>What happened in 1066?</p>	<p><b><u>Amazing Australia</u></b></p> <p>Where is Australia in the world?</p> <p>What are some of the physical features/landmarks in Australia?</p> <p>Which habitats can be found in Australia? Which animals live there?</p> <p>What is the Great Barrier Reef?</p> <p>How is Australia different to the UK?</p>	<p><b><u>Ancient Civilisations: Shang Dynasty</u></b></p> <p>What and when was the Shang dynasty civilization, and where did they live?</p> <p>What was it like to live in the time of the Shang dynasty?</p> <p>Why did the Shang kings need to write? What were oracle bones?</p> <p>Did people in the Shang period believe in an afterlife?</p> <p>Who was Fu Hao and why was she unusual?</p> <p>What's the difference between a king, a priest and an emperor?</p>
English Key Texts (see LTP)	<div><p>The Red Prince by Charlie Roscoe</p></div>	<div><p>by Tom and Tony Bradman</p></div>	<div><p>A Walk in Paris by Salvatore Robbino</p><p>The Cat Who Walked Across France</p></div>	<div><p>Anglo Saxon Boy by Tony Bradman</p></div>	<div><p>Interview with a Kangaroo by Andy Seed</p></div>	<div><p>The Willow Pattern Story by Allan Drummond</p></div>

Oldfield Primary School Curriculum Map Robins Years 2,3,4 2024/2025 (Cycle C)

	 <p>The Glassmaker's Daughter by Dianne Hofmeyr</p>	<p>Toby and the Great Fire of London by Margaret Nash</p> <p>Vlad and the Great Fire of London by Kate and Sam Cunningham</p>	 <p>by Kate Banks</p>	 <p>Anglo Saxon Times by Jane Bingham</p>	 <p>The Koala Who Could by Rachel Bright</p>	 <p>Shang Dynasty China Non-Fiction by Tracey Kelly</p>
Maths Year 2 WRM SoW	Place Value Addition and Subtraction	Addition and Subtraction Shape	Money Multiplication and Division	Length and Height Mass, Capacity and Temperature	Fractions Time	Statistics Position & Direction Consolidation Work
Maths Year 3 WRM SoW	Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division A	Multiplication and Division B Length and Perimeter	Fractions A Mass and Capacity	Fractions B Money Time	Time Shape Statistics Consolidation Work
Maths Year 4 WRM SoW	Place Value Addition and Subtraction	Addition and Subtraction Measurement (Area) Multiplication and Division A	Multiplication and Division B Length and Perimeter Fractions	Fractions Decimals A	Decimals B Money Time	Shape Statistics Position and Direction

## Oldfield Primary School Curriculum Map Robins Years 2,3,4 2024/2025 (Cycle C)

<b>Science</b> <b>Year 2</b>	<u>Uses of everyday materials 1</u>  Sc2/3.1a identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses  Sc2/3.1b compare how things move on different surfaces.  Sc2/3.1c find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	<u>Uses of everyday materials 2</u>  Sc2/3.1a identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses  Sc2/3.1b compare how things move on different surfaces.  Sc2/3.1c find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching  <b>Investigations and experiments focus.</b>	<u>Animals, including humans</u>  Sc2/2.3a notice that animals, including humans, have offspring which grow into adults  Sc2/2.3b find out about and describe the basic needs of animals, including humans, for survival (water, food and air)  Sc2/2.3c describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	<u>Living things and Habitats 1</u> <u>Local Area Focus</u> <u>(Rural/Woodland)</u>  Sc2/2.1a explore and compare the differences between things that are living, dead, and things that have never been alive  Sc2/2.1b identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other  Sc2/2.1c identify and name a variety of plants and animals in their habitats, including microhabitats  Sc2/2.1d describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	<u>Living things and Habitats 2</u> <u>Australia &amp; Desert Focus</u>  Sc2/2.1b identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other  Sc2/2.1c identify and name a variety of plants and animals in their habitats, including microhabitats  Sc2/2.1d describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	<u>Plants</u>  Sc2/2.2a observe and describe how seeds and bulbs grow into mature plants  Sc2/2.2b find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
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## Oldfield Primary School Curriculum Map Robins Years 2,3,4 2024/2025 (Cycle C)

<b>Science</b> Years 3 and 4	<u><b>Rocks</b></u>  Sc3/3.1a compare and group together different kinds of rocks on the basis of their appearance and simple physical properties  Sc3/3.1b describe in simple terms how fossils are formed when things that have lived are trapped within rock  Sc3/3.1c recognise that soils are made from rocks and organic matter.	<u><b>Forces and Magnets</b></u>  Sc3/4.2a compare how things move on different surfaces  Sc3/4.2b notice that some forces need contact between 2 objects, but magnetic forces can act at a distance  Sc3/4.2c observe how magnets attract or repel each other and attract some materials and not others  Sc3/4.2d compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials  Sc3/4.2e describe magnets as having 2 poles  Sc3/4.2f predict whether 2 magnets will attract or repel each other, depending on which poles are facing.	<u><b>Sound</b></u>  Sc4/4.1a identify how sounds are made, associating some of them with something vibrating  Sc4/4.1b recognise that vibrations from sounds travel through a medium to the ear  Sc4/4.1c find patterns between the pitch of a sound and features of the object that produced it  Sc4/4.1d find patterns between the volume of a sound and the strength of the vibrations that produced it.  Sc4/4.1e recognise that sounds get fainter as the distance from the sound source increases	<u><b>Animals Including Humans</b></u>  Sc4/2.2a describe the simple functions of the basic parts of the digestive system in humans  Sc4/2.2b identify the different types of teeth in humans and their simple functions	<u><b>Animals Including Humans</b></u>  Sc3/2.2a identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat  Sc3/2.2b identify that humans and some other animals have skeletons and muscles for support, protection and movement.	<u><b>Plants</b></u>  Sc3/2.1a identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers  Sc3/2.1b 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  Sc3/2.1c investigate the way in which water is transported within plants  Sc3/2.1d explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
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**Oldfield Primary School Curriculum Map Robins Years 2,3,4 2024/2025 (Cycle C)**

<p>History/ Geography Year 2</p>	<p><u>The Great Fire of London (History)</u></p> <p>Hi1/1.2 events beyond living memory that are significant nationally or globally</p> <p><i>e.g. the Great Fire of London</i></p> <p>Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life. (Samuel Pepys, John Evelyn and Sir Christopher Wren)</p>	<p><u>Materials Matter (Geography)</u></p> <p>Ge2/1.3b describe and understand trade links and the distribution of resources</p>	<p><u>Home and Away in Paris (Geography)</u></p> <p>Ge1/1.3b use basic geographical vocabulary to refer to:</p> <ul style="list-style-type: none"> <li>1. key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> <li>2. key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li> </ul> <p>Ge1/1.2a understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a European country (France)</p>	<p><u>Anglo-Saxons and Scots (History)</u></p> <p>Hi1/1.2 events beyond living memory that are significant nationally or globally</p> <p>Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>(Alfred the Great)</p>	<p><u>Australia (Science/Geography)</u></p> <p>GE1/1.3 HUMAN AND PHYSICAL GEOGRAPHY</p> <p>Ge1/1.3a identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Ge1/1.2a understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p><u>Ancient Civilisations: Shang Dynasty, China (History)</u></p> <p>Hi1/1.2 events beyond living memory that are significant nationally or globally</p> <p>Hi1/1.3 the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods.</p> <p>(Shang Dynasty emperors - Pan Geng, and Wu Ding)</p> <p>Life of Lady Fu Hao</p>
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Oldfield Primary School Curriculum Map Robins Years **2,3,4** 2024/2025 (Cycle C)

<b>History/Geography Years 3&amp;4</b>	<u>The Great Fire of London (History)</u>	<u>Materials Matter (Geography/History)</u>	<u>Home and Away in Paris (Geography)</u>	<u>Anglo-Saxons and Scots (History)</u>	<u>Australia (Science/Geography)</u>	<u>Ancient Civilisations: Shang Dynasty, China (History)</u>
	<p>HI2/2.2 EXTENDED CHRONOLOGICAL STUDY</p> <p>Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 -</p> <p><i>a significant turning point in British history, for example, The Great Fire of London</i></p> <p>Turning point was a change in the law and building regulations. Houses not being built of too much flammable material and too close together.</p> <p>Comparing events and source work.</p>	<p>Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of resources</p>	<p>GE2/1.2 PLACE KNOWLEDGE</p> <p>Ge2/1.2a 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 (France)</p> <p>GE2/1.3 HUMAN AND PHYSICAL GEOGRAPHY</p> <p>Ge2/1.3b describe and understand key aspects of 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</p>	<p>HI2/1.3 ANGLO-SAXONS &amp; SCOTS</p> <p>Pupils should be taught about Britain's settlement by Anglo-Saxons and Scots</p> <p>This could include: Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire</p> <p>Scots invasions from Ireland to north Britain (now Scotland)</p> <p>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</p> <p>Anglo-Saxon art and culture</p> <p>Christian conversion - Canterbury, Iona and Lindisfarne</p> <p>Death of Edward the Confessor in 1066 shortly before the Norman invasion.</p>	<p>GE2/1.1 LOCATIONAL KNOWLEDGE</p> <p>Ge2/1.1a locate the world's countries, using maps to focus on Australia. concentrating on its environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Ge2/1.1c 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)</p>	<p>HI2/2.3 ANCIENT CIVILIZATIONS</p> <p>The Shang Dynasty of Ancient China</p> <p>Pupils should be taught about the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared and a depth study of how they lived, where they lived, their achievements and their legacy.</p> <p>▪</p> <p><b>What was the Shang Dynasty?</b> <b>Shang Settlements</b> <b>Shang Food and Farming</b> <b>Shang Religion</b> <b>Shang Writing and Oracle Bones</b> <b>Shang Kings</b> <b>Artefacts and Evidence</b> <b>Who was Lady Fu Hao?</b> <b>The End of the Dynasty: Battle of Muye</b></p>

## Oldfield Primary School Curriculum Map Robins Years 2,3,4 2024/2025 (Cycle C)

<b>Art &amp; DT</b>	<p><u>Art/DT - Collage</u> <u>Drawing and Painting</u> Children to draw and paint houses for Pudding Lane. Add materials to them, collage and make them represent the materials of the time.</p> <p>Ar1/1.1 to use a range of materials creatively to design and make products</p> <p>Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Ar1/1.4 about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p>	<p><u>Art - Collage</u> Collage art using a range of materials.</p> <p>Ar1/1.1 to use a range of materials creatively to design and make products</p> <p>Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Ar1/1.4 about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p>	<p><u>DT - Food</u> Designing and Making a French Dish.</p> <p>DT2/2.1a understand and apply the principles of a healthy and varied diet</p> <p>DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p> <p>DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients</p> <p>DT1/2.1 COOKING &amp; NUTRITION</p> <p>DT1/2.1a use the basic principles of a healthy and varied diet to prepare dishes</p> <p>DT1/2.1b understand where food comes from.</p>	<p><u>DT - Anglo-Saxon Tools and Shields</u> Design, make and evaluate Anglo-Saxon shields and tools.</p> <p>DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><u>Design</u></p> <p>DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>DT1/1.2 MAKE</p> <p>DT1/1.2a select from and use a range of tools and equipment to perform practical tasks</p> <p>DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>DT1/1.3 EVALUATE</p> <p>DT1/1.3a explore and evaluate a range of existing products</p> <p>DT1/1.3b evaluate their ideas and products against design criteria</p>	<p><u>DT - Make a Didgeridoo</u> Link to Aboriginal art</p> <p>DT1/1.1 DESIGN</p> <p>DT1/1.1a design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p><u>Design</u></p> <p>DT1/1.1b generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>DT1/1.2 MAKE</p> <p>DT1/1.2a select from and use a range of tools and equipment to perform practical tasks</p> <p>DT1/1.2b select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</p> <p>DT1/1.3 EVALUATE</p> <p>DT1/1.3a explore and evaluate a range of existing products</p> <p>DT1/1.3b evaluate their ideas and products against design criteria</p>	<p><u>Art - Willow Tree Inspired Plate art.</u> Drawing and Painting story scenes from the story/Chinese art.</p> <p><u>Design</u></p> <p>Ar1/1.1 to use a range of materials creatively to design and make products</p> <p>Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>Ar1/1.3 to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>Ar1/1.4 about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p> <p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p>

Oldfield Primary School Curriculum Map Robins Years **2,3,4** 2024/2025 (Cycle C)

	Ar2/1.3 about great artists, architects and designers in history.			DT1/1.4 TECHNICAL KNOWLEDGE	DT1/1.4 TECHNICAL KNOWLEDGE	
				DT1/1.4a build structures, exploring how they can be made stronger, stiffer and more stable	DT1/1.4a build structures, exploring how they can be made stronger, stiffer and more stable	
				DT1/1.4b explore and use mechanisms, in their products.	DT1/1.4b explore and use mechanisms, in their products.	
				DT2/1.1 DESIGN	DT2/1.1 DESIGN	
				DT2/1.1a 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	DT2/1.1a 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	
				DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design	
				DT2/1.2 MAKE	DT2/1.2 MAKE	
				DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately	DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately	
				DT2/1.2b 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	DT2/1.2b 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	
				DT2/1.3 EVALUATE	DT2/1.3 EVALUATE	
				DT2/1.3a investigate and analyse a range of existing products	DT2/1.3a investigate and analyse a range of existing products	



**Oldfield Primary School Curriculum Map Robins Years 2,3,4 2024/2025 (Cycle C)**

				<p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>DT2/1.3c understand how key events and individuals in design and technology have helped shape the world</p>	<p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>DT2/1.3c understand how key events and individuals in design and technology have helped shape the world</p> <p>DT2/1.4 TECHNOLOGICAL KNOWLEDGE</p> <p>DT2/1.4a apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>DT2/1.4b understand and use mechanical systems in their products</p> <p>DT2/1.4c understand and use electrical systems in their products</p> <p>DT2/1.4d apply their understanding of computing to programme, monitor and control their products.</p>	
<p><b>Music (Charanga) - See LTP Y3 4</b></p>	<p><u><b>Stop! (Y4)</b></u></p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p><u><b>Glockenspiel 1 (Y3)</b></u></p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p><u><b>(Glockenspiel 2 (Y4)</b></u></p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p><u><b>Let Your Spirit Fly! (Y3)</b></u></p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p><u><b>Reflect, Rewind and Replay (Y3)</b></u></p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the</p>	<p><u><b>Reflect, Rewind and Replay (Y4)</b></u></p> <p>Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music</p>

**Oldfield Primary School Curriculum Map Robins Years 2,3,4 2024/2025 (Cycle C)**

	<p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu2/1.4 use and understand staff and other musical notations</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Mu2/1.6 develop an understanding of the history of music.</p>	<p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu2/1.4 use and understand staff and other musical notations</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Mu2/1.6 develop an understanding of the history of music.</p>	<p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu2/1.4 use and understand staff and other musical notations</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Mu2/1.6 develop an understanding of the history of music.</p>	<p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu2/1.4 use and understand staff and other musical notations</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Mu2/1.6 develop an understanding of the history of music.</p>	<p>interrelated dimensions of music</p> <p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu2/1.4 use and understand staff and other musical notations</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Mu2/1.6 develop an understanding of the history of music.</p>	<p>Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory</p> <p>Mu2/1.4 use and understand staff and other musical notations</p> <p>Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Mu2/1.6 develop an understanding of the history of music.</p>
<p><b>Music (Charanga) – See LTP Y2</b></p>	<p><b><u>I Wanna Play in a Band (2)</u></b></p> <p><b>See Charanga LTP</b></p> <p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.2 play tuned and untuned instruments musically</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p><b><u>Ho Ho Ho! (2)</u></b></p> <p><b>See Charanga LTP</b></p> <p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.2 play tuned and untuned instruments musically</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p><b><u>Friendship Song (2)</u></b></p> <p><b>See Charanga LTP</b></p> <p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.2 play tuned and untuned instruments musically</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p><b><u>Hands, Feet and Heart (2)</u></b></p> <p><b>See Charanga LTP</b></p> <p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.2 play tuned and untuned instruments musically</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p><b><u>Zootime (2)</u></b></p> <p><b>See Charanga LTP</b></p> <p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.2 play tuned and untuned instruments musically</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</p>	<p><b><u>Reflect, Rewind and Replay (2)</u></b></p> <p><b>See Charanga LTP</b></p> <p>Mu1/1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Mu1/1.2 play tuned and untuned instruments musically</p> <p>Mu1/1.3 listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Mu1/1.4 experiment with, create, select and combine sounds using the interrelated dimensions of music</p>

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<b>P.E (Y2)</b>	<u><b>Target Games</b></u>  PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  PE1/1.1b participate in team games, developing simple tactics for attacking and defending	<u><b>Gymnastics</b></u>  PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities	<u><b>Throwing and Catching</b></u>  PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  PE1/1.1b participate in team games, developing simple tactics for attacking and defending	<u><b>Dance</b></u>  PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  PE1/1.1b participate in team games, developing simple tactics for attacking and defending  PE1/1.1c perform dances using simple movement patterns.	<u><b>Invasion Games and Tactics</b></u>  PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  PE1/1.1b participate in team games, developing simple tactics for attacking and defending	<u><b>Bat and Ball Games</b></u>  PE1/1.1a master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities  PE1/1.1b participate in team games, developing simple tactics for attacking and defending
<b>P.E (Y3/4)</b>	<u><b>Tag Rugby (Y4)</b></u>  PE2/1.1a use running, jumping, throwing and catching in isolation and in combination  PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending  PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team	<u><b>Dodgeball (3)</b></u>  PE2/1.1a use running, jumping, throwing and catching in isolation and in combination  PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending  PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team	<u><b>Circuit Training (3)</b></u>  PE2/1.1a use running, jumping, throwing and catching in isolation and in combination  PE2/1.1c develop flexibility, strength, technique, control and balance  PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team  PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.	<u><b>Hockey (4)</b></u>  PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending  PE2/1.1c develop flexibility, strength, technique, control and balance  PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team	<u><b>Rainforest Dance (3)</b></u>  PE2/1.1a use running, jumping, throwing and catching in isolation and in combination  PE2/1.1c develop flexibility, strength, technique, control and balance  PE2/1.1d perform dances using a range of movement patterns  PE2/1.1f compare their performances with previous ones and demonstrate improvement	<u><b>Athletics (4)</b></u>  PE2/1.1a use running, jumping, throwing and catching in isolation and in combination  PE2/1.1c develop flexibility, strength, technique, control and balance  PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team  PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.
<b>Computing Y2</b>	<u><b>Presentation Skills (2)</b></u>  Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content  Co2/1.5 recognise common uses of information technology beyond school  Co2/1.6 use technology safely and respectfully,	<u><b>Using and Applying (2)</b></u>  Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content  Co2/1.5 recognise common uses of information technology beyond school  Co2/1.6 use technology safely and respectfully,	<u><b>Programming Turtle, Logo and Scratch (2)</b></u>  Co2/1.1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions  Co2/1.2 create and debug simple programs	<u><b>Technology All Around Us (2)</b></u>  Co2/1.5 recognise common uses of information technology beyond school  Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material	<u><b>Using the Internet (2)</b></u>  Co2/1.1 understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions  Co2/1.2 create and debug simple programs	<u><b>Computer Art (2)</b></u>  Co2/1.2 use logical reasoning to predict the behaviour of simple programs  Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content  Co2/1.5 recognise common uses of information technology beyond school

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	keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies	keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies	Co2/1.3 use logical reasoning to predict the behaviour of simple programs	on the internet or other online technologies	Co2/1.3 use logical reasoning to predict the behaviour of simple programs  Co2/1.4 use technology purposefully to create, organise, store, manipulate and retrieve digital content  Co2/1.5 recognise common uses of information technology beyond school  Co2/1.6 use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about material on the internet or other online technologies	
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**Oldfield Primary School Curriculum Map Robins Years 2,3,4 2024/2025 (Cycle C)**

<b>Computing Y3&amp;4</b>	<b>Presentation Skills (3)</b>  Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output  Co2/1.6 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.  Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	<b>Word Processing (3)</b>  Co2/1.6 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.  Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	<b>Programming, Turtle and Logo (3)</b>  Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output  Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	<b>Coding with Scratch: Learning Loops (3)</b>  Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output  Co2/1.3 use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	<b>Online Surfers and Searchers (3)</b>  Co2/1.4 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  Co2/1.5 use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content  Co2/1.6 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.  Co2/1.7 use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	<b>Drawing and Desktop Publishing (3)</b>  Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts  Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output
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R.E Y2 2024 Syllabus	Why are festivals important?	New Curriculum Content - TBA	New Curriculum Content - TBA	New Curriculum Content - TBA	New Curriculum Content - TBA	New Curriculum Content - TBA
R.E Y3 4 2024 Y4 Syllabus	How do Jews use stories to remember God's covenant?	New Curriculum Content - TBA	New Curriculum Content - TBA	New Curriculum Content - TBA	New Curriculum Content - TBA	New Curriculum Content - TBA
French	All About Me! (3)	Getting to Know You (3)	Family and Friends (3)	School (3)	Food Glorious Food! (3)	Time (3)
PSHE SCARF Year 2 (SCARF SoW)	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Responsibilities	Being my Best	Growing and Changing
PSHE SCARF Year 3&4  (SCARF Mixed Age Guidance SoW for years 3 and 4)	<div>Me and My Relationships</div> <div><u>Me and my Relationships</u><ul style="list-style-type: none"><li>Dan's Dare (Y3)</li><li>Thunks (Y3)</li><li>Friends are special (Y3)</li><li>When feelings change (Y4)</li></ul></div>	<div>Valuing Difference</div> <div><u>Valuing Difference</u><ul style="list-style-type: none"><li>Let's celebrate our differences (Y3)</li><li>Zeb (Y3)</li><li>What would I do? (Y4)</li><li>The people we share our world with (Y4)</li></ul></div>	<div>Keeping Safe</div> <div><u>Keeping Myself Safe</u><ul style="list-style-type: none"><li>None of your business! (Y3)</li><li>Raisin challenge (1) (Y3)</li><li>Help or harm? (Y3)</li><li>Know the norms (formerly Tell Ed6) (Y4)</li><li>Keeping ourselves safe (Y4)</li></ul></div>	<div>Rights and Responsibilities</div> <div><u>Rights and Responsibilities</u><ul style="list-style-type: none"><li>Can Harold afford it? (Y3)</li><li>Earning money (Y3)</li><li>Safety in numbers (Y4)</li><li>Logo quiz (Y4)</li><li>Harold's expenses (Y4)</li></ul></div>	<div>Being My Best</div> <div><u>Being My Best</u><ul style="list-style-type: none"><li>Body team work (Y3)</li><li>Top talents (Y3)</li><li>Harold's Seven Rs (Y4)</li><li>My school community (1) (Y4)</li></ul></div>	<div>Growing and Changing</div> <div><u>Growing and Changing</u><ul style="list-style-type: none"><li>Basic first aid (Y2)</li><li>My changing body (Y3)</li><li>Basic first aid (Y3)</li><li>Period positive (Y4)</li><li>Secret or surprise? (Y4)</li></ul></div>