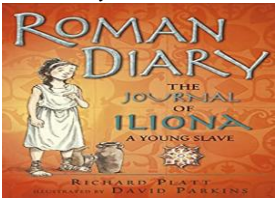
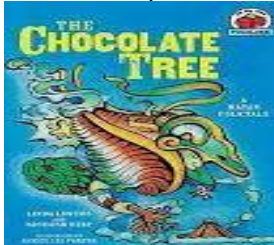
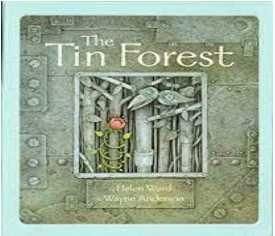
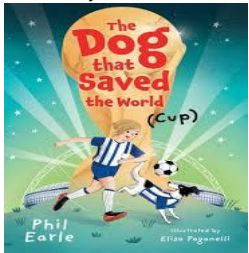


Oldfield Primary School Curriculum Map Robins Year2,3,4 Cycle A

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Theme & Key Questions	<u>The Romans</u> Who were the Romans? Where did they live? How did they live? What did they invent? Why were they so successful in battle?	<u>Extreme Earth</u> What is the earth made of? Why do we have extreme weather? How are rocks formed? How are volcanoes, tornadoes and tsunamis formed?	<u>Frozen Kingdoms</u> Where are the colder parts of the world? Do people and animals live there? How do they survive? What do the colder parts of the world look like?	<u>The Mayans</u> Who were the Mayans and where were the Mayan cities and where does this civilisation fit in with history? How did the ancient Maya live? What did the Mayans believe and how does this contrast to today's religions? Who was Frederick Catherwood and what did he find out about the Maya? What did they grow and eat?	<u>Growth and Green Fingers</u> (Geog and map skills focus - local area) What types of plants grow in our local area, and where can we find them? How can we use a map to show where different plants grow in our school grounds or local park? → (Links to creating simple sketch maps with symbols.) What do plants need to grow well, and how might this vary in different parts of our area? → (Promotes investigation of	<u>Keeping Healthy</u> (Geog. and map skills focus - around the world) How do people stay healthy in different countries around the world? What foods do they eat in different countries around the world? What sports are popular in different parts of the world? How does the climate of a place affect the types of sports played there? How do athletes train differently depending on where they live?

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					<p>sun/shade, soil type, water sources.)</p> <p>Can we design a simple fieldwork investigation to find out where certain plants grow best locally? → (Supports planning and carrying out a basic enquiry.)</p> <p>How do people in our local community grow and care for plants (e.g. in gardens, parks, allotments)? → (Connects to human geography and land use.)</p>	
<p>English Texts (see LTP)</p>	<p>(Diary Extracts and Letters)</p>  <p>Roman Diary Journal of Iliana by Richard</p>	<p>Escape for Pompeii by Christina Balit (Narrative)</p>	<p>The Lion, the Witch and the Wardrobe (Picture book, illustrated by Tudor Humphreys) CS Lewis (Narrative and Poetry)</p>	<p>The Chocolate Tree: Mayan Folktale by Linda Lavery</p> 	<p>The Tin Forest by Helen Ward (Narrative)</p> 	<p>(Narrative and non-fiction)</p> 

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	<p>Platt</p>  <p>Romulus and Remus: The Roman Myth</p>  <p>The Roman Empire by Imogen Greenberg</p>	  <p>The Firework Maker's Daughter by Philip Pullman</p>	 <p>Polar Bear, Arctic Hare by Eileen Spinelli (Poetry)</p> 	<p>The Rain Player by David Wisniewski</p> 	<p>The Boy Who Grew Dragons by Andy Shepherd</p> 	<p>The Dog That Saved the World Cup by Phil Earle</p>  <p>First Encyclopedia of the Human Body by Usborne (Non-fiction work)</p>
Maths	WRM Year2/3/4 SOL	WRM Year2/3/4 SOL	WRM Year2/3/4 SOL	WRM Year2/3/4 SOL	WRM Year2/3/4 SOL	WRM Year2/3/4 SOL
Science Year 2	<p><u>Sc2/3.1 Uses of everyday materials (1)</u></p> <p>Sc2/3.1a identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic,</p>	<p><u>Y2: Uses of Everyday Materials (2)</u></p> <p>(and working scientifically, broken down)</p>	<p><u>Year 2: Living Things and Their Habitats</u></p> <p>Sc2/2.1a explore and compare the differences between things that are living, dead, and things that have never been alive</p>	<p><u>Year 2 Animals inc Humans</u></p> <p>Sc2/2.3a notice that animals, including humans, have offspring which grow into adults</p> <p>Sc2/2.3b find out about and describe the basic needs of animals,</p>	<p><u>Year 2 Plants</u></p> <p>Sc2/2.2a observe and describe how seeds and bulbs grow into mature plants</p> <p>Sc2/2.2b find out and describe how plants need water, light and a suitable</p>	<p><u>Year 2 Animals inc Humans</u></p> <p>Sc2/2.3c describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>

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	<p>glass, brick, rock, paper and cardboard for different uses</p> <p>Sc2/3.1b compare how things move on different surfaces.</p> <p>Sc2/3.1c find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p>Sc2/3.1b compare how things move on different surfaces.</p> <p>(Experiment/Investigation to text which surfaces an object moves/works best on. Linked to rocks and stones)</p>	<p>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</p> <p>Sc2/2.1c identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>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.</p>	<p>including humans, for survival (water, food and air)</p>	<p>temperature to grow and stay healthy.</p>	
<p>Science Years 3&4 2 year rolling programme</p>	<p><u>Sustainability (New Unit)</u></p> <p>Sc4/2.1c recognise that environments can change and that this can sometimes</p>	<p><u>States of Matter – Solids, Liquids and Gases (Split unit)</u></p> <p>Sc4/3.1a compare and group materials together, according</p>	<p><u>States of Matter – The Water Cycle (Split unit)</u></p> <p>Sc4/3.1c identify the part played by evaporation and condensation in the</p>	<p><u>Light Sc3/4.1</u></p> <p>Light is needed to see, and dark is when there is no light.</p>	<p><u>All Living Things</u></p> <p>Sc4/2.1a recognise that living things can be grouped in a variety of ways</p>	<p><u>Working Scientifically Data Collection and Handling (New Unit)</u></p> <p>Sc4/1.6: Share findings through</p>

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	<p>pose dangers to living things.</p> <p>Food Waste Biodiversity Energy Deforestation</p> <p>(Nice lead in to Extreme Earth Unit)</p>	<p>to whether they are solids, liquids or gases</p> <p>Sc4/3.1b observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p>	<p>water cycle and associate the rate of evaporation with temperature.</p>	<p>Light bounces off things so we can see them.</p> <p>Sunlight can hurt our eyes, so we need to protect them.</p> <p>Shadows happen when something blocks the light.</p> <p>Shadows change size depending on how close the object is to the light.</p>	<p>Sc4/2.1b explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p>	<p>talks, writing, or presentations.</p> <p>Sc4/1.7: Use results to conclude, predict, suggest improvements, and ask new questions.</p> <p>Sc4/1.8: Spot differences, similarities, or changes in scientific ideas.</p> <p>Sc4/1.9: Use clear evidence to answer questions or support findings.</p>
<p>History & Geography (Year 2)</p>	<p><u>(Life of the Romans)</u></p> <p>Hi1/1.1 changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</p> <p>Hi1/1.2 events beyond living memory that are significant nationally or globally</p>	<p><u>Famous Volcanoes, Natural Disasters around the world and landmarks</u></p> <p>Ge1/1.2 Place Knowledge</p> <p>Ge1/1.2a understand geographical similarities and differences through studying the human and physical</p>	<p><u>Location study – colder parts of the world. Compare to UK.</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</p>	<p><u>(Looking at Mexico and central America. Compare to UK)</u></p> <p>Ge1/1.2 Place Knowledge</p> <p>Ge1/1.2a understand geographical similarities and differences through studying the human and physical geography</p>	<p><u>Flowers and planting around school. School ground maps and fieldwork. Using photos.</u></p> <p>Ge1/1.4 Geographical Skills and Fieldwork</p> <p>Ge1/1.4d use simple fieldwork and observational skills to study the geography of their</p>	<p><u>Outdoors activities and Map work.</u></p> <p>Ge1/1.4 Geographical Skills and Fieldwork</p> <p>Ge1/1.4b use simple compass directions (North, South, East and West) and locational and directional language to describe the location of</p>

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	<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>Ge1/1.1 Location Knowledge (Romans in Britain)</p> <p>Ge1/1.1a name and locate the world's 7 continents and 5 oceans</p> <p>Ge1/1.1b name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas</p>	<p>geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p> <p>Ge1/1.3 Human and Physical Geography</p> <p>Ge1/1.3b use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>the world in relation to the Equator and the North and South Poles</p> <p>Ge1/1.3b use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p>	<p>of a small area of the United Kingdom, and of a small area in a contrasting non-European country</p>	<p>school and its grounds and the key human and physical features of its surrounding environment.</p>	<p>features and routes on a map</p> <p>Ge1/1.4c use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key</p>
History & Geography (Years3&4)	Hi2/1.2 Roman Britain	Ge2/1.1 Location al Knowledge (Volcanoes, natural disasters and	Ge2/1.1 Locationa l Knowledge (Colder parts of the world)	Hi2/2.5 Non-European Study	Ge2/1.4 Geograp hical Skills and Fieldwork	Ge2/1.4 Geograp hical Skills and Fieldwork

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	<p>Pupils should be taught about the Roman empire and its impact on Britain</p> <p>This could include: Julius Caesar's attempted invasion in 55-54 BC</p> <p>The Roman Empire by AD 42 and the power of its army</p> <p>Successful invasion by Claudius and conquest, including Hadrian's Wall</p> <p>British resistance, for example, Boudica</p> <p>"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p> <p>Ge2/1.1 Location al Knowledge (Romans in Britain</p>	<p>famous landmarks around the world)</p> <p>Ge2/1.1a 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</p> <p>Ge2/1.3 Human and Physical Geography</p> <p>Ge2/1.3a describe and understand key aspects of physical geography, including: rivers, mountains, volcanoes and earthquakes</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>(Life of the Mayans)</p> <p>Pupils should be taught about a non-European society that provides contrasts with British history - one study chosen from:</p> <p>Mayan civilization c. AD 900;</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, and a region in central America.</p>	<p>(School grounds, local area map and field work)</p> <p>Ge2/1.4c 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.</p>	<p>Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Ge2/1.4b use the 8 points of a compass, 4 and 6-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.</p>
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	<p>and Roman settlements)</p> <p>Ge2/1.1b 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</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</p>					
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	including energy, food, minerals and water					
Art	<u>Sculpture</u> Ar1/1.1 -1.4 (KS1) Ar2/1.1 - 1.3 (KS2) Roman Artefact Sculptures Make Roman tile mosaics and coins. Make your own Roman amphoras Designing and making Roman shields and armour	<u>Painting and Drawing</u> Ar1/1.1 -1.4 (KS1) Ar2/1.1 - 1.3 (KS2) Watercolour tornado paintings Volcano art/tornado art using oil pastels and blending Lines and tones Sketchings of natural disasters, first hand observations from photos	<u>Painting and Drawing</u> Ar1/1.1 -1.4 (KS1) Ar2/1.1 - 1.3 (KS2) Arctic landscapes art Watercolours Colour Mixing Winter Scenes by famous artists	<u>Sculpture</u> Ar1/1.1 -1.4 (KS1) Ar2/1.1 - 1.3 (KS2) Mayan masks Mayan Frescoes (murals) Mayan Pots Mayan headdresses and Tribal tattoos and face paint	<u>Collage and Printing</u> Ar1/1.1 -1.4 (KS1) Ar2/1.1 - 1.3 (KS2) Claude Monet - flower, plant and garden art Flower pressing and collage with leaves and petals.	<u>Collage and Printing</u> Ar1/1.1 -1.4 (KS1) Ar2/1.1 - 1.3 (KS2) Fruit and Vegetable Art Giuseppe Arcimboldo paintings Using digital images of fruit and vegetables for collage.
DT	<u>Product and Purpose:</u> Making a Wooden Roman Catapult with moving mechanisms.	<u>Product and Purpose:</u> Making an erupting volcano model which is strong, sturdy and can withstand liquid.	<u>Product and Purpose:</u> Making Igloo Models structures that are warm and sturdy.	<u>Product and Purpose:</u> Making Mayan cloths using weaving and sewing techniques to join. (Textiles)	<u>Product and Purpose:</u> Making a recyclable planter for outdoor use	<u>Product and Purpose:</u> Making healthy sandwiches, snacks and fruit kebabs to eat.

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	<p>Children to use wooden sticks and elastic bands to make the catapult frame, then add moving mechanisms.</p> <p>DT1/1.1- 1.4 (KS1) DT2/1.1-1.4 (KS2)</p>	<p>Children will make a model of an erupting volcano, they need to investigate how pneumatic systems work and incorporate this to their design. They will use papier mache or modroc to finish their design.</p> <p>DT1/1.1- 1.4 (KS1) DT2/1.1-1.4 (KS2)</p>	<p>Sugar cube and card models - individual ones.</p> <p>Use cardboard boxes to construct a large-scale igloo. Find ways to join boxes sturdily enough for them to support an entrance doorway. Take digital photographs of the process to reflect upon later. (Make a class one)</p> <p>DT1/1.1- 1.4 (KS1) DT2/1.1-1.4 (KS2)</p>	<p>Children to weave yarn in the traditional Mayan way to make a cloth. To sew edges and join using sewing techniques.</p> <p>DT1/1.1- 1.4 (KS1) DT2/1.1-1.4 (KS2)</p>	<p>Children to research recyclable materials and decide which materials would be the best to use. To plan, design and make a planter to be used to grow plants around school grounds.</p> <p>DT1/1.1- 1.4 (KS1) DT2/1.1-1.4 (KS2)</p>	<p>Children to build on their knowledge of fruit and vegetables to plan, design and make fruit kebabs. To make healthy sandwiches too with salad.</p> <p>DT1/2.1a,b (KS1) DT2/2.1a-2.1c (KS2)</p>
Music Year 2	I Wanna Play in a Band (2) See Charanga LTP	Ho Ho Ho! (2) See Charanga LTP	Friendship Song (2) See Charanga LTP	Hands, Feet and Heart (2) See Charanga LTP	Zootime (2) See Charanga LTP	Reflect, Rewind and Replay (2) See Charanga LTP
Music (Years 3&4)	Glockenspiel 1 (3) See Charanga LTP	Glockenspiel (4) See Charanga LTP	Let Your Spirit Fly (3) See Charanga LTP	Bringing us Together (3) See Charanga LTP	Stop! (4) See Charanga LTP	Reflect, Rewind and Replay (4) See Charanga LTP
P.E Year 2 See PE LTP	Games Skills See PE LTP	Athletics and Gymnastics See PE LTP	Multisports: Throwing and Catching See PE LTP	Dance See PE LTP	Invasion Games and Tactics See PE LTP	Striking and Fielding See PE LTP
PE Years 3 & 4 See PE LTP	Basketball and Football See PE LTP	Gymnastics and Dance See PE LTP	Athletics and Ball Skills See PE LTP	Invasion Tactics and Ball Skills See PE LTP	Cricket See PE LTP	Netball See PE LTP
Computing Year 2	Online Safety (See LTP)	Computer Art (See LTP)	Programming and Scratch (See LTP)	Presentation Skills (See LTP)	Using the Internet (See LTP)	Using and Applying Skills (See LTP)

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Computing Years 3&4	Online Safety (Y3)	Drawing and Desktop Publishing (See LTP)	Word Processing (3) See LTP	Presentation Skills (3) See LTP	Internet Research and Communication (3) See LTP	Using and Applying Skills (Y3) See LTP
R.E (Year 2)	How is new life welcomed? (2.1) (See RE LTP)	Why is Christmas important to Christians? How do they celebrate? (2a) (See RE LTP)	How can we make good choices? (2:1) (See RE LTP)	How and why do people pray? (2.3) (See RE LTP)	How can we look after the planet? (2.4) (See RE LTP)	What did Jesus teach us and how did he live? (2.5) (See RE LTP)
RE (Years 3&4) 2 year rolling programme	How do Jews remember Abraham and Moses? (3.1) (See RE LTP)	Why is Jesus referred to as 'light of the world'? (4a) (See RE LTP)	What faiths are shared in our country? (4.2) (See RE LTP)	What is Holy Week? How is it remembered and celebrated? (3a) (See RE LTP)	How do the five pillars' guide Muslims in life? (4.3) (See RE LTP)	Why Are Gurus at the heart of Sikh practices and beliefs? (4.4) (See RE LTP)
PSHE	Relationships (See Curriculum Plan PSHE and RSE)	Citizenship (See Curriculum Plan PSHE and RSE)	Risks (See Curriculum Plan PSHE and RSE)	Economic (See Curriculum Plan PSHE and RSE)	Health (See Curriculum Plan PSHE and RSE)	Identity (See Curriculum Plan PSHE and RSE)
French	Greetings and Conversational Language (3)	All About Me (3)	Family and Friends (3)	Our School (3)	Time (3)	Food, Glorious Food (3)
Wow days and Visits	Dressing as Romans Trip to a Roman museum and settlement Roman Art	Extreme Earth weather experiments and model making Visit to Cliffe Castle - Rocks and fossils workshop.	Making frozen kingdom habitats Using ICT to do film clips and voice overs (David Attenborough inspired)	Mayan themed dress up day Chocolate Making Making Mayan Masks Mayan Art	Garden Centre Visit Woodland Trust Activities Woodland trust visit to plant wildflowers and trees	Dress up in sportswear day. Making muscle models with biscuits or straws and moving parts

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	Making Roman Artefacts (Ribchester)	Making fossils and volcano models Volcano art, tornado art and earth models.	Winter art STEM science activities linked to ice.	Mayan Workshop visit in school Making Mayan buildings and sculptures	Making Planters Planting Seeds Making bird feeders	Timed sports and heart rate activities. Making healthy snacks Fruit and Vegetable arts Visiting a museum, sports event or even a visit from a nurse, health professional to do some work with the children.
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