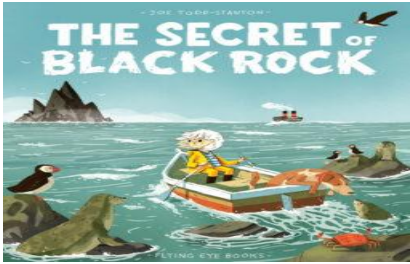


Oldfield Primary School Curriculum Map Robins Years **2,3,4** Cycle B

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme & Enquiry Questions	<p>Stone Age to Iron Age (History)</p> <ul style="list-style-type: none">When was the Stone Age?How does it fit into the context of other civilisations?Why do we call it prehistoric?How did they live in these time periods?What were their religious beliefs?What were Skara Brae and Stonehenge?	<p>Brilliant Britain (Geog/History)</p> <ul style="list-style-type: none">What are the four countries of Great Britain and where are they?Where are the famous British landmarks?What are the four countries' customs and traditions?Who are the patron saints of each country?	<p>Rivers and Mountains (Geography)</p> <ul style="list-style-type: none">What is a river? How does it form?What is a mountain? How does it form?Why did people tend to settle near rivers? Why not mountains so much?Where are the main rivers and mountains in the UK?Where are the main rivers and mountains in other parts of the world?	<p>Sparks Might Fly!</p> <ul style="list-style-type: none">What is electricity?What can it be used for?What is a series circuit?Which materials are best to use in circuits and why?How is electricity used to power machines and computers?When would we need to be very careful with electricity?	<p>The Brontes (Hist/Geog)</p> <ul style="list-style-type: none">Who were the Brontes?Where did they live?How was their life different to ours? How do they fit into the context of other civilisations?Which local locations inspired their writing?What did they do to help others? Why can they be regarded as local heroes? (Lower Laithe Reservoir, recap to water cycle and previous Geog.)	<p>The Seaside (Geog.Hist)</p> <ul style="list-style-type: none">What do we mean by the seaside?Why did some places become seaside resorts?Which seaside areas do people visit today and why?What is a seaside resort like today?How was visiting the seaside in the past different to visiting now?
English Key Texts (see LTP)	<div><p>Stone Age Boy by Satoshi Kitamura (Stories with Historical Settings) Narrative</p><p>Ug: The Genius of the Stone Age Boy by Raymond Briggs Information Texts/Non-chronological reports about the stone age</p></div>	<div><p>Katie Morag Island Stories Mairi Hedderwick</p><p>Katie Morag and the Two Grandmothers Mairi Hedderwick</p><p>The Secret of Black Rock by Joe Todd-Stanton</p></div>	<div><p>Song of the River by Jo Cowley Narrative and Poetry Work</p><p>The Rhythm of the Rain by Grahame Baker-Smith Narrative and Poetry Work</p></div>	<div><p>The Iron Man by Ted Hughes</p><p>The Wild Robot by Peter Brown Narrative and Non-fiction work.</p></div>	<div><p>Jane Eyre by Usborne Young Reading Narrative</p><p>The Brontes: Children of the Moors by Mick and Brita Manning and Granström News Reports/Recounts (Adapted child friendly biography and information files about the lives of the Bronte sisters)</p></div>	<div><p>The Baker by the Sea by Paula White</p><p>Dolphin Boy by Michael Morpurgo</p></div>

Oldfield Primary School Curriculum Map Robins Years 2,3,4 Cycle B

			Katie Morag Stories - Stories with Familiar Settings (Narrative)				and Michael Foreman
Maths	WRM Year2 SOL Year3&4 SOL		WRM Year2 SOL Year3&4 SOL	WRM Year2 SOL Year3&4 SOL	WRM Year2 SOL Year3&4 SOL	WRM Year2 SOL Year3&4 SOL	WRM Year2 SOL Year3&4 SOL

Oldfield Primary School Curriculum Map Robins Years **2,3,4** Cycle B

Science Year 2	<u>Animals, including humans</u> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	<u>Uses of everyday materials 1</u> <ul style="list-style-type: none"> identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses 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> <ul style="list-style-type: none"> find out about people who have developed new materials (non-statutory). <p>Working scientifically</p> <p>Carry out various experiments and investigations testing suitability of materials.</p>	<u>Plants</u> <ul style="list-style-type: none"> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<u>Living things and their habitats 1 (Animals in our locality focus)</u> <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive 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 identify and name a variety of plants and animals in their habitats, including microhabitats 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 their habitats 2 (Marine Creatures and Sea Life)</u> <ul style="list-style-type: none"> explore and compare the differences between things that are living, dead, and things that have never been alive 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 identify and name a variety of plants and animals in their habitats, including microhabitats 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.
Science Y3/4	<u>Light</u> <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change 	<u>States of Matter - Solids, Liquids and Gases</u> <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases 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) 	<u>States of Matter - The Water Cycle</u> <ul style="list-style-type: none"> identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<u>Electricity</u> <ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors. 	<u>Animals inc. humans</u> <p>Living Things and their Habitats inc. classification</p> <p>Grouping living things- basic classification keys</p> <p>local areas animals to classify: horse, cow, sheep, alpacas</p> <p>Environmental changes impact on living things</p> <p>Study of local river Worth and pollution on local wildlife.</p> <p>Local environmental changes to wildlife eg litter</p>	<u>Animals inc. humans</u> <p>Animals inc. Humans - Food Chains</p> <p>Sc4/2.2c construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Identify, construct, interpret and draw food chains.</p> <p>Links to sea and woodland creatures/habitats.</p>

Oldfield Primary School Curriculum Map Robins Years 2,3,4 Cycle B

<p>Geography & History KS1</p>	<p><u>Stone Age to Iron Age in Britain</u></p> <p>History Skills</p> <p>To recognise some similarities and differences between the past and the present;</p> <p>To identify similarities and differences between ways of life in different periods</p> <p>To know and recount episodes from stories and significant events in history;</p> <p>To understand that there are reasons why people in the past acted as they did</p> <p><u>Geography Skills</u></p> <p>name and locate the four countries of the United Kingdom (locating Stonehenge in England and Skara Brae, Orkney Islands, Scotland) locate on class map.</p>	<p><u>Brilliant Britain</u></p> <p>History Skills (British History, patron saints and customs)</p> <p>To know and recount episodes from stories and significant events in history;</p> <p>To understand that there are reasons why people in the past acted as they did</p> <p>To describe significant individuals from the past.</p> <p><u>Geography Skills</u></p> <p>Locational knowledge</p> <p>To name and locate the world's seven continents and five oceans</p> <p>To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</p>	<p><u>Rivers and Mountains</u></p> <p>Geography Skills</p> <p>♣ name and locate the world's seven continents and five oceans</p> <p>♣ name, locate and identify the four countries and main rivers of the United Kingdom and its surrounding seas</p> <p>To 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>To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p>	<p><u>Robots</u></p> <p>Science Link – build on previous learning in science on materials, sound and electricity and how these relate to robots.</p> <p><u>Computing Skills</u></p> <p>To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions</p> <p>♣ create and debug simple programs</p> <p>♣ use logical reasoning to predict the behaviour of simple programs (Beebots and Robot building)</p>	<p><u>The Brontes</u></p> <p>History Skills</p> <p>To recognise some similarities and differences between the past and the present;</p> <p>To identify similarities and differences between ways of life in different periods</p> <p>To know and recount episodes from stories and significant events in history;</p> <p>To understand that there are reasons why people in the past acted as they did</p> <p>To describe significant individuals from the past.</p> <p>To observe or handle evidence to ask simple questions about the past;</p> <p>To observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</p> <p>To choose and select evidence and say how it can be used to find out about the past.</p>	<p><u>The Seaside</u></p> <p>History Skills</p> <p>To observe or handle evidence to ask simple questions about the past;</p> <p>To observe or handle evidence to find answers to simple questions about the past on the basis of simple observations;</p> <p>To choose and select evidence and say how it can be used to find out about the past.</p> <p>To recognise some similarities and differences between the past and the present;</p> <p>To identify similarities and differences between ways of life in different periods</p> <p>To understand that there are reasons why people in the past acted as they did</p> <p>To describe significant individuals from the past. (First aeroplane and abroad holidays)</p> <p><u>Geography Skills</u></p> <p>To identify seasonal and daily weather patterns in the United Kingdom (Summer/Hols)- prior learning yr 1.</p> <p>To name, locate and identify characteristics of the four countries and popular seaside places in the United Kingdom and its surrounding seas</p> <p>To 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 (Fleetwood)</p> <p>To use basic geographical vocabulary to refer to:</p> <p>♣ key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, season and weather</p> <p>♣ key human features, including: city, town, village, farm, house, port, harbour and shop</p>
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Oldfield Primary School Curriculum Map Robins Years 2,3,4 Cycle B

Geography & History LKS2	<p><u>Stone Age to Iron Age in Britain</u></p> <p>History Skills</p> <p>Changes in Britain from the Stone Age to the Iron Age</p> <p>(non-statutory) This could include:</p> <ul style="list-style-type: none"> ♣ late Neolithic hunter-gatherers and early farmers, for example, Skara Brae ♣ Bronze Age religion, technology and travel, for example, Stonehenge ♣ Iron Age hill forts: tribal kingdoms, farming, art and culture <p><u>Geography Skills</u></p> <p>name and locate the four countries of the United Kingdom (locating Stonehenge in England and Skara Brae, Orkney Islands, Scotland) locate on class map.</p>	<p><u>Brilliant Britain</u> British Historical Events & Customs</p> <p>To find out about the everyday lives of people in time studied compared with our life today;</p> <p>To explain how people and events in the past have influenced life today;</p> <p>To describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p>To recognise some similarities and differences between the past and the present;</p> <p>To know and recount episodes from stories and significant events in history;</p> <p>To understand that there are reasons why people in the past acted as they did;</p> <p><u>Geography Skills</u></p> <p>To name and locate counties and cities of the United Kingdom,</p> <p>To use key vocabulary to demonstrate knowledge and understanding in this strand: United Kingdom, England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain, London, Belfast, Cardiff, Edinburgh, capital city,</p>	<p><u>Rivers and Mountains</u> Geography Skills</p> <p>To identify human and physical characteristics including hills, mountains, rivers and seas, and how places change (UK & Europe)</p> <p>To use key vocabulary to demonstrate knowledge and understanding in this strand: England, Scotland, Wales, Northern Ireland, town, city, village, sea, beach, hill, mountain and London, Birmingham, Bath etc Belfast, Cardiff, Edinburgh, York and capital city.</p> <p>To develop understanding of human geography, including: types of settlement and land use; trade links and the distribution of natural resources including energy, food, minerals and water (settling and using rivers and coastal areas)</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>To 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 the wider world (Rivers and Mountains)</p>	<p><u>Robots</u> The History of Robots and Computers</p> <p>To find out about the everyday lives of people in time studied compared with our life today;</p> <p>To explain how people and events in the past have influenced life today;</p> <p>To describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p>To recognise some similarities and differences between the past and the present;</p> <p>To know and recount episodes from stories and significant events in history;</p>	<p><u>The Brontes</u> History Skills</p> <p>A local history study (non-statutory)</p> <ul style="list-style-type: none"> ♣ a study linked to one of the British areas of study listed above (Victorians) ♣ a study over time tracing how several aspects of national history are reflected in the locality ♣ a study of an aspect of history or a site that is significant in the locality 	<p><u>The Seaside</u> History Skills</p> <p>To note key changes over a period of time and be able to give reasons for those changes;</p> <p>To find out about the everyday lives of people in time studied compared with our life today;</p> <p>To explain how people and events in the past have influenced life today;</p> <p>To identify key features, aspects and events of the time studied;</p> <p>To describe connections and contrasts between aspects of history, people, events and artefacts studied.</p> <p>To recognise some similarities and differences between the past and the present;</p> <p>To identify similarities and differences between ways of life in different periods;</p> <p>To know and recount episodes from stories and significant events in history;</p> <p>To understand that there are reasons why people in the past acted as they did;</p> <p><u>Geography Skills</u></p> <p>To name and locate counties and cities of the United Kingdom – coastal towns, cities surrounding seas.</p> <p>To use key vocabulary to demonstrate knowledge and understanding in this strand: county, country, town, coast, physical features, human features, mountain, hill, river, sea, climate</p>
Art & DT KS1	<p><u>Art – Sculpture</u></p> <p><u>(Stone Age round houses and/or a class Stonehenge)</u></p> <p>To use a range of materials creatively to design and make products To use sculpture to develop and share their ideas, experiences and imagination</p>	<p><u>Art – Drawing and Painting</u></p> <p>British Artists Unit focusing on drawing, sketching and painting.</p>	<p><u>Art – Collage</u></p> <p><u>Claude Monet – river scenes.</u></p> <p>Children to draw and add some watercolour with collage to make river themed scenes in the style of Monet's work.</p> <p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>To learn more about the work of a range of artists, craft makers and designers, describing the differences and similarities between different</p>	<p><u>DT – Build a Robot</u></p> <p>To design, make, evaluate and to know technical knowledge (levers and sliders) relevant to KS1 and their product. Discuss its purpose.</p>	<p><u>Art – Textiles</u></p> <p>Woven patchwork cloths. To be glued together after and embellishments added.</p>	<p><u>DT – Build a Light Up Lighthouse</u></p> <p>To design, make, evaluate and to know technical knowledge (levers and sliders) relevant to KS1 and their product. Discuss its purpose.</p> <p>Talk about how to make something stiffer and more sturdy.</p>

Oldfield Primary School Curriculum Map Robins Years **2,3,4** Cycle B

			practices and disciplines, and making links to their own work.			
Art & DT LKS2	<u>Art - Sculpture</u> 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 sculpture with a paint and clay	<u>Art - Drawing and Painting</u> To create sketch books to record their observations and use them to review and revisit ideas To learn about great artists To improve their mastery of art and design techniques, including drawing, painting with a range of materials (for example, pencil, charcoal and paint)	<u>Art - Collage</u> Children to draw and add some watercolour with collage to make river themed scenes in the style of Monet's work. 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 and painting with a range of materials [for example, pencil, charcoal, paint, fabrics, different textures of paper) To learn about great artists in History - Claude Monet	<u>DT - Build a Robot</u> To design, make, evaluate and to know technical knowledge (motors, circuits, buzzers) relevant to KS2 and their product. Discuss its purpose.	<u>Art - Textiles</u> Patchwork cloth and cross stitching/Embroidery. Stitch pieces of fabric together. Make a simple flower motif/pattern.	<u>DT - Build a Light Up Lighthouse</u> To design, make, evaluate and to know technical knowledge (switches, series circuits and bulbs) relevant to KS2 and their product. Discuss its purpose.
Music (Charanga) Y2	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 (Charanga) Y3&4	Mamma Mia! (4)	Lean on Me! (4)	The Dragon Song (3)	Blackbird (4)	Bringing Us Together (3)	Three Little Birds (3)
P.E (Y2)	<u>Games Skills</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>Gymnastics</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>Multisports: Throwing and Catching</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>Dance</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>Invasion Games and Tactics</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>Bat and Ball Games</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
P.E (Y3/4)	<u>Football</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 PE2/1.1c develop flexibility, strength, technique, control and balance	<u>Gymnastics and Dance</u> PE2/1.1c develop flexibility, strength, technique, control and balance PE2/1.1d perform dances using a range of movement patterns	<u>Ball Skills</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 PE2/1.1c develop flexibility, strength, technique, control and balance	<u>Invasion Tactics and Ball Skills</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 PE2/1.1c develop flexibility, strength, technique, control and balance	<u>Crickets</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 PE2/1.1c develop flexibility, strength, technique, control and balance	<u>Athletics</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 PE2/1.1c develop flexibility, strength, technique, control and balance

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	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.		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.	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.	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.	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.
Computing KS1	Presentation Skills (2)	Using and Applying (2)	Programming Turtle, Logo and Scratch (2)	Technology All Around Us (2)	Using the Internet (2)	Computer Art (2)
Computing LKS2	Presentation Skills (3)	Word Processing (3)	Programming, Turtle and Logo (3)	Coding with Scratch: Learning Loops (3)	Online Surfers and Searchers (3)	Drawing and Desktop Publishing (3)
R.E Year 2	How is new life welcomed? (2.1)	Why is Christmas important to Christians? How do they celebrate? (2a)	How can we make good choices? (2:1)	How and why do people pray? (2.3)	How can we look after the planet? (2.4)	What did Jesus teach us and how did he live? (2.5)
RE Years 3&4	How are important events remembered? (4.1)	What is Advent and how is it celebrated? (3a)	How do people express spirituality? (3.2)	What do Christians believe about a good life? (3.3)	What do creation stories tell us about our world? (3.4)	Who can Inspire Us? (3.5)
French (KS2 only)	All Around Town (4)	On the Move (4)	Going Shopping (4)	Where in the World? (4)	What's the time? (4)	Holidays and Hobbies (4)
PSHE & RSE (Years 2,3 4 taught separately for content appropriate to their age/year group) Using SCARF.	Me and My Relationships (See SCARF units and individual year group plans)	Valuing Difference (See SCARF units and individual year group plans)	Keeping Safe (See SCARF units and individual year group plans)	Rights and Respect (See SCARF units and individual year group plans)	Being My Best (See SCARF units and individual year group plans)	Growing and Changing (See SCARF units and individual year group plans)
Visits & Curriculum Enrichment	Stone Age Visitor to come in to school	Book a local artist RE Faith Trip	York Visit Rivers Focus (see local museums) Headingley Water Treatment Plant	Manchester Museum of Science and Industry (MOSI) See Robot workshops Burnley College	Within the Woods Haworth and Parsonage Visits	Fleetwood Museum And Beach Trip