

Old Leake Primary School Curriculum Map Year 3/4 Cycle A

	Autumn	Spring	Summer
Theme	Chocolate	The Croods	Invaders
History	The Aztecs and the Mayans	The Stone Age to the Iron Age	The Vikings +Saxons
Geography	Locational Knowledge: Fairtrade	Physical geography: volcanoes, earthquakes	Human Geography: settlements and land use
Science	Y3 How does your garden grow? (4) Year 4 Where does all that food go? (4) Y4 In a State (6)	Y3 Rock Detectives (12) Y4 human impact (8)	Y3 Can you see me? (11) Y4 Switched on (10)
ICT	Year 3- 2Code Year 4- 2Blog Internet safety		
Art	Aztec Art	Stone age cave paintings. Painting own cave paintings- brown parcel paper? Rolling flat piece of clay- etch cave drawing design into the clay using clay tools/pencil.	Vikings and Saxon- pattern. Patterns on shields, jewellery, crosses etc. Recreate patterns and make own. Collage pattern using black pieces/shapes of paper onto white background. Create pattern design using graphics package.
DT	Design a chocolate bar Design a mix of ingredients to add to chocolate bar Design a chocolate bar wrapper	<u>We are exhibition designers.</u> <i>Making a volcano</i>	<u>We are lighting designers</u> – designing a personalised night light. <i>(Switched On D&T – Rising Stars)</i> <i>or</i> Alarms and torches. Something (anachronistic –I know) to warn inhabitants of an attack.

PE	Gym Swimming Dance Invasion (netball)	Invasion (basic skills) Swimming Dance Swimming	Outdoor and Adventurous Net/wall (tennis) Athletics Striking/Fielding (rounders)
Music	<ul style="list-style-type: none"> • Link with Pirates • Develop singing – rounds/in parts • Begin to recognise orchestral instruments • Use tuned percussion instruments with increasing confidence • Pitch; compose a simple melody from a selected group of notes/ICT 	<ul style="list-style-type: none"> • Link with the Stone Age • Develop singing • Explore beat and rhythm, using some conventional music symbols • Compose a simple rhythmic accompaniment to a song using ostinato patterns and drones • Explore structure, eg. ‘Fossils’ – ternary form - by Saint-Saens 	<ul style="list-style-type: none"> • Link with Invaders • Develop singing: 2/3 part rounds • Explore musical features of another culture • Explore different beat groupings/metre • Develop percussion ensemble playing, using graphic and traditional notation • Explore music that describes feelings or moods • Early music • ‘Peer Gynt’
PSHE Y3	<p>Myself and My Relationships 9 (Beginning and Belonging)</p> <p>Myself and My Relationships 10 (My Emotions)</p> <p>Citizenship 6 (Working Together)</p> <p>Citizenship 7 (Diversity and Communities)</p>	<p>Healthier and Safer Lifestyles 11 (Managing Risk)</p> <p>Healthier and Safer Lifestyles 12 (Safety Contexts)</p>	<p>Healthier and Safer Lifestyles 13 (Sex and Relationships Education)</p> <p>Healthier and Safer Lifestyles 14 (Healthy Lifestyles)</p>
PSHE Y4	<p>Myself and My Relationships 11 (Family and Friends)</p> <p>Myself and Relationships 12 (Anti-bullying)</p> <p>Citizenship 8 (Rights, Rules and Responsibilities)</p>	<p>Economic Wellbeing 2 (Financial Capability)</p> <p>Healthier and Safer Lifestyles 15 (Drug Education)</p> <p>Healthier and Safer Lifestyles 16 (Personal Safety)</p>	<p>Healthier and Safer Lifestyles 17 (Sex and Relationships Education)</p> <p>Myself and My Relationships 13 (Managing Change)</p>

RE	Beautiful world, wonderful God? Christmas - light	Buddhist beliefs and lifestyle Easter – sadness and joy	The church and the church year Muslim beliefs and lifestyle
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Old Leake Primary School Curriculum Map Year 3/4 Cycle B

	Autumn	Spring	Summer
Theme	Romans	Waterworlds	Egypt
History	Romans		Ancient Egypt
Geography	Volcanoes	Physical geography: Rivers	The River Nile
Science	Y3 Can you see me? (11) Y4 Good vibrations (11)	Y3 The power of forces (9) Y4 Who am I? (4) Y3 Our changing world (8)	Y3 Amazing bodies (10) Y4 Where does all that food go? (11) Y4 Our changing world (3)
ICT	Unit 3.1 We are programmers. Unit 3.2 We are bug fixers. Unit 4.1 We are software developers. Unit 4.2 We are toy designers.	Unit 3.3 We are presenters. Unit 3.4 We are network engineers. Unit 4.3 We are musicians. Unit 4.4 We are HTML editors.	Unit 3.5 We are communicators. Unit 3.6 We are opinion pollsters. Unit 4.5 We are co-authors. Unit 4.6 We are meteorologists.
Art	Mosaics Draw/paint/cut to design mosaic pattern to decorate own plant pot.	Painting. Paint/texture. Thick lumpy paint, colour wash, blocking in.	masks death Drawing- shape, line, form and texture. Use different grades of pencil. Experiment

	<p>Large project mosaic linked to school (Mrs Hill?)</p> <p>Roman mosaic pots/mosaic work. Artists- Contemporary mosaic artist Emma Biggs. British association for Modern mosaic. www.artspan.co.uk/mosaics</p>	<p>Colour mixing- Which Primary colours make secondary colours. Refining mixing to create slightly lighter/darker tone to make required colour for task. Artist Leonid Afremov- paintings look at light and water. Paints using thick textured effect. Monet- Waterlillies Producing own paintings.</p>	<p>with tone. Try different lines and marks. Use natural objects to look for texture to represent. Recreate pattern, lines and tone of Egyptian masks- large scale drawings of masks. Make Egyptian masks.</p>
DT	Purses	Bridges	
PE	<p>Invasion (football) Swimming Gym Swimming</p>	<p>Dance Swimming Gym Invasion (hockey)</p>	<p>Outdoor and Adventurous Net/wall (tennis) Athletics Striking/Fielding (rounders)</p>
Music	<ul style="list-style-type: none"> • Y4 - Link with Romans • Explore part-singing • Explore beat, rhythm and texture 	<ul style="list-style-type: none"> • Y4 - Link with Waterworlds • Explore how composers from the past – eg. Debussy, Rimsky-Korsakov, Wagner, B have Britten – have depicted water • Explore music that paints a picture • Smetana's 'Vltava' <ul style="list-style-type: none"> • Class ensemble with ICT 	<ul style="list-style-type: none"> • Y4 – Link with Topic • Develop part-singing • Explore musical features of another culture • Explore beat, rhythm and movement • Call and response/musical signals • Philip Glass 'Egyptian' pieces
PSHE	<p>Myself and My Relationships 9 (Beginning and Belonging)</p> <p>Myself and My Relationships 10 (My Emotions)</p>	<p>Healthier and Safer Lifestyles 11 (Managing Risk)</p> <p>Healthier and Safer Lifestyles 12 (Safety Contexts)</p>	<p>Healthier and Safer Lifestyles 13 (Sex and Relationships Education)</p> <p>Healthier and Safer Lifestyles 14 (Healthy Lifestyles)</p>

	Citizenship 6 (Working Together)		
	Citizenship 7 (Diversity and Communities)		
PSHE	Myself and My Relationships 11 (Family and Friends) Myself and Relationships 12 (Anti-bullying) Citizenship 8 (Rights, Rules and Responsibilities)	Economic Wellbeing 2 (Financial Capability) Healthier and Safer Lifestyles 15 (Drug Education) Healthier and Safer Lifestyles 16 (Personal Safety)	Healthier and Safer Lifestyles 17 (Sex and Relationships Education) Myself and My Relationships 13 (Managing Change)
RE	The bible Christmas signs and symbols	Christian beliefs and lifestyle Easter around the world	Rules of living (Moses) Religion in the neighbourhood

Old Leake Primary School Curriculum Map Year 5/6 Cycle A

	Autumn	Spring	Summer
Theme	Meet the Greeks!	Out of this world	Arabian knights
History	Ancient Greece		A Non-European Society Islam
Geography		Locational and place knowledge European country. Human Geography: economic activity, trade links, distribution of natural resources	Physical geography: Flooding i.e. Pakistan 2010
Science	Y5 Materials grouping etc (6) Y5 Everyday materials (8) Y6 Human body (7)	Y5 Earth and Beyond (8) Y6 Electricity (6) Y6 Light (9)	Y5 Mixtures (7) Y5 Life cycles (8) Y6 Our changing world (5)

ICT	<p>Unit 5.1 We are game developers.</p> <p>Unit 5.2 We are cryptographers.</p> <p>Unit 6.1 We are app planners.</p> <p>Unit 6.2 We are project managers.</p>	<p>Unit 5.3 We are artists.</p> <p>Unit 5.4 We are web developers.</p> <p>Unit 6.3 We are market researchers.</p> <p>Unit 6.4 We are interface developers.</p>	<p>Unit 5.5 We are bloggers.</p> <p>Unit 5.6 We are architects.</p> <p>Unit 6.5 We are app developers.</p> <p>Unit 6.6 We are marketers.</p>
Art			
DT	puppets	<i>We are plant protection designers</i> (Switched On D&T – Rising Stars) or space buggies	<i>We are pop-up café designers.</i> (Switched On D&T – Rising Stars)
PE	<p>Invasion (rugby)</p> <p>Outdoor and Adventurous Dance</p> <p>Invasion (netball)</p>	<p>Gym</p> <p>Dance</p> <p>Net/wall (tennis)</p> <p>Swimming</p>	<p>Striking/Fielding (cricket)</p> <p>Swimming</p> <p>Athletics</p> <p>Swimming</p>
Music	<ul style="list-style-type: none"> • Link with Greeks • Develop part-singing • Explore combinations of musical elements and devices in composition • Use ICT/graphic notation • ‘Orpheus and Eurydice’ by Gluck 	<ul style="list-style-type: none"> • Link with Space • Explore descriptive music • Class ensemble/accompaniment • Lyrics and melody • George Crumb, Holst 	SUMMER PRODUCTION
PSHE Y5	<p>Myself and My Relationships 14 (Beginning and Belonging)</p> <p>Myself and My Relationships 15 (My Emotions)</p> <p>Citizenship 9 (Working Together)</p> <p>Citizenship 10 (Diversity and Communities)</p>	<p>Healthier and Safer Lifestyles 18 (Managing Risk)</p> <p>Healthier and Safer Lifestyles 19 (Safety Contexts)</p>	<p>Healthier and Safer Lifestyles 20 (Sex and Relationships Education)</p> <p>Healthier and Safer Lifestyles 21 (Healthy Lifestyles)</p>

PSHE Y6	Myself and My Relationships 16 (Family and Friends)	Economic Wellbeing 3 (Financial Capability)	Healthier and Safer Lifestyles 24 (Sex and Relationships Education)
	Myself and Relationships 17 (Anti-bullying)	Healthier and Safer Lifestyles 22 (Drug Education)	Myself and My Relationships 18 (Managing Change)
	Citizenship 11 (Rights, Rules and Responsibilities)	Healthier and Safer Lifestyles 23 (Personal Safety)	Transition into Secondary School
RE	Old Testament – Daniel	Ideas about God	Hindu beliefs and lifestyle
	Christmas - advent	Easter – Who was Jesus?	Sikh beliefs and lifestyle

Old Leake Primary School Curriculum Map Year 5/6 Cycle B

	Autumn	Spring	Summer
Theme	World War II	Rainforests	1066 and all that
History	Evacuees in World War Two (Local Study)		1066 The Battle of Hastings (A turning point in British history)
Geography	Human Geography: trade links, distribution of natural resources, economic activity.	South America: Amazon Rainforest Locational knowledge South America. Place knowledge: a region within North or South America	Locational/place Knowledge a region of the UK
Science	Y6 Healthy living (9) Y5 Reproduction (8) Y5 Our changing world (4)	Y6 Everything changes (10) Y6 The nature library (12)	Y5 Forces (10) Y5 Changing materials (7)
ICT	Unit 5.1 We are game developers. Unit 5.2 We are cryptographers. Unit 6.1 We are app planners.	Unit 5.3 We are artists. Unit 5.4 We are web developers. Unit 6.3 We are market researchers.	Unit 5.5 We are bloggers. Unit 5.6 We are architects. Unit 6.5 We are app developers.

	Unit 6.2 We are project managers.	Unit 6.4 We are interface developers.	Unit 6.6 We are marketers.
Art			
DT	design and package of breakfast cereals compare with WW2 breakfast.	Shelter for an explorer.	Tapestry - textiles
PE	Invasion (basketball) Outdoor and Adventurous Gym Invasion (football/rugby)	Dance Gym Net/wall (tennis) Swimming	Striking/Fielding (cricket) Swimming Athletics Swimming
Music	<ul style="list-style-type: none"> • Link with WWII • Develop part-singing • Explore the role of music/dance during WII • Explore 'war music,' concord and discord: Tchaikovsky, Britten, Penderecki • Compose music that reflects its given intentions • Perform on a range of instruments, (inc. recorders) using traditional notation • Play and improvise as part of a group and as a solo performer, maintaining own part 	<ul style="list-style-type: none"> • Link with Rainforests • Explore features of another culture: Latin America and syncopation • Ensemble work, maintaining a rhythmic or melodic accompaniment to a song using tuned/untuned instruments • Compose descriptive music in groups 	SUMMER PRODUCTION
PSHE	<p>Myself and My Relationships 14 (Beginning and Belonging)</p> <p>Myself and My Relationships 15 (My Emotions)</p> <p>Citizenship 9 (Working Together)</p> <p>Citizenship 10 (Diversity and Communities)</p>	<p>Healthier and Safer Lifestyles 18 (Managing Risk)</p> <p>Healthier and Safer Lifestyles 19 (Safety Contexts)</p>	<p>Healthier and Safer Lifestyles 20 (Sex and Relationships Education)</p> <p>Healthier and Safer Lifestyles 21 (Healthy Lifestyles)</p>

<p style="text-align: center;">PSHE</p>	<p style="text-align: center;">Myself and My Relationships 16 (Family and Friends)</p> <p style="text-align: center;">Myself and Relationships 17 (Anti-bullying)</p> <p style="text-align: center;">Citizenship 11 (Rights, Rules and Responsibilities)</p>	<p style="text-align: center;">Economic Wellbeing 3 (Financial Capability)</p> <p style="text-align: center;">Healthier and Safer Lifestyles 22 (Drug Education)</p> <p style="text-align: center;">Healthier and Safer Lifestyles 23 (Personal Safety)</p>	<p style="text-align: center;">Healthier and Safer Lifestyles 24 (Sex and Relationships Education)</p> <p style="text-align: center;">Myself and My Relationships 18 (Managing Change)</p> <p style="text-align: center;">Transition into Secondary School</p>
	<p style="text-align: center;">RE</p>	<p style="text-align: center;">Jewish beliefs and lifestyle</p> <p style="text-align: center;">Christmas – Matthew & Luke</p>	<p style="text-align: center;">Jesus the teacher</p> <p style="text-align: center;">Easter - Victory</p>