



Elm Curriculum Map 2021-22

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year 3/4	The Big Dip (7 weeks)	Pharaohs (7 weeks)	Road Trip USA (7 weeks)	Gallery (6 weeks)	Allotment (5 weeks)	Festival of Fun (7 weeks)
	<i>The children will learn about the life cycles and features of creatures that inhabit a freshwater pond. They will explore in detail the characteristics of a specific animal to create a fact file about its habitat, nutrition, growth and reproduction and present their work digitally.</i>	<i>The children will learn about the history of Egypt, its citizens, the Pharaohs and Egyptian Gods. They will find out more about The Nile's fertile banks and unravel the secrets of ancient tombs, designing and making their own models and amulets. They will also discover what it takes to prepare a body for its journey to the afterlife.</i>	<i>The children will learn about the diversity of the different states of the USA. They will look at their different foods, cultures, physical and human geography as well as exploring different artists and musicians. They will compare and contrast The USA with their local environment.</i> <i>Local Context – Contrast Steventon with another location</i>	<i>The children will learn about the life and works of different artists as well as different art movements. They will explore how the artists' work reflected the times they lived in and they will develop their painting and artistic skills as well as explore using different art techniques and media. They will open and their own 'pop up' gallery to exhibit their work to the local community.</i>	<i>The children will learn about different types of plants, flowers and vegetables. They will make their own planters and tubs to grow food as well as plan, set up and maintain their own vegetable patch. They will learn how to make dishes of seasonal foods and then harvest and sell the crops they have grown.</i> <i>Local Context – The local environment and sustainable food production</i>	<i>In the final term the children will plan, develop and implement their own camping festival for their class and parents to enjoy. They will experience the importance of research, planning and team work to bring their own festival to life. They will explore how sounds are made and travel, and create their own festival music as well as making food and learning about the importance of hygiene.</i> <i>Local Context – Truck Festival in Steventon</i>
Maths	Place value Addition and	Addition and subtraction Multiplication and division	Multiplication and division	Fractions Mass and capacity	Decimals Statistics	Properties of shape Position and direction

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coverage	subtraction		Measurement, length, perimeter and area Fractions	Decimals	Time	
<p>Science coverage</p>	<p><i>Living things & their habitats</i></p> <p><i>-explore and compare the differences between things that are living, dead, and things that have never been alive</i></p> <p><i>-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</i></p> <p><i>-identify and name a variety of plants and animals in their habitats, including micro- habitats</i></p> <p><i>■describe how animals</i></p>	<p><i>Forces and Magnets</i></p> <p><i>-I can explore and describe how objects move on different surfaces.</i></p> <p><i>-I can explain how some forces require contact and some do not, giving examples.</i></p> <p><i>-I can explore and explain how objects attract and repel in relation to objects and other magnets.</i></p> <p><i>-I can predict whether objects will be magnetic and carry out an enquiry to test this out.</i></p> <p><i>-I can describe how magnets work.</i></p> <p><i>I can predict whether magnets will attract or repel and give a reason.</i></p>	<p><i>Food & digestion</i></p> <p><i>-describe the simple functions of the basic parts of the digestive system in humans</i></p> <p><i>-identify the different types of teeth in humans and their simple functions</i></p> <p><i>-construct and interpret a variety of food chains, identifying producers, predators and prey</i></p>	<p><i>Health & Fitness</i></p> <p><i>i. 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</i></p> <p><i>ii. identify that humans and some other animals have skeletons and muscles for support, protection and movement</i></p>	<p><i>Plants</i></p> <p><i>-I can describe the function of different parts of flowering plants and trees.</i></p> <p><i>-I can explore and describe the needs of different plants for survival.</i></p> <p><i>-I can explore and describe how water is transported within plants.</i></p> <p><i>-I can describe the plant life cycles, especially the importance of flowers</i></p>	<p><i>Sound</i></p> <p><i>-I can describe how sound is made.</i></p> <p><i>-I can explain how sound travels from a source to our ears.</i></p> <p><i>-I can explain the place of vibration in hearing.</i></p> <p><i>-I can explore the correlation between pitch and the object producing a sound.</i></p> <p><i>-I can explore the correlation between the volume of a sound and the strength of the vibrations that produced it.</i></p> <p><i>-I can describe what happens to a sound as it travels away from its source.</i></p>

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	<p><i>obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</i></p>					
<p><i>Broad curriculum coverage</i></p>	<p>SMSC- Values focus. What do they mean to me? (social, spiritual)</p> <p>Art <i>I can use line, tone, shape and colour to represent figure and forms in movement. I can print onto different materials using at least four colours.</i></p>	<p>History <i>I can describe events from the past using dates when things happened.</i> <i>I can use a timeline within a specific period of history to set out the order that things may have happened.</i> <i>I can use my mathematical knowledge to work out how long ago events happened.</i> <i>I can explain how the lives of wealthy people were different from the lives of poorer people. I can explain how historic terms and</i></p>	<p>Geography <i>I can use the correct geographical words to describe a place.</i> <i>I can collect and accurately measure information (e.g rainfall, temperature, wind speed, noise levels etc.)</i> <i>I can use an atlas by using the index to find places.</i> <i>I can name a number of countries in the northern hemisphere.</i></p> <p>DT- <i>I can describe how food ingredients come together.</i> <i>I can prove that my</i></p>	<p>History <i>I can use research skills to find answers to specific historical questions.</i> <i>I can use research in order to find similarities and differences between two or more periods of history.</i></p> <p>Art-Pop Art <i>I can identify the techniques used by different artists.</i> <i>I can use digital images and combine with other media in my art.</i> <i>I can use IT to create art which includes my own work and that of</i></p>	<p>DT- <i>I can describe how food ingredients come together.</i> <i>I can prove that my design meets some set criteria.</i> <i>I can follow a step-by-step plan, choosing the right equipment and materials.</i> <i>I can design a product and make sure that it looks attractive.</i> <i>I can select the most appropriate tools and techniques for a given task.</i> <i>I can make a product</i></p>	<p>Geography <i>I can explain the difference between the British Isles, Great Britain and the United Kingdom.</i> <i>I know the countries that make up the European Union.</i> <i>I can find at least six cities in the UK on a map.</i> <i>I can name and locate some of the main islands that surround the United Kingdom.</i> <i>I can name the areas of the origin of the main ethnic groups in the United Kingdom and in our school</i> DT- <i>I can describe how</i></p>

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		<p><i>artefacts can be used to help build up a picture of life in the past.</i></p> <p><i>Art</i> <i>I can use line, tone, shape and colour to represent figure and forms in movement.</i> <i>I can print onto different materials using at least four colours.</i></p> <p><i>SMSC- exploring how children lived differently in the past (cultural).</i></p>	<p><i>design meets some set criteria.</i> <i>I can follow a step-by-step plan, choosing the right equipment and materials.</i> <i>I can design a product and make sure that it looks attractive.</i></p> <p><i>SMSC- comparison of ideas and beliefs of civilisations (cultural)</i></p>	<p><i>others.</i> <i>Giuseppe Arcimboldo, Picasso</i> <i>I can show facial expressions in my art.</i> <i>I can use sketches to produce a final piece of art.</i> <i>SMSC- expressing emotions through the arts (social)</i></p>	<p><i>which uses both electrical and mechanical components.</i> <i>I can work accurately to measure, make cuts and make holes.</i></p> <p><i>SMSC- exploring environmental dilemmas (moral/social)</i></p>	<p><i>food ingredients come together.</i> <i>I know how to be both hygienic and safe when using food.</i></p> <p><i>SMSC- Values focus.</i> <i>What do they mean to me? (social, spiritual)</i></p>
<p><i>Computing</i></p>	<p><i>Information technology</i> <i>I can select and use software to accomplish given goals.</i> <i>I can collect and present data.</i> <i>I can produce and upload a podcast.</i></p> <p><i>Digital literacy (Internet Safety Day Term 3)</i> <i>I recognise acceptable and unacceptable behaviour using technology.</i></p> <p><i>Algorithms and Programming (Stand alone-Term 3)</i></p>					

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I can experiment with variables to control models.

I can give an on-screen robot specific instructions that takes them from A to B.

I can make an accurate prediction and explain why I believe something will happen (linked to programming).