Year —Curriculum Map—Summer 2

Literacy	Maths	Science	Geography	DT
Meeting Tale - The Promise Vocabulary, Grammar and Punctuation: • Clarity of use of pronouns • Adverbs of time, place and manner • Dialogue between two characters **Persuasive Letter - Linked to Science and the pollution** Vocabulary, Grammar and Punctuation: • Recap use of commas in a list • Conjunctions Generalisers	Revise all Year 3 activities associated with place value, including additional reasoning activities. Solve word problems including missing number problems, number facts, place value and more complex addition and subtraction. Revise all Year 3 activities associated with fractions and decimals. Consolidate: Adding and subtracting amounts of money to give change, using both £ and p in practical contexts. Solve 1-step and 2-step questions such as 'How many more?' and 'How many fewer?' using information presented in scaled bar charts pictograms and other graphs.	**WOW Science!** Practical science investigations and demonstrations to consolidate all of the scientific learning in Year 3.	**Megacities** Know the difference between Human and Physical geography and be able to give examples. Know what defines a city, and that megacities have in excess of 10 million residents. Be able to name and locate some megacities of the world. Understand the term 'population density' and explain how people are able to live in crowded cities. Be able to give reasons why Baghdad was the first city with over a million residents. Understand the main reasons why cities grow and link this to the example of Milton Keynes. Be able to describe the advantages and disadvantages of living in a city.	**Cushions** Follow design criteria to create a cushion. Design and cut the template for a cushion. Select and cut fabrics with ease using fabric scissors. Use a cross-stitch to join two pieces of fabric together. Complete design ideas with stuffing and sewing the edges using running stitch. Use cross-stitch and appliqué to decorate a cushion face. Evaluate an end product and thinking of other ways in which to create similar items.

Music	Computing	RE	French	PSHE
Reflect, Rewind and Replay! To know the style of 5 songs, and know who sang or wrote them. To choose one song and be able to talk about its lyrics, musical dimensions, sections of the song and name the instruments they can hear. To know how to find and demonstrate the pulse, know the difference between pulse and rhythm and know how pulse, rhythm and pitch work together to create a song. To be able to sing in unison and in simple two parts and to sing with an awareness of being 'in tune'. Play any one, or all four differentiated parts on a tuned instrument from memory or using notation. To know and be able to talk about improvisation. To plan and create a section of music that can be performed within the context of the unit song. To make musical decisions about pulse, rhythm, pitch, dynamics and tempo and evaluate their performance.	**3D Design** Navigate a 3D environment successfully. Create simple 3D models; Use a range of simple drawing tools in Sketchup. Create more detailed 3D models. Use the referencing tools in Sketchup to help keep elements in proportion. Create and use components in a Sketchup model. Apply realistic colour and materials to a 3D model. Design buildings that fit a particular architectural theme or period in history. Use more advanced building techniques such as referencing, follow me, components and grouping.	**How do Hindus believe?** To understand Navratri celebrates 3 goddesses: Durga, Lakshmi and Saraswati. Hindus believe good wins over evil, the value of loyalty, sacrifice and love. How belief in karma has impact on behaviour and actions e.g. Seva (service for others). How belief in ahimsa has an impact on behaviour and actions e.g. non-violence, vegetarianism/food laws.	**Goldilocks and the three Bears** Listen attentively to a whole familiar fairy tale in French. Remembering new language using picture, word and phrases cards. Improve gist reading and gist listening skills. Attempt to re-tell a familiar fairy tale in French using a mini book for support.	**Changing Me** I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby. I understand the difference between males and females and people in general. I can name differences between males and females. I can understand that males and females can do the same task and enjoy the same things. I can start to recognise stereotypical ideas I might have about parenting and family roles. I can identify what I am looking forward to when I am in Year 4.