



Grampound Road Curriculum maps



Inspire

- What could be in a bottle labelled "Drink Me"?
- Which substances are harmful?
- What magical, strange or gruesome effects would your spell have on the taker?
- Which scientific processes are involved in making bath bombs?

Discover

- Learn about medical treatments past and present.
- Read about the effect of potions in Literature and poetry.

Thrive

- Create your own potion.
- Create bath bombs, chocolate love hearts and ice lollies.

Literacy (including reading)

Intent: to write for different purposes.

The Magician's Shop (TfW)

- Explore and develop descriptive settings.
- Develop predictive skills in reading.

Recount

- Develop our understanding of writing for different purposes, including reading and writing discussion texts.

Class Reader: *Alice in Wonderland by Lewis Carroll.*

Guided Reading: *George's Marvellous Medicine by Roald Dahl and historical recounts.*

Key vocabulary: predict, infer, characterisation, adjectival phrases, recount.

Impact: we will know how to write expanded noun phrases to develop settings in stories and we will write for different purposes.

Maths

Intent: to develop understanding of measurement, shape and space using different skills.

Year 3

- Place value within 1,000 - recognise the place value of each digit, read and write numbers in numerals and words, identify, represent and estimate numbers using different representations, count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number, solve number problems and practical problems involving these ideas.
- Money - add and subtract amounts of money to give change, using both £ and p in practical contexts.
- Addition and subtraction - add and subtract numbers mentally, solve problems, add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.

Year 4:

- Place value (4-digit numbers) - recognise the place value of each digit, identify, represent and estimate numbers using different representations, round any number to the nearest 10,100 or 1,000, count in multiples of 6, 7, 9, 25 and 1,000, find 1,000 more or less than a given number, order and compare numbers beyond 1,000, interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero, count backwards through zero to include negative numbers.
- Addition and Subtraction - add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction, where appropriate, solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why, estimate and use inverse operations to check answers to a calculation.

Children will also be focusing on their fluency, reasoning and problem solving whilst using 'Times Table Rock Stars' to boost times table recall.

Key vocabulary: place value, ones, tens, hundreds, thousands, estimate, represent, digit, numeral, estimate, multiple, negative number, inverse operation, count, add, subtract.

Impact: we will be able to read, write and represent numbers up to 3 or 4 digits, estimate and round numbers, and be able to add and subtract mentally and using the written columnar method.

R.E.

Intent: to understand what it is like to follow God.

- Make clear links between the story of Noah and the idea of covenant.
- Make links between the story of Noah and how we live in school and the wider world.
- Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.
- Make clear links between the story of Abraham and the concept of faith.
- Make simple links between People of God and how some Christians choose to live in their whole lives and in their church communities.
- Suggest answers about how far ideas of covenant, promises and following God might make a difference in the world today.

Key vocabulary: testament, command, covenant, promise, Christian, Jew, agreement, consequence, symbols.

Impact: we will gain an understanding of what it is like to follow God.

Science

Intent: to understand the properties of states of matter.

- Sort everyday items into solids, liquids and gases.
- Investigate chemical reactions and states of matter.
- Research the use of anaesthetic.
- Safety around medicines.

Are all liquids runny?

- Investigate the properties of liquids and how they can have different viscosities.

Key vocabulary: gas, solid, flow, liquid, particle, pour, runny, viscosity, viscous.

Impact: we will be able to identify the properties of solids, liquids and gases and investigate chemical reactions in them. We will understand how to keep safe around medicines.

PSHE

Intent: to understand that Democracy is important because everyone has the right to say what they feel and believe.

Know how attitudes and actions make a difference to the class team. Know how good it feels to be included in a group and understand how it feels to be excluded. Try to make people feel welcome and valued

Understand who is in the school community, the roles they play and how we fit in. Take on a role in a group and contribute to the overall outcome.

Understand how democracy works through the School Council. Recognise each contribution to making a Learning Charter for the whole school.

Understand that our actions affect others; care about other people's feelings and try to empathise with them, understand how rewards and consequences motivate people's behaviour.

Understand how groups come together to make decisions.

Understand how democracy and having a voice benefits the school community Understand why our school community benefits from a Learning Charter and can help others to follow it.

Key vocabulary: attitudes, actions, team, community, contributions, empathy School Council, democracy, Learning Charter.

Impact: we will be able to begin to empathise with others, take on a role in a group, and recognise how we can contribute to the Learning Charter.



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Computing

Intent : to recap on Coding skills and design our own programs.

UNIT: Coding

- To explain what coding is. Introduction to the 2Code interface including the possible actions of character, car, and animal objects.
- To create a program with an object that repeats actions indefinitely.
- To use a timer to make characters repeat actions.
- To explore the use of the repeat command and how this differs from the timer.
- To introduce If statements to allow selection in a program.
- To introduce variables.
- To create a program with a character that repeats actions.
- To use the Repeat Until command to make characters repeat actions.
- To program a character to respond to user keyboard input.
- To go through the design, code, execute, refine process.
- To use the coding skills that they have encountered creatively in their own program.

Key vocabulary: coding, program, repeat, timer, variable, design.

Impact: we will know how to use and create simple coding programs including a character that repeats actions.

History

Intent: to learn about how medicines have developed throughout history.

- Create a timeline of the History of Medicine: e.g. Medieval Medicine, Black Death, Great Plague, the NHS etc.
- Learn how have herbs and Medicinal Plants been used throughout history, and how are they used now.
- Learn about significant Scientists who developed medicines and medical practices – Marie Curie, Alexander Fleming, Edward Jenner.

Key vocabulary: medicine, Black Death, Great Plague, herb, NHS.

Impact: we will be able to talk about how herbs and medicines have been used to cure ailments and illnesses throughout history.

D.T./Art

Intent: to create solid and liquid items.

- Observe a range of perfume bottles, looking at shape, function and form. Design a fabulous bottle which could hold a magical potion, using a sketchbook to develop ideas about shape, colour, form and pattern. Create bottles using clay and finish by glazing.
- Make an edible herb garden.
- Look at the painting The Love Potion by Evelyn de Morgan and discuss the story that the artist is trying to tell. Compare to other paintings that show scenes of love and love potions, such as The Lovers by Rene Magritte, The Kiss by Edvard Munch and the John William Waterhouse painting Tristan and Isolde with the Potion. Think and talk to each other about the stories that the paintings communicate.
- Design and make bath bombs, chocolate love hearts and ice lollies.
- Design a safety label for a potion bottle.
- Evaluate their work, identifying elements that work well and an area for improvement.

Key vocabulary: design, shape, colour, pattern, form, clay, painting, label, evaluate.

Impact: we will be able to create imaginary "magical" potions using our own grown herbs.

P.E

Intent: to explore different multi-skills.

- Throw and catch with accuracy, in isolation and varied environments.
- Become competent in the FUNdamentals of movement (Jog, Sprint, Hop, Weight on Hands, Jump, Balance & Coordination).
- Use FUNdamentals of movement to employ simple tactics in competitive environments.
- Select and utilise appropriate tactics and techniques to cause problems for opponents.
- Display an understanding of fair play, working well with others and leading a small group.
- Adapt throwing technique to ensure success in a variety of activities (distance, accuracy, control).

Key vocabulary: throw, catch, jog, sprint, hop, jump, balance, control, coordination, tactics, competition, techniques, fair play, distance, accuracy.

Impact: we will have developed our own understanding of different skills and improved our own performances.

Music

Intent: to explore the historical context of musical styles like R&B, Motown. Soul and Musicals.

- Listen and Appraise the song Let Your Spirit Fly and other songs:
- Let Your Spirit Fly by Joanna Mangona
 - Colonel Bogey March by Kenneth Alford
 - Consider Yourself from the musical 'Oliver!'
 - Ain't No Mountain High Enough by Marvin Gaye
 - You're The First, The Last, My Everything by Barry White

- Musical Activities - learn and/or build on knowledge and understanding about the interrelated dimensions of music through:
- Warm Up Games (including vocal warm ups)
 - Flexible Games (optional extension work)
 - Learn to Sing the Song
 - Play Instruments with the Song
 - Improvise with the Song
 - Compose with the Song

Perform the Song - perform and share our learning as we progress through the Unit of Work.

Key vocabulary: listen, sounds, appraise, compose, pitch, tone, instrument, rhythm, sing, melody.

Impact: we will have gained an awareness of different sounds and songs and enjoy learning and performing our own song.