



Lowerhouse Junior School, Burnley Curriculum Map – Year 3



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Health and Nutrition <i>Core Value:</i> <i>respect – for oneself and one’s body</i>	Rocks and Soils <i>Core Value:</i> <i>resilience – pressure and time to create precious stones and respect – for all living things</i>	Forces and Magnets	Skeletons and Muscles <i>respect – for oneself and one’s body</i>	Plants <i>Core Value:</i> <i>respect – for all living things</i>	Light and Dark
History		How did life change for children within pre-history?		What can we learn about the Roman invasion of Lancashire through the Ribchester hoard?		How can we be influenced by the life, achievements and leadership styles of Ancient Athens and Sparta?
Geography	A Kingdom United Enquiry question – What are the unique features of the United Kingdom?		Discovering the Lake District Enquiry question – Why is the Lake District one of the UK’s unique locations?		Exploring Earth’s Biomes Enquiry question – What are biomes and how are they created?	
DT		Textiles Weaving floor mat linked to the Stone Age <i>Core Values:</i> <i>-Respect – for our history</i> <i>-Aspiration- developing a skill</i> <i>-Resilience- overcoming difficulty in attaining a skill</i>		Mechanisms - Levers and linkages Card or story book <i>Core Values:</i> <i>-Respect – for other cultures</i> <i>-Aspiration- developing a skill</i> <i>-Resilience- overcoming difficulty in attaining a skill.</i>		Food Technology Make a pizza: cross-curricular links to science (health and nutrition) <i>Core Values:</i> <i>-Respect – for other cultures</i> <i>-Aspiration- developing a skill</i> <i>-Resilience- overcoming difficulty in attaining a skill</i>
Art	Printing <u>Stone Age Block Printing</u> Lascaux Cave paintings Artist Sherry Bryant Outcome – To create printing blocks using relief method of an animal in the style of the cave paintings		3D/Sculpture <u>Greek pottery</u> Artist – The Andokides Painter/Potter Outcome – To create a coil pot in the style of Greek Pottery		Digital Media <u>Biomes linked to woodland – Gawthorpe Hall</u> Artist David Hockney Create a woodland scene using a graphics package (TBA)	
On-going Work <i>(The core values of aspiration and resilience will run through this)</i> - Developing sketching skills (drawing as a fundamental skill)						

Music	Let Your Spirit Fly Focus on singing / performance <i>Core Value: respect – for each other</i>	Christmas Performance Focus on singing / performance <i>Core Value: resilience – practise and perform</i>	Glockenspeil Stage 1 Focus on playing instruments / improvising	Three Little Birds Focus on playing instruments / improvising / composition	The Dragon Song Focus on singing / playing instruments / composition	Bringing Us Together Focus on singing / playing instruments / add in choreography
Computing	Computing systems and networks – Connecting computers	Creating media - Stop-frame animation	Programming A - Sequencing sounds	Data and information – Branching databases	Creating media – Desktop publishing	Programming B - Events and actions in programs
PE	Yr3/4 Invasion Games Netball Yr3/4 Creative Games Tag & Target	Yr3 Gymnastics Core Task 1 Yr3/4 Invasion Games Rugby 1	Yr3/4 Target Games Dodgeball Yr3/4 Dance Ironman	Yr3 Gymnastics Core Task 2 Yr3/4 Net and Wall Core Task 1	Yr3/4 Striking & Fielding Cricket Yr3/4 OAA Trust and Trails	Yr3/4 Athletics Yr3/4 Striking and Fielding Rounders
PSHE	Year 3 Dot Com Overview – Lesson Sequence					
RE <i>Who should we follow?</i>	Christianity (God) <i>Why is it sometimes difficult to do the right thing?</i>	Islam <i>Why is the Qur'an so important to Muslims?</i> Humanism – 1 lesson	Christianity (Jesus) <i>What do we mean by a miracle?</i>	Christianity (Church) <i>How do people decide what to believe?</i>	Sikhism <i>Do people need laws to guide them?</i>	Hindu Dharma <i>What might Hindus learn from stories about Krishna?</i>
MFL Paris and cities of the UK	<u>Getting started in French</u> <ul style="list-style-type: none"> greetings numbers France and the UK 		<u>Discovering Paris</u> <ul style="list-style-type: none"> Numbers Paris landmarks 		<u>Introducing myself</u> <ul style="list-style-type: none"> introducing myself countries and capital cities 	



Lowerhouse Junior School, Burnley Curriculum Map – Year 4



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Electricity	Digestive system and teeth <i>Core Value:</i> <i>respect – for oneself and one’s body</i>	States of Matter		Sound	Living things and their Habitats (Classification) <i>Core Value:</i> <i>respect – for all living things</i>
History		What was the impact of the Lancashire Cotton Industry on the lives of children living in Lancashire and beyond?	Why were waterways so significant for Ancient Civilisations?			Why did the villagers of Eyam quarantine themselves during the Great Plague?
Geography	Rock and Roll! Enquiry question – How are mountains formed and what causes an earthquake, tsunami or volcano?			Water, Water Everywhere Enquiry question – How are rivers formed?	Passport to Europe Enquiry question – What are the important features of Europe? – France (linked to MFL)	
DT		<u>Textiles (Running Stitch)</u> Create an A4 personal flag for Burnley which incorporates a running stitch and linked to the cotton industry <i>Core Values:</i> <i>-Respect – for our history</i> <i>-Aspiration- developing a skill</i> <i>-Resilience- overcoming difficulty in attaining a skill</i>		<u>Food Technology</u> <u>Healthy quiche</u> <i>Core Values:</i> <i>-Aspiration- developing a skill</i> <i>-Resilience- overcoming difficulty in attaining a skill</i>		<u>Structure (incorporating a simple electrical circuit - nightlight)</u> Linked to the Great Plague/cross-curricular links to science and electrical circuits) <i>Core Values:</i> <i>-Respect – for our history</i> <i>-Aspiration- developing a skill</i> <i>-Resilience- overcoming difficulty in attaining a skill.</i>
Art	<u>Painting</u> <u>Manchester</u> Artist – LS Lowry (Consider trip to the Lowry) Outcome – A scene based on the work of Lowry using tints and shades to create mood and expression		<u>Collage</u> <u>Water – collage</u> Artist -Katsushika Hokusai Outcome – A wave / water seascape using techniques using tearing, overlapping and layering		<u>Textiles</u> <u>France</u> Artist – Monet (+ other French impressionists Outcome- painting and stitching to create different textural effects to create an impressionist land/seascape	

On-going Work <i>(The core values of aspiration and resilience will run through this)-</i> Developing sketching skills (drawing as a fundamental skill)						
Music	Mamma Mia Focus on singing / performance <i>Core Value: respect – for each other</i>	Glockenspiel Stage 2 Focus on playing instruments / improvising	Stop! Focus on singing / performance	Lean On Me Focus on singing / playing instruments / composition	Blackbird Focus on singing / playing instruments / composition	Reflect, Rewind and Replay
Computing	Computing systems and networks – The Internet	Creating media - Audio production	Programming A – Repetition in shapes	Data and information – Data logging	Creating media – Photo editing	Programming B – Repetition in games
PE	Yr3/4 Invasion Games Basketball Yr3/4 Striking and Fielding Rounders	Yr3/4 Net and Wall Core Task 2 Yr4 Gymnastics Core task 1	Yr3/4 OAA Team Work/Problem Solving Yr3/4 Invasion Games Rugby 2	Yr3/4 Net and Wall Core Task 2 Yr4 Gymnastics Core Task 2	YR3/4 Striking and Fielding Cricket Yr3/4 OAA Team Work/Problem Solving	Yr3/4 Athletics Yr3/4 Striking and Fielding Rounders
PSHE	Year 4 Dot Com Overview – Lesson Sequence					
RE How should we live our lives?	Hindu Dharma <i>What might a Hindu learn through celebrating Diwali?</i>	Christianity (God) <i>How and why might Christians use the Bible?</i> Humanism – 1 lesson	Sikhism <i>How do Sikhs express their beliefs and values?</i>	Christianity (Jesus) <i>Is sacrifice an important part of religious life?</i>	Islam <i>Why do Muslims fast during Ramadan?</i>	Christianity (Church) <i>What does 'love your neighbour' really mean?</i>
MFL Paris parks and gardens	<u>Animals and colours</u> <ul style="list-style-type: none"> • animals • colours • questions 		<u>Animals and habitats</u> <ul style="list-style-type: none"> • animals and their habitats • masculine and feminine nouns 		<u>My favourite animals</u> <ul style="list-style-type: none"> • likes and dislikes • homes and gardens • French alphabet 	



Lowerhouse Junior School, Burnley Curriculum Map – Year 5



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Reversible and Irreversible changes		Earth and Space <i>Core Value:</i> <i>aspiration – looking to a word beyond our own</i>	Human and Animal Life Cycles <i>Core Value:</i> <i>respect – for all living things as well as for oneself and one’s body</i>	Forces	Life Cycles of Plants <i>Core Value:</i> <i>respect – for all living things</i>
History		What can we learn from the discoveries at Sutton Hoo about the British Anglo-Saxon settlements?		Is it fair to call all Vikings brutal invaders?		What was the consequence of drought for the Ancient Mayan Civilisation?
Geography	Brazilian Odyssey: Unveiling the Riches of South America Enquiry question – What are the main features of Brazil?		Amazon Adventure Enquiry question – What creates a rainforest and why are they found where they are?		Food, Glorious Food! Enquiry question – What is ‘Fairtrade’ and why should it matter to us?	
DT		Textiles create a banner that represents the class at a carnival which incorporates fabric sewn onto fabric (applique) and stitch detail - <i>linked to Geography unit South America</i> <i>Core Values:</i> <i>-Respect- understanding other cultures</i> <i>-Aspiration- developing a skill</i> <i>Resilience- overcoming difficulty in attaining a skill.</i>		Mechanisms - Gears incorporates gears and links to Fairtrade or create a moving (using pneumatics) toy <i>Core Values:</i> <i>-Aspiration- developing a skill</i> <i>-Resilience- overcoming difficulty in attaining a skill</i>		Food Technology - fruit crumble. Include seasonality of foods and with links to geography <i>Core Values:</i> <i>-Aspiration- developing a skill</i> <i>- Respect – for our environment</i>
Art	3D/Sculpture South America Carnival masks 3D Artist / Artwork Outcome – Produce intricate patterns and		Painting Rainforest Artists Henri Rousseau / John Dyer Outcome – mix and match colours to create		Digital Media Space Artist - Sophie Knight-Crow	

	textures in a malleable material to create a carnival mask		atmosphere and light to create a rainforest scene		Outcome – Create layered images from original ideas to create a planet scene	
On-going Work <i>(The core values of aspiration and resilience will run through this)-</i> Developing sketching skills (drawing as a fundamental skill)						
Music	Livin' On a Prayer Focus on singing / performance <i>Core Value: respect – for each other</i>	Classroom Jazz 1 Focus on playing instruments / improvising	Make You Feel My Love Focus on singing / playing instruments / composition	The Fresh Prince of Bel-Air Focus on singing / performance	Dancing in the Street Focus on singing / playing instruments / composition	Reflect, Rewind and Replay
Computing	Computing systems and networks - Systems and searching	Creating media - Video production	Programming A – Selection in physical computing	Data and information – Flat-file databases	Creating media – Introduction to vector graphics	Programming B – Selection in quizzes
PE	Yr5/6 OAA Orienteering Yr5/6 Invasion Games Netball	Yr5 Gymnastics Core Task 1 Yr5/6 Net and Wall Tennis	Yr5/6 Dance Earthlings Yr5/6 Invasion Games Rugby 1	Yr5/6 Invasion Games Hockey Yr5 Gymnastics Core Task 2	Yr5/6 Striking and Fielding Cricket Yr5/6 OAA Team Work/Problem Solving	Yr5/6 Athletics Yr5/6 Striking and Fielding Rounders
PSHE	Year 5 Dot Com Overview – Lesson Sequence					
RE <i>Where can people find guidance about how to live our lives?</i>	Christianity (God) <i>Why is it sometimes difficult to do the right thing?</i>	Islam <i>Why is the Qur'an so important to Muslims?</i> Humanism – 1 lesson	Hindu Dharma <i>What might Hindus learn from stories about Krishna?</i>	Christianity (Jesus) <i>What do we mean by a miracle?</i>	Christianity (Church) <i>How do people decide what to believe?</i>	Judaism <i>Do people need laws to guide them?</i>
MFL Districts in Paris	<u>My town and telling the time</u> <ul style="list-style-type: none"> town features time more numbers 		<u>My town and telling the time</u> <ul style="list-style-type: none"> telling the time my town 		<u>My hobbies, my diary</u> <ul style="list-style-type: none"> my hobbies my diary 	



Lowerhouse Junior School, Burnley Curriculum Map – Year 6



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Classification	Evolution and Inheritance <i>Core Value:</i> <i>integrity – understanding one’s ancestry</i>	Heart and Circulatory System <i>Core Value:</i> <i>respect – for oneself and one’s body</i>		Light	Electricity
History		What led to the abolition of the Transatlantic Slave Trade? How was Lancashire connected to the Transatlantic Slave Trade?		How have crime and punishment in Lancashire changed throughout the ages?		What caused the mass evacuation of local children during WWII?
Geography	Exploring North America Enquiry question – What do we know about North America and what are its main geographical features?		Charting our Course: Navigating with Maps Enquiry question – How do maps help us to find our way around?		Oh! I Do Like to be Beside the Seaside! Enquiry question – How did Blackpool grow to become one of the UK’s favourite seaside resorts?	
DT		Mechanisms Create a vehicle capable of moving over different terrain which incorporates more than one mechanical system <i>Core Values:</i> <i>-Aspiration- developing a skill</i> <i>-Resilience- overcoming difficulty in attaining a skill</i>		Structure and Textiles (Stable and appropriate for setting) Create a camouflaged nomadic tent that would be suitable for a desert incorporating a stable structure and a range of joining techniques <i>Core Values:</i> <i>-Aspiration- developing a skill</i> <i>-Resilience- overcoming difficulty in attaining a skill</i>		Mechanisms (a complex electrical circuit with multiple components) Create an air raid siren. Links to history WWII and science electrical circuits <i>Core Values:</i> <i>-Integrity – understanding one’s history</i> <i>-Respect- understanding other cultures</i> <i>-Aspiration- developing a skill</i> <i>Resilience- overcoming difficulty in attaining a skill</i>
Art	Collage <u>Science – Classification</u> Artist – Eileen Downes Outcome – Add collage to a painted background to create an animal in the style of E. Downes		Printing <u>Evolution</u> Artist - Charles Darwin Outcome – build up layers of print to produce an image based on an initial sketch		Textiles <u>WW2 (make do and mend)</u> Artist – Anna Dumitriu Outcome – To create a T-Shirt using a range of	

					media in the style of make do and mend	
On-going Work <i>(The core values of aspiration and resilience will run through this)</i> - Developing sketching skills (drawing as a fundamental skill)						
Music	Happy Focus on singing / performance <i>Core Value: respect – for each other</i>	Classroom Jazz 2 Focus on playing instruments / improvising	A New Year Carol Focus on singing / performance	You've Got a Friend Focus on singing / playing instruments / composition	Music and Me Focus on composition / singing / playing instruments <i>Core Value: aspiration</i>	End of Year Performance <i>Core Value: resilience – practise and perform</i>
Computing	Computing systems and networks - Communication and collaboration	Creating media – Web page creation	Programming A – Variables in games	Data and information – Spreadsheets	Creating media – 3D Modelling	Programming B - Sensing movement
PE	Yr5/6 Invasion Games Netball Yr6 Gymnastics Core Task 1	Yr5/6 OAA Teamwork Problem Solving Yr5/6 Invasion Games Hockey	Yr5/6 Invasion Games Rugby 2 Yr6 Gymnastics Core Task 2	Yr5/6 Dance Robin Hood Yr5/6 Net and Wall Tennis	Yr5/6 Striking and Fielding Rounders Yr5/6 OAA Orienteering	Yr5/6 Athletics Yr5/6 Striking and Fielding Cricket
PSHE	Year 6 Dot Com Overview – Lesson Sequence					
RE <i>In what way is life like a journey?</i>	Christianity (God) <i>How do Christians mark the turning points on the journey of life?</i>	Hindu Dharma <i>Is there one journey or many?</i> Humanism – 1 lesson	Islam <i>What is Hajj and why is it important to Muslims?</i>	Christianity (Jesus) <i>Why do Christians believe Good Friday is 'good'?</i>	Buddhism <i>What do we mean by a good life?</i>	Christianity (Church) <i>If life is like a journey, what's the destination?</i>
MFL Festivals and celebrations	<u>My class</u> <ul style="list-style-type: none"> days and months birthdays classroom objects 		<u>My school</u> <ul style="list-style-type: none"> my school my family 		<u>Myself and my family</u> <ul style="list-style-type: none"> describing myself clothes the weather 	