



Lowerhouse Junior School, Burnley
Curriculum Map – Year 4 Maple



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	Electricity	Digestive system and teeth <i>Core Value: respect – for oneself and one's body</i>	States of Matter		Sound	Living things and their Habitats (Classification) <i>Core Value: 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>		Food Technology Healthy quiche <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/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 TBC	Mamma Mia Focus on singing / performance <i>Core Value:</i> <i>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	Forest School	Computing Systems and Networks – The Internet	Programming A – Repetition in shapes Programming B – Repetition in games	Forest School	Data and Information – Data Logging	Creating Media – Photo Editing
PE	Swimming Yr3/4 Invasion Games Basketball	Swimming Yr4 Gymnastics Core Task 1	Yr3/4 OAA Teamwork/Problem Solving Yr3/4 Invasion Games Rugby 2	Yr3/4 Net and Wall Core Task 2 Yr4 Gymnastics Core Task 2	Yr3/4 Dance Sparks Might Fly Yr3/4 Striking and Fielding Cricket	Yr3/4 Striking and Fielding Rounders Yr3/4 Athletics
PSHE	<u>PSHE Happy Minds</u> Meet your Brain & Celebrate <u>PSHE Curriculum</u> Places, Friendships and Showing Respect (Bullying)		<u>PSHE Happy Minds</u> Appreciate & Relate <u>PSHE Curriculum</u> First Aid, Online Safety, Safe Relationships		<u>PSHE Happy Minds</u> Engage <u>PSHE Curriculum</u> Safe Choices, Changing and Growing (Period), Economic Wellbeing, Changing and Growing (Transition)	
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> • animals • colours • questions		<u>Animals and habitats</u> • animals and their habitats • masculine and feminine nouns		<u>My favourite animals</u> • likes and dislikes • homes and gardens • French alphabet	
Forest School	Forest School (Cross-Curricular)			Forest School (Cross-Curricular)		