|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Junior Curriculum Map  Class: Juniors  Term: Spring 2024   |  |  | | --- | --- | |  |  | | Areas of Enquiry | Key Vocabulary | Enrichments | | **As Historians,** we will be using our enquiry question- What did the Vikings bring to Britain?  **As Geographers,** In Geography we will learn about a region within the UK-Lake District National Park.  **As Scientists,** year 3 and 4 will become experts on states of matter and health and nutrition and year 5 and 6 will learn properties & changes of materials and the human body.  **As Artists, we will focus on t**extiles and printing (Tie dye- fashion show to parents)  **As Design Technologists,** we will use Sheet materials to create Viking Long ships which float.  **In PSHE,** we will learn about valuing differences and learning to be my best.  **In PE,** we will dance, swim and become expert cavers (year 5 and 6 to cave with specialist instructors)  **As Computer Scientists,** we will become experts on creating media through Audio Editing, Photo editing, 3D Modelling, Web page Creation. **As linguists,** weather and stories will be our main focus.  **In RE,** understand that bible stories deepen our knowledge and understanding of God and also learn about the Easter story. | **History:** Longship, Freyja,Thor,Odin ,Freeman,Warrior,King,Slave ,Coins,Shield,Spear,Sword  **Geography;** Land use, compass, mapping, key, research, attractions, area, landmark, observation, economy and trade, Scale (maps),Symbols, Grid reference, Lake District  **Science** – Year 3 & 4 Solid, liquid, melt, freeze, solidify, dissolve, solution, filter, undissolved, separate, sieve, mix YEAR 5 & 6- Changing state, evaporate, evaporation, condense, condensation, state, solid, liquid, gas, melt, freeze, conditions, melting, solidify  **Art: textiles:** printing, dyeing, weaving, stitching, textures, stitching, cutting, joining, fabric, structure, threads, needles, batik, media, overlap, layer, colour, texture. **Printing:** printing blocks, repeating patterns, two colour overlays, relief, impressed, three colour overlays, pens, coloured pens, paints, media.  **DT:**: levers, linkages, combing, materials, Sheet Materials, purpose, evaluation.  **Computing:** Window, layout, text, font, colour, format, heading, hyperlink, 2D shape, 3D shape, orbit, pan, zoom, eraser, dimension, measurement. | Year 5&6 Lancaster Uni Democracy  Viking workshop by Lancashire.  Dr Irene wise STEM workshop.  Tie dye fashion show to parents. | | Reading:  The Final Year  Brightstorm  The nothing to see hotel. |  |  |  |  |  |  | | --- | --- | --- | --- | --- | | Responsible Citizens | | | | | |  |  |  |  |  | | Taking Responsibility |  | Christian & British Values |  | In Our Community | | Social skills: The children will be taught to recognise when there is conflict and suggest possible resolutions, respond to others when views are different from their own and play and learn cooperatively by taking responsibility for tasks. |  | Our Christian values this term are: peace and patience.  Children are taught to have mutual respect and tolerance towards others. To have empathy and understanding of people from different backgrounds. We give pupils regular opportunities to learn about different cultures and beliefs to reinforce messages of tolerance and respect. This will allow them to understand and respect different values different from their own. |  | We will be attending different services and through school assemblies which are delivered by a range of local Christian organisations including NISCU and Capernwray and Rev. Lucy from Hornby St Margaret’s church.  Through School Council and PTA, we will organise events within school, inviting people from our community. Attention is paid to worldwide events, through First News, Espresso News and Newsround and children are given opportunities to discuss, debate and pray for others. | |

|  |  |  |  |
| --- | --- | --- | --- |
| Confident Individuals | | | |
|  | | | |
| Key Learning Outcomes | | | |
| **Science:** Year 3 and 4  **States of matter**  Compare and group materials together, according to whether they are solids, liquids or gases.  Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius.  Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | Year 3 and 4:  **Health and Nutrition**  Compare and contrast the diets of different animals (including their pets).  decide ways of grouping them according to what they eat.  research different food groups and how they keep us healthy.  Identify and group animals with and without skeletons.  observe and compare their movement.  Explore how humans grow bigger as they reach maturity by making comparisons linked to body proportions and skeleton growth – e.g. do people with longer legs have longer arm spans?  Recognise that animals are alive; they move, feed, grow, use their senses and reproduce. | Year 5 and 6:  **Properties & changes of materials**  Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.  Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.  Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.  Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.  Demonstrate that dissolving, mixing and changes of state are reversible changes.  Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda. | Year 5 and 6:  **The human body**  Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood  Explore the structure and function of the human heart.  Investigate and understand that heart size and speed relate to age, fitness and activity and can be improved.  Describe the ways in which nutrients and water are transported within animals, including humans.  Investigate diffusion and osmosis.  Demonstrate how blood transports nutrients, water, gases and waste around the body.  Explore and demonstrate how the circulatory system works including the role of the heart.  Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals, including humans. Identify how drugs impact on the way the human body functions. Understand that certain drugs can be used for positive effect in the form of medicine. |
| **History**  Anglo Saxons and Vikings- The Struggle for the Kingdom of England to the time  Year 3/4  I know that the past can be divided into different time chunks like the Romans or Tudors  I can give a few reasons for, and the results of some main events and stories  I can examine artefacts, and am able to look at pictures and writing to tell me about people from the past  I can ask and answer questions about the significance of events and changes caused.  I can describe what I know clearly in writing  I use words such as monarch, settlement, and Tudor times  Year 5/6  I know how to identify changes within and across different periods.  I can make some links between past societies and periods  I can describe main events, peoples and changes  I can describe the impact of events on Britain  I can give reasons for and results of these changes  I can ask and find the answers to questions about changes and significance of events on Britain.  I can choose appropriate sources to answer questions about specific people.  I can produce structured writing, using dates and terms such as century, decade, BC/AD  I can organise the information about what I have learned | **Geography**  A region within the UK-Lake District National Park  Year 3/ 4  To show a developing understanding of places.  To know and explain some of the physical and human features  To be aware that different places may have similarities and differences that influence the lives of people.  To use skills and sources of evidence to respond to a range of geographical questions about the environment.  To name and locate countries and cities of the United Kingdom  To look at the local area and compare between different scales. (1:50,000 scale)  To look at a map and raise questions.  Year 5 / 6  I can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.  To begin to recognise how places fit within a wider geographical context  To recognise and describe simple geographical patterns.  To draw on knowledge to ask suitable geographical questions.  To be able to use a range of geographical knowledge and understanding to help them investigate places and environments.  To be able to communicate their findings using appropriate vocabulary.  To present their findings both graphically and in writing.  To use and increasing number of colours in ‘colour shading key’.  To identify physical and made features. | **Art**  Textiles and Printing (Tie dye- fashion show to parents)  Textiles: weaving on own loom- inspiration Tammy Kanat (Australian) and Lang Dulay (Thai))  YEAR 3 & 4  Use a variety of techniques, e.g. printing, dyeing and stitching to create different textural effects  Match the tool to the material  Develop skills in stitching, cutting and joining  Experiment with paste resist  YEAR 5 & 6  Use fabrics to create 3D structures  Use different grades of threads and needles  Experiment with batik techniques  Experiment with a range of media to overlap and layer creating interesting colours and textures and effects  Printing: Roaliand Monks-pattern)  Year 3 / 4  Create printing blocks using a relief or impressed method  Create repeating patterns  Print with two colour overlays  Year 5 / 6  Create printing blocks by simplifying an initial sketch book idea  Use relief or impressed method  Create prints with three overlays  Work into prints with a range of media e.g. pens, colour pens and paints | **Design & Technology**  Viking Long ships to float - Sheet Materials –  YEAR 3 & 4  Cut slots  Cut internal shapes  Use lolly sticks/card to make levers and linkages  Use linkages to make movement larger or more varied.  Create nets  YEAR 5 & 6  Cut slots  Cut accurately and safely to a marked line  Join and combing materials with temporary, fixed or moving joining’s  Use craft knife, cutting mat and safety ruler under one to one supervision if appropriate  Choose an appropriate sheet material for the purpose  Use glue gun with close supervision |
| **Computing Year 3 / 4:**  **Creating Media: Audio Editing**  To identify that sound can be digitally recorded  To use a digital device to record sound  To explain that a digital recording is stored as a file  To explain that audio can be changed through editing  To show that different types of audio can be combined and played together  To evaluate editing choices made  **Creating Media: Photo editing**  To explain that the composition of digital images can be changed.  explain that colours can be changed in digital images.  Add to the composition of an image by cloning  Identify how a photo edit can be improved  Remove parts of an image using cloning.  Experiment with tools to select and copy part of an image.  To use a range of tools to copy between images  Explain why photos might be edited.  create a project that is a combination of other images.  Use feedback to guide making changes  To combine text and my image to complete the project. | **Computing year 5 / 6:**  **Creating Media**: **3D Modelling**  To use a computer to create and manipulate three-dimensional (3D) digital objects  To compare working digitally with 2D and 3D graphics  To construct a digital 3D model of a physical object  To identify that physical objects can be broken down into a collection of 3D shapes  To design a digital model by combining 3D objects  To develop and improve a digital 3D model  **Creating Media: Web page Creation**  To review an existing website and consider its structure  To plan the features of a web page  To consider the ownership and use of images (copyright)  To recognise the need to preview pages  To outline the need for a navigation path  To recognise the implications of linking to content owned by other people | **PSHE**  **Valuing Difference**  Recognise the factors that make people similar to and different from each other;  Recognise that repeated name calling is a form of bullying;  Suggest strategies for dealing with name calling (including talking to a trusted adult).  Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);  List some of the ways that people are different to each other (including differences of race, gender, religion);  Recognise potential consequences of aggressive behaviour;  Suggest strategies for dealing with someone who is behaving aggressively.  Recognise some of the feelings associated with feeling excluded or ‘left out’;  Give examples of ways in which people behave when they discriminate against others who are different from them;  Understand the importance of respecting others, even when they are different from themselves.  Identify and describe the different groups that make up their school/wider community/other parts of the UK;  Describe the benefits of living in a diverse society;  Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this.  Demonstrate ways of showing respect to others, using verbal and non-verbal communication. | **PSHE**  **Being my Best**  Demonstrate how working together in a collaborative manner can help everyone to achieve success;  Understand and explain how the brain sends and receives messages through the nerves.  Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health;  Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide  Understand the ways in which they can contribute to the care of the environment  Suggest ways the Seven Rs recycling methods can be applied to different scenarios.  Identify their own strengths and talents;  Identify areas that need improvement and describe strategies for achieving those improvements.  Identify aspirational goals and describe the actions needed to set and achieve these  Present information they researched on a health and wellbeing issue and making suggestions for any improvements concerning those issues. |