

Year 5/6 Curriculum Topic Map (B)



THE PYTHON HILL ACADEMY

LABOR OMNIA VINCIT

Our Ambition: To be the highest performing MAT in the country

Our Mission: To improve the communities we serve for the better

Vision:

Challenging educational orthodoxies so that every child makes good progress in all subjects;

all teachers are committed to personal improvement and fulfil their responsibilities;

all children receive an inspiring curriculum;

all academies strive to be outstanding.

	Autumn 1							Autumn 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
British Values:	Democracy. Elect school councillors. Discuss hustings and set up a meeting ahead of a "secret ballot"													
Curriculum Drivers / Enrichment	External visitor to visit school to talk to the children about Fairtrade Aspiration: Fairtrade visitor into school. Discussion around what motivated the visitor to want to work in the sector. Explore the rewards and challenges. Cultural diversity: Discuss the range of countries from which we get Fairtrade products and exploring how we are dependent on other countries for food. Explore the UN convention on Human Rights and how fair trade supports communities to have the right to a standard of living adequate for health.							Visit to Newstead Abbey linked to Victorian Christmas Cultural diversity: Consider how developments in transport (Rail and Steam ships) were opening up the world. With products from around the world available more widely for the first time. Consider how transport opened up the country so that people could travel and experience new places (seaside visits became popular for the first time). Discuss the impact of immigration in the field of industry (ICI) and music Aspiration: Examine the qualities of a significant Victorian inventors such as Isambard Kingdom Brunel, John Macadam, Alexander Graham Bell or Kirkpatrick Macmillan. Explore why they were successful, passion positivity, curiosity, resilience and work ethic.						
Science	Animals including Humans Learning Journey 1. Describe how water and nutrients are transported within humans and animals (digestive system recap) 2. Name the composite parts of blood and describe their function 3. Describe the structure and function of the heart within the circulatory system 4. Name the main parts of respiratory system 5. Explore the impact that diet, exercise and drugs have on the way their bodies function							Evolution and Inheritance Learning Journey 1. Recognise that fossils provide information about living things that lived millions of years ago 2. Recognise that although living things can produce offspring of the same kind, small differences will be evident 3. Describe the adaptations that have enabled birds to survive when dinosaurs became extinct 4. Identify how animals and plants adapt to suit their environment 5. Know that small adaptations over time lead to evolution						
PE	Cog Focus: Personal <ul style="list-style-type: none"> I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice Learning Journey <ol style="list-style-type: none"> Coordination, sending and receiving. Throlf Agility, ball chasing. Throlf Handicap Tournament, Throlf Coordination, sending and receiving. Scatterball Agility, ball chasing. Scatterball Knockout tournament, Scatterball 							Cog Focus: Social <ul style="list-style-type: none"> I can involve others and motivate those around me to perform better I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task Learning Journey <ol style="list-style-type: none"> Dynamic balance, on a line. River Crossing Counter balance, with a partner. River Crossing Levelling the Playing Field Competition, River Crossing Dynamic balance, on a line. Kabadi Dynamic balance, with a partner. Kabadi Round Robin Tournament, Kabadi 						

	Autumn 1							Autumn 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
British Values:	Influence and having a voice. Explore how choices we make as consumers can influence change (Fair Trade).													
History	World War One <u>Learning Journey</u> <ol style="list-style-type: none">1. Identify countries involved in WW1 and explain some of the causes of World War One2. Investigate what life was like on the Western Front (Trenches)3. Explore the involvement of animals in WW14. Explore WW1 propaganda using sources of evidence5. Describe some of the consequences of World War 1							World War Two <u>Learning Journey</u> <ol style="list-style-type: none">1. Explain some of the causes of World War 22. Explain what life was like during the war (women, Rationing)3. Understand about air raids and why they happened4. Describe what happened to evacuees using sources to explore the different experiences5. To understand some of the important events (Dunkirk, Battle of Britain)6. Explain what the holocaust was and describe some of the events that led up to it7. Recount key turning points in the war (the battle of Staligrad)						
Geography														
RE	What do Christians and Sikh’s believe about God? <u>Learning Journey</u> <ol style="list-style-type: none">1. To know how pictures and objects can be used to help Christians think about what God is like.2. To know how pictures and objects can be used to help Sikhs think about what God is like.3. To know that Christian’s believe that God is creator (God as potter).4. To describe biblical metaphors which picture God as ruler – parent, king and what they teach Christians about God’s authority. (Prodigal Son)5. To find out what Sikh’s believe and some of the features of Sikh worship6. To compare the Christian and Sikh religion											What are the themes of Christmas <u>Learning Journey</u> <ol style="list-style-type: none">1. To understand Christmas is celebrated as both a religious and secular festival (Christmas songs war is over, Do they know its Christmas)2. To make links between themes and Matthew and Luke birth stories.3. To understand how people give at Christmas (presents, to charity, time)		

	Autumn 1							Autumn 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
British Values:	Influence and having a voice. Explore how choices we make as consumers can influence change (Fair Trade).													
Music	<u>Unit 6.1: World unite</u> Musical focus: Step, dance, performance 1. Exploring beat and syncopation through a song and body percussion 2. Developing co-ordination and rhythm skills 3. Performing a rhythmic sequence to a piece of music 4. Developing the idea of pitch shape and relating it to movement 5. Understanding pitch through movement and notation							<u>Unit 6.2: Journeys</u> Musical focus: Song, cycle, performance 1. Singing in three-part harmony 2. Exploring expressive singing in a part-song with echoes 3. Developing song cycles for performance 4. Staging a performance with awareness of audience						
Computing	<u>Unit 6.2: Online Safety Learning Journey</u> 1. Message in a game 2. Online behaviour 3. Screen time					<u>Unit 6.1: Coding Learning Journey</u> 1. Designing and making a more complex programme 2. Designing and making a more complex programme 3. Using functions 4. Flow charts and control simulations 5. User input 6. Using text based adventures					<u>Unit 6.3: Spreadsheets Learning Journey</u> 1. Exploring probability 2. Creating a computational model 3. Use a spreadsheet to plan pocket money spending 4. Planning school event 5. Planning a school event			
MFL	<u>Unit 6.1: The environment New Language Content</u> 1. Saying what the weather is like 2. Naming garden creatures 3. Talking about garden activities 4. Talking about recycling							<u>Unit 6.2: Actions New Language Content</u> 1. Using action verbs in the first person 2. Using action verbs in the third person singular 3. Naming some adverbs 4. Naming craft materials 5. Using the perfect past tense in the third person singular form.						

	Autumn 1							Autumn 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
British Values:	Democracy. Develop understanding of shared and absolute power													
Art	<u>Art inspired by wartime poetry</u> (moving from sketching to using chalks or another media, looking at Wilfred Owen; visual art on the trenches using Wax resist) <u>Colour and painting</u> <ul style="list-style-type: none"> Considering colour for purposes Use colour to express moods and feelings. Explore using wax resist Encourage individual identification of suitable equipment for a particular purpose e.g. size of paintbrush or paper needed. <u>Media</u> <ul style="list-style-type: none"> Wax resist, water colour/wash background <u>Final piece of art</u> <ul style="list-style-type: none"> Painting with wax resist war time scene from a poem 													
DT								<u>Electronic Quiz Board</u> Design: <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Make: <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Evaluate: <ul style="list-style-type: none"> Investigate and analyse a range of existing products; Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; Understand how key events and individuals in design and technology have helped shape the world. Technical knowledge: Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].						

	Spring 1					Spring 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
British Values:	Tolerance. Consider how people from different British communities fought in WW1.										
Curriculum drivers / enrichment	Local visit to sketch a War Memorial (linked to WW1) Cultural Diversity: Consider the contribution of people of different nationalities in support of Britain in World War 1. Examine the contributions of women to the war effort and the changes this brought to the work place and ultimately the extension of the franchise in 1918. Discuss how people with different beliefs approached the war for example Quakers who were committed to peace but served as medics or supported communities. Aspiration: Consider how people have coped with severe adversity in the past and how the arts have helped people make sense of difficult experiences. In particular art, poetry and music inspired by the WW1 and produced by people affected.					Visit to the Holocaust Centre, Laxton Cultural Diversity: consider the inclusive values of modern Britain and how tolerance and understanding are essential in ensuring that all people are valued regardless background, ethnicity, religion etc. Continue with the theme of women in war and investigate the roles undertaken on the home front by women in WW2. Examine how different elements of society worked together for the war effort. Consider how the blitz forced people together in air raid shelters (e.g. London Underground. Share stories that illustrate people coming together regardless of background etc.) Aspiration: Consider the resilience of emergency workers in the blitz consider the character shown. Examine the contribution of the women of Bletchley (e.g. Mavis Batey) discuss the skills and dispositions that contributed to their success.					
Science	Light Learning Journey <ol style="list-style-type: none"> 1. Demonstrate that light travels in straight lines 2. Explain that objects are seen because they give out or reflect light into the eye (straight lines) 3. Explain light travels from a light source to objects to our eyes 4. Understand the terms transparent, translucent and opaque 5. Explain why shadows have the same shape as the object that cast them (relate to light travelling in straight lines) 					Electricity Learning Journey <ol style="list-style-type: none"> 1. Use recognised symbols when representing a simple circuit diagram 2. Investigate how the voltage or number of cells makes the light brighter or buzzer louder in their quiz-board 3. Investigate how to make the light brighter in a circuit 					
PE	Cog Focus: Applying Physical <ul style="list-style-type: none"> I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities Learning Journey <ol style="list-style-type: none"> 1. Dynamic balance to agility, jumping and landing. Jumpball 2. Static balance, one leg. Jumpball 3. Round Robin Tournament, Jumpball 4. Dynamic balance to agility, jumping and landing. Jump, Roll, Balance 5. Static balance, one leg. Jump, Roll, Balance 6. Class Competition, Jump, Roll, Balance 					Cog Focus: Health and Fitness <ul style="list-style-type: none"> I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme I can self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working Learning Journey <ol style="list-style-type: none"> 1. Static balance, stance. Beanbag Raid 2. Coordination, footwork. Beanbag Raid 3. Continuous Knockout Tournament, Neanbag Raid 4. Static balance, stance. Dodgeball 5. Coordination, footwork. Dodgeball 7. Ladder Tournament, Dodgeball 					

	Spring 1						Spring 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
British Values:	Anti-discrimination. People from across the British Empire fought for Britain and should be remembered											
History							The Changing Role of the Monarchy <u>Learning Journey</u> <ol style="list-style-type: none">Describe how William the Conqueror had absolute powerTo understand how the Magna carta changed King's and Queen's powerOutline the decline in absolute power in John 1 reignExplain the impact of the establishment of Parliament on the MonarchyExplain how Henry 8th was able to reduce the powers of parliament and reign absolute powerExplain the impact of the English Bill of RightsOutline how Victoria remade the monarchy after the English Bill of Rights					
Geography							Fair Trade <u>Learning Journey</u> <ol style="list-style-type: none">Understand what fair trade isLocate Panama, Cote D'Ivoire and other countries involved in fair tradeIdentify countries the UK imports and exports fair trade food from and toDescribe how shopping decisions in the UK can affect farmers in the Cote D'Ivoireidentify similarities and differences between trading today and different periods of history					
RE	What makes texts scared? <u>Learning Journey</u> <ol style="list-style-type: none">To know the scared text of the Sikh religionTo describe how religious people use scared texts such as the bible, Torah, Qur'an and Guru Granth SahibTo investigate if the different religions teach similar things?To understand the importance of the Shema in JudaismTo identify similarities and differences between the First Surah of the Qur'an and the Shema Assessment piece: To discuss thoughtfully where we can find 'wisdom to live by'. (Would the pupils be able to write 'ten commandments for today')								Why was the last supper so important to Christians? <u>Learning Journey</u> <ol style="list-style-type: none">To know Who the Apostles wereTo know when the Last Supper was and why was Judas significant?To understand how Jesus reappeared to his disciples and how did it show them that Jesus was someone to believe in?			

	Spring 1						Spring 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
British Values:	Anti- discrimination. Consider the impact of anti-Jewish laws in Nazi Germany. Combat discrimination. Propaganda was used to support discrimination by the Nazis. Discuss controversial headlines today.											
Music	Unit 6.3: Growth <u>Musical focus: Street dance performance</u> <ol style="list-style-type: none">1. Feeling and moving to a three-beat pulse and revising rhythmic ostinato2. Performing and improvising rhythmic and melodic ostinato3. Singing in harmony4. Learning about chords5. Performing music and dance6. Revising, rehearsing and developing music for performance7. Understanding the process of a musical performance						Unit 6.4: Roots <u>Musical focus: Mini musical performance</u> <ol style="list-style-type: none">1. Singing a traditional Ghanaian song2. Devising rhythmical actions to music3. Developing a performance of a musical4. Improvising descriptive music5. Singing a traditional children’s game song from Ghana6. Playing rhythm cycles7. Combining rhythm cycles in a percussion piece8. Planning and structuring pieces to make a finale9. Combining songs with rhythmic cycles10. Developing and rehearsing for a performance • Performing to an audience					
Computing	Unit 6.4: Blogging <u>Learning Journey</u> <ol style="list-style-type: none">1. What is a blog?2. Planning a blog3. Writing a blog4. Sharing posts and commenting					Unit 6.5: Text adventures <u>Learning Journey</u> <ol style="list-style-type: none">1. What is text adventure2. Planning a story adventure3. Making a story based adventure game4. Introducing map based text adventures5. Coding a map based adventures					Unit 6.6: Networks <u>Learning Journey</u> <ol style="list-style-type: none">1. The world wide web and the internet2. Our school network and accessing the internet3. Research	
MFL	Unit 6.3: In France <u>New Language Content</u> <ol style="list-style-type: none">1. Learning where some French cities are located in France2. Talking about tourist attractions in Paris.3. Learning about French speaking countries4. Naming popular French foods					Unit 6.4: Family <u>New Language Content</u> <ol style="list-style-type: none">1. Naming extended family members2. Saying how many siblings they have3. Talking about the household tasks they do and have done4. Forming sentences using “en”5. Vocabulary associated with birthday parties						

	Spring 1						Spring 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
British Values:	Anti- discrimination. Consider the impact of anti-Jewish laws in Nazi Germany. Combat discrimination. Propaganda was used to support discrimination by the Nazis. Discuss controversial headlines today.											
Art							Mountains Printing <ul style="list-style-type: none"> Experiment with ideas, to plan in sketchbook. Explore printing techniques to create a printing plate Builds up drawings and images of whole or parts of items using various techniques, e.g. card, relief. Explores images and recreates texture through deliberate selection of materials wallpaper, string, polystyrene etc. Media <ul style="list-style-type: none"> Block printing ink, resources to create textures Final piece of art <ul style="list-style-type: none"> A printed mountain landscape 					
DT	Fairtrade Products (Suggested activities: children design, make and evaluate a Fairtrade product including packaging) Design: <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Make: <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Evaluate: <ul style="list-style-type: none"> Investigate and analyse a range of existing products; Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Nutrition: <ul style="list-style-type: none"> Understand and apply the principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques; Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. 											

	Summer 1					Summer 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Curriculum drivers / enrichment	Visit to a local park following SAT's week Aspiration: Consider how Van Gogh worked for years honing and perfecting his art and showed resilience and belief often in the face of indifference or disapproval. Consider how other successful people have needed to overcome adversity. Discuss strategies and support for developing resilience. Cultural Diversity: Explore what Jewish people, Humanists, Hindus and Christians teach about how we can all live together for the wellbeing of each other? Consider how the major belief systems of the world have explored this and look at similarities in a range of belief systems. Examine statements such as "there is more that unites us than divides us."					Residential visit: Aspiration: During the transition period enable pupils to explore their aspirations. Pupils to summarise their successes at Primary School and explore how the skills and dispositions they have learned will support them on the next stage of their education. Consider strategies to support well-being when things are challenging. Teach the five ways to well-being promoted by the charity Mind. Aspiration: Enterprise week Cultural Diversity: Continue to explore beliefs in action. How do the different belief systems including humanism support the development of resilience.					
Science	Living Things and Habitats Learning Journey <ol style="list-style-type: none"> Classify animals into broad groups (reptile, amphibian, bird, mammal, fish) Classify plants into broad groups Define different groups of invertebrates: arthropods (insects, crustacea, arachnids, millipedes) and annelids (worms and segmented creatures) and molluscs (slugs and snails) Name different types of micro-organism and describe some of the impacts they can have (bacteria, algae and fungi) 					Y5 - Sound Learning Journey <ol style="list-style-type: none"> Label the parts of the ear and describe how they respond to sound Describe how sound travels through a medium to the ear Investigate the relationship between pitch, volume and distance from the sound source Describe how sounds travel through water 					
PE	Cog Focus: Cognitive <ul style="list-style-type: none"> I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. Learning Journey <ol style="list-style-type: none"> Coordination, ball skills. Throw Tennis Agility, reaction/response. Throw Tennis Ladder Tournament, Throw Tennis Coordination, ball skills. Endball Coordination, ball skills. Endball Agility, reaction/response. Endball 					Cog Focus: Creative <ul style="list-style-type: none"> I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging Learning Journey <ol style="list-style-type: none"> Static balance, seated. Seated Volleyball Static balance, floor work. Seated Volleyball Bump Ladder Tournament, Seated Volleyball Static balance, seated. Scorpion Handball Static balance, seated. Scorpion Handball Static balance, floor work. Scorpion Handball Round Robin Tournament, Scorpion Handball 					

	Summer 1					Summer 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
British Values:	Tolerance. Explore how Jewish worship and festivals play a part in family life and togetherness. Link to “there is more that unites us than divides us. Combat discrimination. Consider what it was like to be Jewish in Germany before the Nazis.										
History	Cont’d The changing role of the Monarchy										
Geography				The Coastline Learning Journey <div><div>1. Identify villages on the East Coast of England at risk from coastal erosion</div><div>2. Describe arches, stacks and caves</div><div>3. Describe how “spits” of land are formed and the processes that continue to shape them</div><div>4. Understand why sea defences are necessary</div><div>5. Understand why people choice to live by the sea</div><div>6. Identify land use for a coastal location</div><div>7. Identify economic activity associated with Cleethorpes</div></div>							
RE	What does charity mean to religions? Learning Journey <div><div>1. To describe some ways charities such as Tzedek (a Jewish development charity), Sewa International (Hindu) Christian Aid and Muslim Hands (based in Nottingham) express spiritual ideas, put values of justice and compassion into action, and express their religion’s ideals</div><div>2. To know about different charities which apply the ‘golden rule’ (‘treat others as you would like to be treated’</div><div>3. To explain how religious charities express spiritual ideas?</div><div>4. To consider and explain similarities and differences between the work of different charities.</div></div> Assessment piece:							How do religions teach about looking after the planet and caring for Earth and its creatures? Learning Journey <div><div>1. To understand the importance of animals to different religions</div><div>2. Compare how Christianity and Sikhism teach about looking after the planet.</div></div>			

	Summer 1						Summer 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
British Values:	Anti- discrimination. Consider the impact of anti-Jewish laws in Nazi Germany. Combat discrimination. Propaganda was used to support discrimination by the Nazis. Discuss controversial headlines today.											
Music	Unit 6.5: Class awards <u>Musical focus: awards, show, performance</u> <ol style="list-style-type: none">Learning music for a special occasionComposing programme music from a visual stimulusSinging a verse and chorus songWriting new verses for a rapDeveloping a song performancePerforming togetherDeveloping a song arrangementRehearsing for a performancePerforming together with an awareness of audience						Unit 6.6: Moving on <u>Musical focus: Leavers assembly performance</u> <ol style="list-style-type: none">Singing a song with expression and sustained notesSinging in two-part harmonySinging a song with expression and sustained notesPerforming complex song rhythms confidentlySinging in two- or three part harmonyPlaying instrumental parts to accompany a songPerforming a song with complex structureListening to and understanding modulation in a musical bridgePreparing for a performance					
Computing	Unit 6.7: Quizzing <u>Learning Journey</u> <ol style="list-style-type: none">Introducing 2DIYUsing 2QuizUsing 2QuizExploring grammar quizzesA data base quizAre you smarter than a ten or (eleven) year old?				Unit 6.8: Understanding binary <u>Learning Journey</u> <ol style="list-style-type: none">What is binaryCounting in binaryConverting from decimal to binaryGame states		Unit 6.9: Spreadsheets with Microsoft Excel <u>Learning Journey</u> <ol style="list-style-type: none">What is a spreadsheetBasic calculationsModellingOrganising dataAdvanced formulae and big dataCharts and graphicsUsing a spreadsheet to plan a cake saleUsing a spreadsheet to solve problems					
MFL	Unit 6.5: A weekend with friends <u>New Language Content</u> <ol style="list-style-type: none">Talking about activities that they might do at the weekendExpressing what they would and wouldn't like to doAsking others if they would like to do somethingNaming foods associated with midnight feastsGiving a reason for accepting or declining an invitation				Unit 6.6: The future <u>New Language Content</u> <ol style="list-style-type: none">The future tense in the first, second and third person singular and first person pluralUsing adjectives to compare peopleMore ways to describe how people are feeling				Unit 6.7: Jobs <u>New Language Content</u> <ol style="list-style-type: none">Naming an number of jobs in FrenchSaying what they want to be when they are olderNaming some work placesSaying vocabulary linked to space stations and fire stations			

	Summer 1						Summer 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
British Values:	Anti-discrimination. Consider the impact of anti-Jewish laws in Nazi Germany. Combat discrimination. Propaganda was used to support discrimination by the Nazis. Discuss controversial headlines today.											
Art	<u>Abstract pattern inspired by the modern artist Yevgeniya Baras</u> <u>Colour and painting</u> <ul style="list-style-type: none"> Explore the use of texture in colour with sawdust, glue, shavings, sand and on different surfaces. <u>Pattern</u> <ul style="list-style-type: none"> Organise own patterns. Use shape to create patterns. Create own abstract pattern. Look at various artists creation of pattern and discuss effect <u>Media</u> <ul style="list-style-type: none"> Paint, <u>Final piece of art</u> <ul style="list-style-type: none"> Textured painting in the style of Baras 											
DT							<u>The Summer Fair</u> (Suggested activities: motors, fairground rides e.g. Ferris wheels) Design: <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Make: <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Evaluate: <ul style="list-style-type: none"> Investigate and analyse a range of existing products; Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; Understand how key events and individuals in design and technology have helped shape the world. Technical knowledge: <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures; Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]; Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]; Apply their understanding of computing to program, monitor and control their products. 					

Additional Commentary

Our Ambition: To be the highest performing MAT in the country
Our Mission: To improve the communities we serve for the better

Vision:

Challenging educational orthodoxies so that every child makes good progress in core subjects;
all teachers are committed to personal improvement and fulfil their responsibilities;
all children receive a broad and balanced curriculum;
all academies strive to be outstanding.

A. Curriculum Design

Rigour in planning and delivery, including excellent modelling, demonstrations and clarity is a pre-requisite for implementing curriculum design.

“Teachers teach techniques and a technique becomes a skill when it is applied independently”

Out of the three main designs for curriculum (knowledge, knowledge-engaged and skills-led), all subjects in our curriculum are knowledge-engaged. Knowledge engaged means knowledge is taught with a view to children applying this knowledge through thoughts, physical skills or actions. For example, in writing or problem solving. Reference can be made to Bloom’s Taxonomy.

B. The ‘golden threads’ in our curriculum are as follows:

1. Standards: pupil achievement in reading, writing, speaking & listening and maths (especially important in white working-class areas for children to go on and achieve);
2. Aspirations (typically white working class children lack aspiration for many reasons, and can often lack knowledge about ‘pathways’);
3. Cultural diversity and preparing children for ‘Modern Britain’.

See top of Curriculum Map for each term for Aspiration and Cultural Diversity threads. For Standards, See Long-Term Planner.

The Three 'I's of Curriculum

INTENT : The 'top level' view of the curriculum. It is 'what is on offer'.

Key Question: Why are children taught what they are in Forge schools?

Answer: The Executive Senior Leadership Team of the trust believe strongly that all schools should follow the National Curriculum Framework 2013. Approximately 80% of the content is standardised in every year group, with 20% autonomy for schools to make 'local' decisions fitting the context of the school.

Key Question: Why were the curriculum decisions made?

Answer: Our catchment areas are predominantly White British, many of them serving areas of deprivation and challenge. As a result, we must equip children with the necessary basic skills in Mathematics, English and Science so that they can succeed in life. Being sufficiently skilled in these areas gives children 'currency' to go on and access higher qualifications and courses when they leave primary school. Therefore, **standards** are a golden thread in the curriculum that will give children the necessary cultural capital required. In our context it is imperative that we prepare children for life in modern Britain by making sure they are taught about different cultures and faiths. We aim for our children to be tolerant and understanding of people who appear to be 'different'; consequently **cultural diversity** is also a golden thread. In our schools, the social mobility agenda is very important given the nature of our catchments, therefore **aspiration** is another golden thread throughout our curriculum. Linked closely to aspiration is our speaking and listening curriculum, that prepares children and builds their public speaking skills through four key areas: speaking skills; listening skills; awareness of audience and non-verbal communication.

Key Question: Who made the curriculum decisions?

Answer: The curriculum in place is 'layered', with 7 stages to the planning process at The Forge Trust. Below is a description of each planning stage as well as key personnel who contributed at the various stages:

Stage 1: Curriculum Map

Curriculum maps are in place for all Year Groups showing National Curriculum references for all subjects as well as coverage (local Curriculum/context 20% and National Curriculum 80% trust standardised). They also highlight our curriculum drivers: standards, cultural diversity and aspiration. The Executive Senior Leadership Team prepared this stage: the CEO, Deputy CEO, Consultant Principal and Principals. A high degree of control and expertise was imperative at this stage to ensure the highest quality and maintain a strategic overview.

Stage 2: Medium Term Planning Support & Year Group Connections-This document builds on the content taught in previous years. It includes learning objectives, success criteria and phases of lessons for each topic. It is a working document that is designed for subject leaders and teachers in each school to access so that standards in the subject can be measured and checked. Each topic has an **A4 Learning Journey and Assessment Concept Pyramid**. The CEO, Deputy CEO and Consultant Principal (ESLT) prepared this documentation liaising with the trust's network leaders to finalise the documentation ready for September 2020. This ensured standardisation of approach in each school and ensured assessment is mirrored in each school.

We have Learning Journeys in place and we use Concept Pyramids to assess in science, history, geography and RE. Concept Pyramids include the key concepts and vocabulary covered in a topic and these form the basis for assessment (pre and end tests). Assessment involves children completing pre and end-tests in books, and teachers can then measure progress at the end of the topic. Learning Journeys give an overview of the coverage highlighted in Stage 2 planning (Medium Term Planning Support and Year Group Connections). Teachers refer to these at the beginning of every lesson. A 'reflection box' is a feature of all Learning Journeys where children can reflect on what they have learnt and what they still need help with understanding. Teachers should use this information to aid feedback and next steps.

Stage 3: Short-Term planning (which includes individual lesson plans). Class teachers are fully responsible for their own planning, even where planning is shared between the teachers in a year group. They should use the medium term planning support to form their lesson plans, and ensure that they differentiate three ways in lessons (LA/MA/HA) so that all children are appropriately challenged.

IMPLEMENTATION: 'Curriculum is WHAT is taught not HOW' (Ofsted 2018)

WHAT: In core subjects, topics are taught in a systematic way to build on previous learning and ensure maximum understanding. Key vocabulary is highlighted and children have opportunities to use and apply their learning in every lesson. In subjects such as Science, History, Geography and RE, topics have a concept wall containing key vocabulary linked to the topic. These concept walls form the basis of assessment criteria, but more importantly guide a meaningful learning journey where lessons are sequenced in a progressive way.

Process: 1. Teachers plan coverage of a topic listing key vocabulary and concepts on a wall. 2. The concept wall is used as a basis for pre-testing children to assess their knowledge at the start of a topic. 3. Children fill in their empty pyramid with three levels of words and concepts: level 1-words and concepts they already know; level 2-words and concepts they are familiar with but don't have a deep understanding of; level 3-words and concepts that they have no knowledge about at all. 4. The sequence of lessons on the learning journey (scheme of work) with explicit reference to the learning journey at each stage. 5. Reflections on what children have learnt and what they still find difficult are filled in on learning journeys, and an end-test relating to the concept wall is taken. Learning and progress can be measured against the pre-test.

HOW: Individual lessons have learning objectives and success criteria, and the trust's teaching and learning toolkit highlights the areas of the learning cycle that should be evident in a lesson. The toolkit also links to 'pedagogy' that teachers should employ in lessons.

IMPACT

Outcomes are assessed in reading, writing, maths and SPaG at a minimum of three assessment points per year (termly) so that we can accurately track each child. Where year groups are causing a concern, Principals can opt to assess half-termly. We have an exam based system, in line with the accountability system in place nationally. If children can answer questions that represent the taught curriculum in each year group correctly on an exam paper, then we believe that this proves impact. After all, exams are a part of life and provide children with the currency that children need to be succeed. However, although exam papers are only a 'tool' to measure in core subjects, they are not the only measure. We believe in high quality teacher assessment to back up summative judgements. These are linked to ARE grids (age related expectations) in each year group. High quality, ongoing formative assessment happens daily through marking and feedback. Work scrutiny will also show impact and learning.

Ofsted's definition of Curriculum

INTENT: 'A framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage'.

IMPLEMENTATION: '...for translating that framework over time into a structure and narrative, with an institutional context'.

IMPACT: '...and for evaluating what knowledge and understanding pupils have gained against expectation'

C1. Suggested Timetable for Year 4

	8.40-8.50am	8.50-9.30am Session 1	9.30-10.45am Session 2	10.45-11am	11.00 - 12.30pm Session 3		12.30-1.15pm	1.15-1.30pm Session 4	1.30-3.00pm Session 5/6/7			3-3.20pm
MON	Registration	Reading	Maths + 'Fluent in 5'	Break Time	Composition 11.00 – 12.00pm	Spelling 12.00 – 12.30	Lunch	Times Table	History / Geography	PSHE 2.15 – 2.45	Assembly 2.45 – 3.00pm	Class story
TUE	Registration	Reading	Maths + 'Fluent in 5'	Break Time	Composition 11.00 – 12.00pm	Spelling 12.00 – 12.30	Lunch	Times Tables	PE 1.30 – 2.15pm	Art / DT 2.15 – 3.00pm		Class story
WED	Registration	Reading	Maths + 'Fluent in 5'	Break Time	Composition 11.00 – 12.00pm	Spelling 12.00 – 12.30	Lunch	French/Music 1.15 – 2.15pm		RE/Computing 2.15pm – 3.00pm		Class story
THUR	Registration	Reading	Maths + 'Fluent in 5'	Break Time	Composition 11.00 – 12.00pm	Spelling 12.00 – 12.30	Lunch	Science 1.15 – 2.15pm		RE/Computing 2.15pm – 3.00pm		Class story
FRI	Registration	Reading	Maths + 'Fluent in 5'	Break Time	Composition 11.00 – 12.00pm	Pic News 12.00 – 12.30	Lunch	PE 1.15pm – 2.15pm	Times Table 2.15 – 2.30pm	Assembly 2.30 – 3.00pm	Class story	