

Year 3 Curriculum Topic Map



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 secret votes or ballots. What are the advantages or disadvantages? Develop ideas of democracy. What decisions in class can we make democratically. What are the difficulties in voting on all decisions. Explore ideas of representative democracy													
Curriculum Drivers / Enrichment	Visit to Creswell Crags Cultural Diversity: looking at the movement of people; where did the Neolithic people come from originally and where did the Celts come from. Britain as an island with a long and diverse history. Aspirations: Being a craftsman: what skills do you need to be successful when designing and making (perseverance, resilience, being prepared to fail and learning from failure. Failure as a positive.							Visit to Church (during Advent) Cultural Diversity: Learning about holy buildings in different faith traditions. Discussing different beliefs in the community (wider Nottinghamshire). Revisit themes of how people get on with differing beliefs. Aspirations: Being a craftsman: what skills do you need to be successful when designing and making (perseverance, resilience, being prepared to fail and learning from failure. Failure as a positive.						
Science	Rocks and Soil Learning Journey <ol style="list-style-type: none"> Sort rocks according to observations Identify sedimentary, igneous and metamorphic rocks Describe how fossils are formed Investigate permeability Describe the characteristics of different types of soil 							Light Learning Journey <ol style="list-style-type: none"> Know that darkness is the absence of light and Identify different light sources Demonstrate that light travels in straight lines Investigate how light is reflected from surfaces Understand opaque and transparent Plan an investigation into shadows Understand how to protect our eyes from the sun's light 						
PE	Cog Focus: Social <ul style="list-style-type: none"> 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 I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas I can help praise and encourage others in their learning Learning Journey <ol style="list-style-type: none"> Develop Combinations and Exchange Objects, Personal Best Challenge Dynamic balance to agility, jumping and landing. Stepping Stones Crossing Dynamic balance to agility, jumping and landing. Stepping Stones Dynamic balance to agility, jumping and landing. Stepping Stones Dynamic balance to agility, jumping and landing. Develop Combinations (cooperative) Dynamic balance to agility, jumping and landing. Follow the Leader Develop Combinations and Exchange Objects, Personal Best Challenge 							Cog Focus: Cognitive <ul style="list-style-type: none"> I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance Learning Journey <ol style="list-style-type: none"> 3 Limb Race, Getting Around Us. Personal Best Challenge Dynamic balance, on a line. Follow the Leader Dynamic balance, on a line. Raise the Level Dynamic balance, on a line. Balance Circuit Dynamic balance, on a line. Travel and Turn Differently 3 Limb Race, Getting Around Us. Personal Best Challenge 						

	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:	Tolerance. What similarities are there between Christianity and Islam e.g. special festivals, sacred books and belief in God. Chiefs and kings could decide things without representing people. Was there anything unfair about this? What similarities are there between Christianity and Islam e.g. special festivals, sacred books and belief in God Use the RE theme to explore how it important to accept people and show understanding even when we believe different things.													
History	From Stone Age to Iron Age <u>Learning Journey</u> <ol style="list-style-type: none"> 1. Sequence the stone age, bronze age and iron age and explain how we know about them 2. Describe changes to how people lived in the Stone Age 3. Investigate the diet of stone age farmers and compare it with the things we eat today 4. Explain why the development of bronze was so important 5. Explain why Stonehenge was such a huge achievement for Prehistoric people 6. Explain why many iron age people lived in hill forts in Britain 													
Geography								Settlements <u>Learning Journey</u> <ol style="list-style-type: none"> 1. Investigate the settlement of Creswell 2. Use maps and maps symbols to explore Creswell and compare to Rainworth 3. Explain the features of different types of settlement and how they have changed over time 4. Plan a new settlement 						
RE	Why are some people Inspirational? <u>Learning Journey</u> <ol style="list-style-type: none"> 1. To describe the role of Moses in freeing the slaves from Egypt 2. To know what Jesus expected from his followers 3. To know some of the stories told by the Prophet Muhammed 4. To understand how religious stories are expressed in different ways (sacred writing, poetry, video, stained glass and drama) 5. To know how Jews, Christians and Muslims remember key events from their history today (e.g. in Passover, Lent or Ramadan) Assessment piece: Double-page spread about inspirational people							What is religious worship? <u>Learning Journey</u> <ol style="list-style-type: none"> 1. To identify important Christian symbols and say what they represent 2. To identify important parts of worship in Islam 			Why do Christians call Jesus the light of the world? <u>Learning Journey</u> <ol style="list-style-type: none"> 1. To know that the Bible refers to Jesus as the light. 2. To understand how artists depict 'Jesus' as the light of the world. 3. To know about the Advent Candle (each candle, lighting every Sunday) 			

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British Values:														
Music	Environment - Musical Focus: Composing Learning Journey 1. Selecting descriptive sounds to accompany a poem 2. Creating a musical re-telling of a poem 3. Singing in two-part harmony 4. Accompanying a song with a melodic ostinato 5. Exploring timbre to create a descriptive piece of music 6. Learning about ternary form 7. Singing a song with expression 8. Developing the lyrics of a song 9. Choosing timbre to make an accompaniment 10. Combining chants and sound pictures in a class performance in rondo structure				Building - Musical Focus: Beat Learning Journey 1. Understanding how music can be organised in sequences 2. Using voices and actions to perform simple rhythms within a steady beat 3. Understanding how music can be organised in layers 4. Combining rhythms in layers 5. Creating music using children's own ideas 6. Making choices about musical structure			Sounds - Musical Focus: Exploring Sounds Learning Journey 1. Learning how sounds are produced and how instruments are classified 2. Learning about aerophones 3. Understanding musical conversation structure 4. Learning how sounds are produced and how instruments are classified 5. Learning about idiophones 6. Developing an understanding of call and response			Poetry - Musical Focus: Performing Learning Journey 1. Enhancing and extending the performance of a poem using vocal patterns 2. Creating a piece of 'playground music' out of layered vocal patterns as part of a performance piece 3. Exploring contrasting moods and effects as part of a performance 4. Combining two rhythmic patterns using body percussion and percussion instruments as part of a performance piece			
Computing	3.2: Online Safety Learning Journey 1. Safety in numbers 2. Fact or fiction 3. Appropriate content and ratings 4.					3.1: Coding Learning Journey 1. Using flow charts 2. Using timers 3. Using repeat 4. Code test and debug 5. Design and make an interactive scene					Unit 3.3: Spreadsheets Learning Journey 1. Creating pie-charts and bar-graphs 2. Using more than spin button tools 3. Advanced mode and cell addresses			
MFL	3.1: Core 1 New Language Content 1. Greeting each other 2. Introducing themselves 3. Counting up to ten 4. Introducing their immediate family				3.2: Core 2 New Language Content 1. Saying days of the week 2. Naming colours 3. Counting between 11 and 20 4. Naming countries 5. Expressing likes and dislikes					3.3: Core 3 New Language Content 1. Identifying body parts 2. Counting up to 31 3. Identifying items of clothing 4. Naming months of the year 5. Talking about birthdays				

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British Values:	Democracy. Develop understanding of shared and absolute power													
Art	Cave Art Drawing <ul style="list-style-type: none"> Experiment with different grades of pencil and other implements Use different media to achieve variations in line, texture, tone, colour, shape and pattern. Plan, refine and alter drawings as necessary Colour and painting <ul style="list-style-type: none"> Extend exploring colour mixing to applying colour mixing. Make colour wheels to show primary and secondary colours. Media <ul style="list-style-type: none"> Pencils grades, pastel, water colour for a wash background, collage Final piece of art <ul style="list-style-type: none"> Stonehenge sunsets Pastel cave art 							Using Textiles to make a Christmas Decoration (running stitch to join etc) Textiles <ul style="list-style-type: none"> Use large eyed needles, different thicknesses of thread and different sized running stitches to draw with. Start to explore other simple stitches - backstitch, crossstitch. Use smaller eyed needles and finer threads. Simple appliqué work attaching material shapes to fabric with running stitches. Media <ul style="list-style-type: none"> Fabric Final piece of art Decorative Christmas decoration						
DT								DT: Design and make a frame to hold a fossil for display (Four week block: teach the children to make a basic frame using sawing techniques with card and glue to join. Children evaluate and then design and make an improved version. 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; 						

		<ul style="list-style-type: none"> • 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. <p><u>Evaluate</u></p> <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. <p><u>Technical knowledge</u> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	
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	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
Curriculum drivers / enrichment	Visit to Magna Cultural Diversity: Profiles of other influential scientists: Einstein and Marie Curie. The achievements of non-European cultures. Explore the achievements of the Egyptians and the influence they had on later civilisations.						Visitors in school: Egyptian Day Aspiration: The achievements of the great artists: how they persevered often through many years of being unsuccessful before being recognised; Visitor local artist to talk to the group about what they do and why they do it? What inspired them to paint, draw sculpt etc. Cultural Diversity: Understanding what it is like to be a Christian in modern Britain and how this affects the way you behave and the choices you make; Exploration of the importance of rivers to many cultures. How we all depend on water to live and for our crops to grow in the same way as the Egyptians needed the Nile to flood					
Science	Forces and Magnet Learning Journey <ol style="list-style-type: none">1. What is a force? (push / pull) - Understand some forces need contact2. Plan a fair test to investigate how a toy car moves across different surfaces3. Observe patterns created by a magnetic field4. Predict whether magnets will attract or repel each other depending on the poles facing5. Group materials according to whether they are attracted to a magnet or not6. Design a test to investigate magnets										Plants See Summer 1 for Learning Journey	
PE	Cog Focus: Creative <ul style="list-style-type: none">• 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• I can make up my own rules and versions of activities.• I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme Learning Journey <ol style="list-style-type: none">1. Juggle Challenge, Roller Ball. Personal Best Challenge2. Coordination, sending and receiving. Collect Your Rebound3. Coordination, sending and receiving. Send and Receive in Order4. Coordination, sending and receiving. Explore and Compare5. Coordination, sending and receiving. Collect Different Rebound game6. Juggle Challenge, Roller Ball. Personal Best Challenge Swimming						Cog Focus: Personal <ul style="list-style-type: none">• 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• I know where I am with my learning and I have begun to challenge myself• I try several times if at first I don't succeed and I ask for help when appropriate Learning Journey <ol style="list-style-type: none">1. Matching Pairs and Balloon Balance, Personal Best Challenge2. Coordination, footwork. Footwork Games3. Coordination, footwork. Follow the Leader game4. Coordination, footwork. Follow the Leader game5. Coordination, footwork. Mirroring and Matching game6. Coordination, footwork. Mirror Challenge7. Matching Pairs and Balloon Balance, Personal Best Challenge Swimming					

	Spring 1						Spring 2					
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British Values:	Tolerance and Acceptance. Consider the achievements of the Egyptians and what they were able to do so long ago Democracy. Who made decisions in Ancient Egypt. Was Egypt an equal and fair society? Tolerance. Consider how it might be difficult to be a Christian if your friends don't have a religion. How might you feel. What should friends do to help?											
History	Ancient Egypt <u>Learning Journey</u> <ol style="list-style-type: none"> 1. Place early civilisations on a world map 2. Explain why the Nile was essential for the Egyptian civilisation 3. Name and describe important gods and goddesses and explain how we know about them today 4. Explain why the Pyramids were built and what they were used for 5. Describe the different levels of society in Ancient Egypt 											
Geography							Let's Explore The River Nile <u>Learning Journey</u> <ol style="list-style-type: none"> 1. Understand climate zones 2. Describe the biome and features of The River Nile 3. Describe the journey of The River Nile from source to mouth 4. Find the positive and negative effects of the Aswan High dam on the River Nile 5. Explore uses for The River Nile and how these have changed over time 					
RE	What do Muslims believe about God? <u>Learning Journey</u> <ol style="list-style-type: none"> 1. To know that Muslims follow the religion Islam and know where and when it originated. 2. To know that the Qur'an is the Muslim holy book and that it teaches them about God. 3. To describe how Allah gives guidance to Muslims 				Why is Muhammad so important to Muslims? <u>Learning Journey</u> <ol style="list-style-type: none"> 1. To know that Muslims believe that Muhammad is the final prophet 2. To explain events in Muhammad's life 3. To recall some stories about Muhammad. 4. To understand how Muhammad's life impacts Muslims today. Assessment piece: Non-chronological report about Muhammad				Why is Lent such an important period for Christians? <u>Learning Journey</u> <ol style="list-style-type: none"> 1. To know why Christians celebrate Lent 2. To know why Jesus went into the dessert after his baptism. 3. To describe how Jesus was tempted and resisted. 			

	Spring 1						Spring 2					
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Music	China- Musical Focus: Pitch Learning Journey 1. Understanding the pentatonic scale 2. Using graphic notation with the pentatonic scale 3. Performing a pentatonic song with tuned and untuned accompaniment 1. Playing in steps using graphic notation			Time - Musical Focus: Beat Learning Journey 1. Identifying and performing an ostinato 2. Improvising to an ostinato accompaniment 3. Performing rhythmic ostinati individually and in combination 4. Layering rhythms 5. Recognising rhythm patterns in staff notation			In the past – Musical focus: Pitch Learning journey 1. Understand and use pitch notations 2. Read simple rhythm notation 3. Listen to and learn about a medieval antiphon 4. Listen to, learn about, play and dance to Tudor dance music			Communications-Musical Focus: Composition Learning Journey 1. Representing sounds with symbols 2. Using voices creatively and expressively 3. Creating and performing from a symbol score		
Computing	3.4: Touch typing Learning Journey 1. Home, top and bottom row keys 2. Home, top and bottom row keys (consolidation) 3. Left keys 4. Right keys				3.5: Email Learning Journey 1. Communication 2. Composing emails 3. Using emails safely: part one 4. Using emails safely: part two 5. Attachments 6. Email simulations			3.6: Branching data bases Learning Journey 1. Introducing data bases 2. Branching data bases 3. Creating a branching data base on the compute 4. Creating a branching data base on the computer				
MFL	3.4: Animals New Language Content 1. Saying animal vocabulary 2. Asking about pets 3. Describing animals using adjectives 4. Using prepositions 5. Naming animal homes 6.						3.5: Food New Language Content 1. Naming common foods 2. Expressing likes and dislikes 3. Say what they are eating 4. Naming cutlery 5. Say what you would like to have 6. Understanding cooking instructions					

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British Values:												
Art							Wallpaper Designs Using the artist Kenneth Noland for inspiration <u>Printing</u> <ul style="list-style-type: none">• Use relief and impressed printing processes.• Use sketchbook for recording textures/patterns.• Use language appropriate to skills.• Discuss own work and that of other artists.• Explore colour mixing through overlapping colour prints deliberately. <u>Pattern</u> <ul style="list-style-type: none">• Use the environment and other sources to make own patterns, printing, rubbing.• Use sketchbooks to design own motif to repeat.• Create own patterns using ICT. <u>Media</u> <ul style="list-style-type: none">• Printing, pencil grades, <u>Final piece of art</u> <ul style="list-style-type: none">• Printed wallpaper/wrapping paper design using repeated block printing					
DT							The Pharos Gold (Design, make evaluate activity). Using art straws, newspaper or card to design the frame of a pyramid to support the suspension of a given weight (Pharos Gold) inside the structure. <ul style="list-style-type: none">• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design;• 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;• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.					

	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	Week 7
British Values	Tolerance. Consider all the different types of bread from different cultures highlighting how there is more in common than different.											
Curriculum drivers / enrichment	Cultural Diversity: Visitor from the Islamic Tradition to share stories from the Quran and to explore Islam as meaning peace. Quotes from the Quran relating to this. Aspiration: How did the visitor learn about the tradition?- His or her experience as a child. Baker to discuss role and training undertaken. Cultural Diversity: different breads connected to different cultures/ faiths. Communion wafer, unleavened bread (Judaism), breads associated with Ramadan.					Visit: Matlock – The heights of Abraham Aspiration: Artist to discuss inspiration and how they learned their skills. The importance of looking after tools and caring about what you do. The rewards and challenges of producing a piece of art. Cultural Diversity: John Constable to Hannah Woodman: discuss how in the past it was harder for women to be seen as artists. Remind pupils of the challenges faced by Florence Nightingale. Consider writing to an artist to ask about the challenges she has faced. Consider and examine landscapes from a range of cultural traditions. How do they differ from the work we have studied? How might the impressionists have influenced Hannah's work and where do they sit on the timeline between Constable and Woodman.						
Science	Plants (continued) Learning Journey <ol style="list-style-type: none"> 1. Describe the function of different parts of a plant 2. Understand Pollination 3. Understand seed formation 4. Understand seed dispersal 5. Explore the part that flowers play in the life-cycle of flowering plants 6. Describe how water is transported in plants 7. Plan a fair test to prove that plants need light or water 					Animals including Humans Learning Journey <ol style="list-style-type: none"> 1. Illustrate a simple food plan 2. Know that humans/animals are consumers and need to get all nutrition from the food they eat 3. Label the human skeleton and a Skelton of an animals 4. Describe how muscles work in pairs 						
PE	Cog Focus: Applying Physical <ul style="list-style-type: none"> 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 I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed Learning Journey <ol style="list-style-type: none"> 1. Quick off the Mark, Front Curling. Personal Best Challenge 2. Agility, reaction/response. Cooperative Challenges 3. Agility, reaction/response. Copy Your Partner 4. Agility, reaction/response. Link Skills 5. Agility, reaction/response. 2 Ball Challenge 6. Quick off the Mark, Front Curling. Personal Best Challenge Swimming					Cog Focus: Health and Fitness <ul style="list-style-type: none"> 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 I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely Learning Journey <ol style="list-style-type: none"> 1. Quick off the Mark, Front Curling. Personal Best Challenge 2. Agility, ball chasing. Timing Through Cooperation 3. Agility, ball chasing. Awareness Challenges 4. Agility, ball chasing. Develop Combinations 5. Agility, ball chasing. Grand Prix Qualifying 6. Quick off the Mark, Front Curling. Personal Best Challenge Swimming						

	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	Week 7
British Values:	Tolerance. Consider how Muslims need to pray regularly during the day. How could a school or class show acceptance to a Muslim who wanted to pray at lunchtime?											
History												
Geography	Cont'd - The River Nile		Let's Explore the UK Learning Journey <ol style="list-style-type: none"> 1. Identify and locate the countries of the United Kingdom 2. Investigate the settlement of Matlock Bath over time 3. Describe the topography of Matlock and the surrounding area 4. Investigate land use for the high street and countryside surrounding Matlock (Visit) 5. Investigate the different types of business in the Matlock area 6. Describe how water travels from the hills to the sea 									
RE	What do Christians believe about Jesus? Learning Journey <ol style="list-style-type: none"> 1. To know that Jesus is the son of God and is shown through his baptism. 2. To know that Jesus taught through parables and its impact on Christians today. 3. To know that Jesus performed miracles and the impact it had on people then and now. 					Why do Muslims go to the Mosque? Learning Journey <ol style="list-style-type: none"> 1. To describe the features of a mosque and what they are used for e.g. prayer hall, minaret, Qiblah wall 2. To know that Mosques are used for Muslim children to learn the Qur'an. 3. To understand about the similarities and differences between churches and mosques Assessment piece: Guide book to a Mosque				An enquiry into Christian and Islamic prayer: Learning Journey <ol style="list-style-type: none"> 1. To describe how Christians pray and explain ideas about what the Lord's Prayer means 2. To know how Muslims pray and prepare for prayer 3. To find out about the meanings of symbols, words and actions used in prayer and worship (bowing down, using liturgy, ritual and symbol, praying alone and in group) 		

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Music	Human Body – Musical focus: Structure <u>Learning journey</u> 1. Understanding call and response structure 2. Performing word rhythms 3. Exploring sounds 4. Singing in two parts 5. Performing call and response structure 6. Exploring sounds 7. Understanding and performing binary form 8. Performing call and response			French – Musical focus: Pitch <u>Learning journey</u> 1. Understanding pitch through melody 2. Developing a song 3. Understanding pitch through singing and playing a melody 4. Recognising pitch shapes 5. Reading notations to play a melody		Ancient Worlds – Musical focus: Structure <u>Learning journey</u> 1. Singing a song and accompanying it with tuned percussion ostinato 2. Exploring musical phrases, melodic imitation and rounds 3. Performing a round in three parts 4. Exploring tuned and untuned percussion to create soothing, repetitive music based on ostinato 5. Arranging an accompaniment with attention to balance and musical effect				Food and drink – Musical focus: Performing <u>Learning journey</u> 1. Exploring simple accompaniments using beat and rhythm patterns 2. Using a score and combining sounds to create different musical textures 3. Exploring different types of accompaniment		
Computing	3.7: Simulations <u>Learning Journey</u> 1. What are simulations 2. Exploring a simulation 3. Analysing and evaluating a simulation			3.8: Graphing <u>Learning Journey</u> 1. Introducing 2Graph 2. Using 2Graph to solve an investigation		3.9: Presenting with Microsoft PowerPoint <u>Learning Journey</u> 1. Making a presentation from a blank page 2. Adding media 3. Adding animation 4. Presenting with timings 5. Create a presentation 6. Create a presentation						
MFL	3.6: School <u>New Language Content</u> 1. Saying how they travel to school 2. Naming places at school 3. Listing the contents of their pencil case 4. Telling the time 5. Naming school subjects					3.7: Playtime <u>New Language Content</u> 1. Basic commands (imperatives) 2. Saying what’s in the play ground 3. How to say a variety of playground games 4. Using J’aime with another verb 5. Saying what and where they like to play						

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Art	Inspirations of rivers using George Seurat as inspiration for Pointillism – The River Seine <u>Colour</u> <ul style="list-style-type: none"> Introduce different types of brushes for specific purposes. Begin to apply colour using dotting, scratching, splashing to imitate an artist. Pointillism – control over coloured dots, so tone and shading is evident. <u>Media</u> <ul style="list-style-type: none"> Felt tips, paint <u>Final piece of art</u> <ul style="list-style-type: none"> Recreation of the River Seine by George Seurat - Class Picture with each child having a small square to recreate. This will be put together to recreate the whole picture Individual pointillism paintings in paint or felt tips 											
DT						Create a balanced diet pizza <u>Nutrition</u> <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. <u>Design</u> <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. <u>Make</u> <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. <u>Evaluate</u> <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 						

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 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.*

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.

INTENT = TRUST LEVEL

IMPLEMENTATION = ACADEMY LEVEL

IMPACT = ACADEMY LEVEL AND TRUST LEVEL

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 3 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, RE, History and Geography topics have a concept pyramid containing key vocabulary linked to the topic. These concept pyramids form the basis of assessment criteria, but more importantly guide a meaningful learning journey where lessons are sequenced in a progressive way.

Note: subjects below follow the following schemes:

In RE schools follow the Notts Agreed Syllabus for RE

In Music schools use the Music Express scheme

In PSHE schools use a scheme called 'Jigsaw'. This sits alongside RSE (Relationships and Sex Education) and a Drugs and Alcohol scheme of work.

Process: 1. Teachers plan coverage of a topic listing key vocabulary and concepts in a pyramid. 2. The concept pyramid 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. 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 successful. 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 3

	8.40- 8.50am	8.50- 9.30am Session 1	9.30- 10.30am Session 2	10.30- 10.45 am	10.45- 11.45 Session 3	11.45- 12.30 pm	12.30 - 12.50 Session 4	12.50- 1.15pm Session 5	1.15opm – 3.00pm Session 6/7/8			3-3.20pm
MON	Registration	Reading	Composition	Break Time	Maths + 'Fluent in 5'	Lunch	Spelling	H/writing	History/ Geog 1.15 – 2.00pm	PE 2.00 – 2.45pm	Assembly 2.45 – 3.00pm	Class story
TUE	Registration	Reading	Composition	Break Time	Maths + 'Fluent in 5'	Lunch	Spelling	H/writing	Times tables	Swimming 1.30pm		
WED	Registration	Reading	Composition	Break Time	Maths + 'Fluent in 5'	Lunch	Spelling	H/writing	RE/Computing 1.15-2.45pm		Pic News 2.45 – 3.00 pm	Class story
THUR	Registration	Reading	Composition	Break Time	Maths + 'Fluent in 5'	Lunch	Spelling	PSHE 12.50 – 1.30	Science 1.30 – 2.45		Times tables 2.45 – 3.00pm	Class story
FRI	Registration	Reading	Composition	Break Time	Maths + 'Fluent in 5'	Lunch	Art/DT 12.30 – 1.30pm		Music / French 1.30pm – 2.30pm		Assembly 2.30 – 3.00pm	Class story