

Year 4 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: A local water source or reservoir. Cultural Diversity: Discussion of the needs shared by all people regardless of background, nationality race etc. An examination of community projects aimed at improving water quality where a diverse range of people have shared their skills to make the project a success. Aspiration: Visitor to discuss with pupils the role they carry out and how they got involved with the organisation. Discuss how we can all make a difference in caring for our local environment. Cultural Diversity: Stories from other faiths and religions: The story of Rama and Sita.							Aspiration: Orchestral members to speak to small groups about their instruments and what you have to do to learn to play. Link to values such as positivity and work ethic/ resilience , teamwork etc. Cultural Diversity: Discussions of how an orchestra is made up of many people often from a range of backgrounds and how each roles in an orchestra may be different but each enriches the music produced. (Enrichment Opportunity (Youtube How music saved Venezuela's children-inclusive orchestra from area of high deprivation.) Link to Team work. Consider the achievements of an artist from another culture Fujishima Takeji discuss how he was influenced by the French Impressionists and how cultures benefit from each other.						
Science	States of Matter Learning Journey <ol style="list-style-type: none"> 1. Compare solids, liquids and gases and group materials 2. Observe that some materials change state when they are heated 3. Observe that some materials change state when they are cooled 4. Investigate the temperature at which chocolate melts 5. Investigate dissolving 							Precious Water Learning Journey <ol style="list-style-type: none"> 1. Understand the process of evaporation and condensation (model with a practical demonstration) 2. Illustrate (draw and label) the water cycle including precipitation 3. Investigate evaporation rates related to temperature 						
PE	REAL GYM - 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"> 1. Develop Combinations, Exchange Objects. Personal Best Challenge 2. Dynamic balance and agility, jumping and landing. Stepping Stones Relay 3. Dynamic balance and agility, jumping and landing. Perform Sequences 4. Dynamic balance and agility, jumping and landing. Combinations for Distance 5. Dynamic balance and agility, jumping and landing. 5 Jump Combinations 6. Dynamic balance and agility, jumping and landing. 5 Jump Combinations 7. Develop Combinations, 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 and I can explain why someone is working or performing well Learning Journey <ol style="list-style-type: none"> 1. 3 Limb Race, Getting Around Us. Personal Best Challenge 2. Dynamic balance, on a line. Go Backwards 3. Dynamic balance, on a line. Mirror, Match, Contrast 4. Dynamic balance, on a line. Original Sequence 5. Dynamic balance, on a line. Training Circuit 6. 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. The Olympic Games brings people of different cultures together. What are the Olympic Values Britain is a democracy. Explore how is British Democracy is different to the system in Athens														
History	Ancient Greece <u>Learning Journey</u> <ol style="list-style-type: none">1. Sequence the Ancient Greek civilisations relating these to Ancient Egypt and the Stone Age2. Evaluate the roles of different family members in Ancient Greece3. Using primary and secondary sources to find out what was daily life like in Ancient Greece4. Make a Greek vase5. Compare and contrast the two city states of Athens and Sparta6. Find out about Gods, Goddesses and religious beliefs in Ancient Greece7. Recall ways in which Ancient Greek civilisations influence life today														
Geography										Rivers <u>Learning Journey</u> <ol style="list-style-type: none">1. Locate major Rivers of the world2. Understand the parts of a river3. Find out about rivers and how they erode, transport and deposit materials4. Find out why rivers are important5. Find out about the causes of river pollution and its effect on the environment					
RE	How do Muslims show their faith through actions? <u>Learning Journey</u> <ol style="list-style-type: none">1. To name the five pillars of Islam.2. To know that the 5 pillars of Islam effect the way a Muslim lives their life.3. To explain similarities and differences between the actions of Muslims and Christians.				What are Hindu religious symbols? <u>Learning Journey</u> <ol style="list-style-type: none">1. Understand the symbolism of the Aum2. To understand what a shrine is in a Hindu's home			What can we learn about Christian music? <u>Learning Journey</u> <ol style="list-style-type: none">1. To understand the impact and effect of music in a Christian place of worship2. To discuss the meanings and impact of spiritual music in the Christian church3. To Explore a variety of Christian music (Psalms, Christmas carols and songs, famous hymns)				How and why is advent important to Christmas? <u>Learning Journey</u> <ol style="list-style-type: none">1. To know that Advent is a time of preparation for Christmas2. To know the importance of the Advent Ring and candle3. To know how the Christingle symbolises a celebration of the life of Jesus			

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British Values:														
Music	Poetry- Musical focus: Performing <u>Learning Journey</u> 1. Exploring Looking at music notation with reference to metre and accent 2. Building an extended performance piece from a poem 3. Using canon and ostinati as accompaniments 4. Paying attention to notation, accent, diminuendo and balance 5. Performing a rap with a vocal beatbox accompaniment 6. Performing a poem with rhythmic accuracy (choral speaking) • Devising a rhythmic accompaniment based on repeated text fragments				Environment - Musical focus: Composition <u>Learning Journey</u> 1. Exploring how different timbres can be descriptive 2. Exploring combinations of different timbres to accompany a song • Learning how to accompany a song with drone and ostinato on tuned percussion 3. Exploring the descriptive music of two major composers 4. Composing an introduction for a song			Sounds- Musical focus: Exploring sounds <u>Learning Journey</u> 1. Learning some simple beatboxing sounds 2. Singing a song and adding beatboxing sounds 3. Learning to sing partner songs 4. Learning about classifying instruments by the way sounds are produced 5. Exploring the combined expressive effects of different instrument groups			Recycling - Musical focus: Structure <u>Learning Journey</u> 1. Making instruments 2. Performing verse and chorus structure 3. Interpreting notation 4. Improvising 5. Making instruments 6. Performing verse and chorus structure 7. Interpreting notation and improvising 8. Understanding ABA structure 9. Performing repeating rhythms 10. chanting in three parts 11. Exploring sounds 12. Performing rondo form			
Computing	4.2: Online Safety <u>Learning Journey</u> 1. Going phishing 2. Beware malware 3. Plagiarism 4. Healthy screen time 1.					4.1: Coding <u>Learning Journey</u> 1. Design, code, test and debug 2. If statements 3. Coordinates 4. Repeat until and If/Else statements 5. Number variables 6. Making a playable game					4.3: Spreadsheets <u>Learning Journey</u> 1. Formula wizard and formatting cells 2. Using the timer and spin buttons 3. Line graphs 4. Using a spreadsheet for budgeting 5. Exploring place value with a spreadsheet			
MFL	4.1: Home <u>New Language Content</u> 1. Saying where they live 2. Identifying a variety of rooms and types of furniture 3. Saying what there is in the kitchen 4. Describing their daily routine				4.2: My Town <u>New Language Content</u> 1. Asking how much something costs and saying prices 2. Talking about what is in their town 3. Giving directions 4. Saying names of shops 5. Saying the names of items you might buy				4.3: Describing People <u>New Language Content</u> 1. Saying colours that are useful for describing hair and eyes 2. Describing physical features 3. Describing personality 4. Saying what they are wearing 5. Using “il” and “elle” with “etre” and “avoir”					

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British Values:	Democracy. Develop understanding of shared and absolute power													
Art								People - painting and sculpture inspired by Alberto Giacometti <u>Drawing</u> <ul style="list-style-type: none"> Make informed choices in drawing including paper and media. Use research to inspire drawings from memory and imagination. Explore relationships between line and tone, and shape Alter and refine drawings and describe changes using art vocabulary <u>Colour and painting</u> <ul style="list-style-type: none"> Mix and match colours to those in a work of art. Observe colours on hands and faces - mix flesh colours. Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed. <u>Sculpture</u> <ul style="list-style-type: none"> Make informed choices about the technique chosen. Show an understanding of shape, space and form. Plan, design, make and adapt models. Use a variety of materials <u>Media</u> <ul style="list-style-type: none"> Pencil grades, paint, materials for sculpture <u>Final piece of art</u> <ul style="list-style-type: none"> Facial portrait in pencil and colour 3D Sculpture 						
DT								Moving Monsters <ul style="list-style-type: none"> Investigate a variety of familiar objects that use air to make them work Investigate techniques for making simple pneumatic systems. Gather ideas for creating moving monsters. Design a monster including a moving pneumatic system. Make a monster with a moving pneumatic part. Evaluate a finished product. 						

	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:	Consider the importance of Lent and Ramadan to Christians and Muslims											
Curriculum drivers / enrichment	<p>Cultural Diversity: Develop knowledge of the practices of different faiths and explore similarities between faiths when studying pilgrimages (e.g. Hindu Pilgrimage, The Haj as well as Christian Pilgrimage (Iona or The Lady of Walsingham. Explore how shared experiences create belonging and how this is vital for well-being regardless of faith and beliefs. In DT consider how ingredients and cooking traditions from different cultures have enriched the food we eat and have available. Consider how we depend on a range of countries for the food we eat.</p> <p>Aspiration: Visitor into School. Arrange for the School Chef or other suitable Chef to talk to the children about making soup. Involve the children in discussions about catering as a career. What does the chef do in their role? What qualifications/ certificates do they have? What do they enjoy about cooking/ creating food?</p>						<p>Visit: Rainforest experience day in school, Local visit relating to environmental change</p> <p>Aspiration: Member of staff from the zoo/ park working in conservation to discuss their route into the role. The challenges and rewards of working in this sector.</p> <p>Cultural Diversity: Explore with the children the ecological importance of Rainforests and how we all have an interest in conservation. Discuss themes of "one world" and how we all need to care for it regardless of nationality. Consider the skills of indigenous people who survive and thrive in the rainforest and the threats they face from deforestation etc. Explore the creative work produced by indigenous Australians and the importance of creativity and art to all people. Consider how we value the differences and similarities in art work.</p>					
Science	<p>Why we eat? (and what happens to our food?)</p> <p><u>Learning Journey</u></p> <ol style="list-style-type: none"> 1. Identify the different types of teeth (first part of the digestive system) 2. Carry out an investigation into the effects of different drinks on teeth (eggshell to be used to demonstrate) 3. Describe the simple functions of the digestive (children to practically investigate) 4. Explain how different parts of the food chain relate to each other (identifying producers, predator, prey) 						<p>The Rainforest (Living things and their habitats)</p> <p><u>Learning Journey</u></p> <ol style="list-style-type: none"> 1. Recognise that living things can be grouped in a variety of ways 2. Investigate and classify vertebrates 3. Investigate and classify invertebrates of the rainforest (binary tree) 4. Understand a rainforest food chain 5. Recognise the effect of environmental change on wildlife 					
PE	<p>Cog Focus: Creative</p> <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 respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme <p><u>Learning Journey</u></p> <ol style="list-style-type: none"> 1. Juggle Challenge, Roller Ball. Personal Best Challenge 2. Coordination, sending and receiving. 2 v 2 Throw Squash 3. Coordination, sending and receiving. Send and Receive Circuits 4. Coordination, sending and receiving. Beat the Buzzer 5. Coordination, sending and receiving. Creative Squash 6. Juggle Challenge, Roller Ball. Personal Best Challenge 						<p>Cog Focus: Applying Physical</p> <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 <p><u>Learning Journey</u></p> <ol style="list-style-type: none"> 1. Quick off the Mark, Front Curling. Personal Best Challenge 2. Agility, reaction/response. Competitive Challenge 3. Agility, reaction/response. Adapt and Respond 4. Agility, reaction/response. Keep Possession 5. Agility, reaction/response. Competitive Challenge 2 6. Quick off the Mark, Front Curling. Personal Best Challenge 					

	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:	Tolerance. Develop ideas of pilgrimage. Tolerance. Consider what celebrations are important to people in modern Britain. Anti-discrimination. Consider how anyone could be a citizen but conquered people were often slaves.											
History									The Roman Empire and its impact on Britain <u>For Learning Journey see summer</u>			
Geography	The Rainforest Learning Journey <ol style="list-style-type: none"> 1. Locate Biomes around the world 2. Locate the rainforests around the world 3. Describe the extent of the Amazon Rainforest and the route of the Amazon 4. Name the structure of a rainforest (forest floor, understory, canopy and emergent layer) 5. Identify similarities and differences between a rainforest biome and a temperate deciduous biome 6. Investigate deforestation in the Amazon Rainforest 											
RE	How do Hindus show their faith? Learning Journey <ol style="list-style-type: none"> 1. To know what Hindus believe about God 2. To know the Hindu holy books? 3. To know the story of the birth of Krishna 4. To know who Vishu is and why he is important to the Hindi religion 5. To understand who Lakshmi is and why she is important to the Hindu religion 6. To Understand the Holi Festival 7. To understand why Hindus celebrate Diwali Assessment piece: Information leaflet on living life as a Hindu								What do Christians remember on Palm Sunday? Learning Journey <ol style="list-style-type: none"> 1. To order the events in death and resurrection of Jesus 2. To know why Palm Sunday important to the Easter story 3. To understand how different parts of the Easter story are celebrated by Christians at different points in the week. 			

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British Values:																
Music	Buildings - Musical Focus: Beat Learning Journey 1. Learning about verse and chorus song structure 2. Combining four body percussion ostinati as a song accompaniment 3. Understanding texture 4. Learning about layered structure in a rhythmic ostinato piece 5. Accompanying a melody with a drone 6. Describing the structure of a piece of orchestral music 7. Reading a clock score to play a piece combining drone and melodic ostinati 8. Using rondo structure to build a performance				Around the world - Musical Focus: Pitch Learning Journey 1. Exploring the pentatonic scale 2. Playing leaps 3. Reading graphic notation 4. Developing listening skills 5. Describing music using musical and non-musical terms 6. Composing and notating pentatonic melodies 7. Playing a pentatonic song with leaps 8. Combining tuned, untuned percussion and singing				Ancient Worlds - Musical Focus: Structure Learning Journey 1. Learning a verse and chorus song 2. Understanding that melodies have phrases 3. Exploring layers and layering 4. Comparing and contrasting structure 5. Understanding layers in musical structure 6. Identifying key features of minimalist structure 7. Playing in groups 8. Combining sections of music in a layered structure 9. Rehearsing and preparing for a performance				Singing Spanish - Musical Focus: Pitch Learning Journey 1. Singing in groups 2. Creating descriptive music 3. Singing in a minor key in groups 4. Developing descriptive song accompaniments 5. Singing in two parts with accompaniment 6. Performing repeating rhythms 7. Combining tuned percussion, untuned percussion and singing			
Computing	4.4: Writing for difference audiences Learning Journey 1. Font styles 2. Using a simulated scenario to produce a news report 3. Using a simulated scenario to produce a news report 4. Writing for a campaign 5. Writing for a campaign					4.5: Logo Learning Journey 1. Introduction to 2Logo 2. Creating letters using 2Logo 3. Using the repeat command in 2Logo 4. Using procedure					4.6: Animation Learning Journey 1. Animating an object 2. 2Animate tools 3. Stop motion animation					
MFL	4.4: The Body New Language Content 1. Naming parts of the face 2. Saying basic verbs in the first person 3. Saying that something hurts 4. Naming fairy tale characters 5. Saying traditional fairy tale locations					4.5: Sport New Language Content 1. Talking about the sports they play 2. Expressing likes 3. Detailed vocabulary for football and tennis matches 4. The use of the verb savoir					4.6: On Holiday New Language Content 1. More countries 2. Holiday accommodation 3. Vocabulary associated with the zoo, beach and theme park 4. Using the perfect past tense					

	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:	Tolerance. Consider what celebrations are important to people in modern Britain.											
Art							<p>How has the rainforest been represented in Art (contrast the work of Rousseau: Tiger in a Tropical Storm with aboriginal representations of rainforest animals and explore techniques.</p> <p><u>Colour and painting</u></p> <ul style="list-style-type: none">Mix and match colours to those in a work of art.Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed.Use colour to reflect moodWork with one colour against a variety of backgrounds <p><u>Pattern</u></p> <ul style="list-style-type: none">Consider different types of mark making to make patterns.Look at various artists creation of pattern and discuss effect, ie. Gaudi, Matisse, Escher, aboriginal art) <p><u>Media</u></p> <ul style="list-style-type: none">Paint, pastel <p><u>Final piece of art</u></p> <ul style="list-style-type: none">Rainforest painting with layers					
DT							<p>Plan and make a nutritious soup for a pilgrim arriving on Iona (link to discussion of the harshness of conditions for early Christians making the journey to Iona)</p> <p><u>Nutrition</u></p> <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						
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British Values												
Curriculum drivers / enrichment	Visit the Jewry Wall (Roman Museum/ former Roman Bathhouse) Cultural Diversity: The Roman Empire: consider the countries that made up the Roman Empire and the range of nationalities of the Roman Soliders in the British Isles e.g. Syrian, North African, European. Consider how all were part of the Roman Empire. Explore issues of inclusivity and contrast this with the Roman use of slavery. Discuss fairness and what it would like to be a slave and why this is unacceptable in Modern Britain. Aspiration: Archaeologist to speak to the children about the finds they have made in their career. What fascinates them the most? What do they do as part of their role, explore the importance of computing in logging and recording sites and finds. How did they become an archaeologist?					Visit to a place of worship to explore rituals/ celebrations associated with a new baby's birth. Cultural Diversity: Explore the importance of this key milestone in all cultures and some of the similarities between different cultural traditions in celebrating this. Discuss how shared celebrations promote inclusion and belonging. Learn about different cultures' approaches to the journey of life e.g. the Hindu circle of life. Begin the understand the importance of sense of meaning and purpose to the human experience. Aspiration: Enrichment Link to Electricity. Consider the work of Thomas Edison in inventing the lightbulb. Consider the values that enabled him to succeed against the backdrop on numerous failures e.g work-ethic. Consider the importance to success of learning from failure.						
Science	<u>Sound Learning Journey</u> 1. Describe how sound is caused by vibrations 2. Investigate how sound travels 3. Find patterns between the volume of a sounds and the strength of the vibration 4. Explore pitch and the object that produced it 5. Carry out an investigation into the volume of sounds					<u>Electricity Learning Journey</u> 1. Identify common appliances that run on electricity and explain the dangers of electricity 2. Construct simple circuits making a lamp light up 3. Construct a circuit with a switch, light and a buzzer 4. Recognise some common conductors and insulators						
PE	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 <u>Learning Journey</u> <ol style="list-style-type: none"> Tunnels, Balance Transfer. Personal Best Challenge Agility, ball chasing. Timing Through Collaboration Agility, ball chasing. Team Strategy Challenges Agility, ball chasing. Develop Sequences Agility, ball chasing. Oversee Competition Tunnels, Balance Transfer. Personal Best Challenge 					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 <u>Learning Journey</u> <ol style="list-style-type: none"> Matching Pairs, Balloon Balance. Personal Best Challenge Coordination, footwork. Select Footwork Patterns Coordination, footwork. Task Cards Coordination, footwork. Through the Gates Coordination, footwork. Footwork Assault Course Coordination, footwork. Footwork Assault Course Matching Pairs, Balloon Balance, Personal Best Challenge 						

	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:	Democracy. Discuss ideas of fairness and what being a slave in the Roman Empire meant. Tolerance Explore different ideas of belonging to a faith community. Democracy. Consider Boudicca's war against the Romans. Why did the Iceni rebel? Tolerance. Discuss how different faiths and people of no faith experience key moments in life such as birth and marriage.											
History	The Roman Empire and its impact on Britain <u>Learning Journey</u> <ol style="list-style-type: none"> 1. Explore how the story of Romulus and Remus and how the city expanded into an empire? 2. Understand why the romans wanted to invade Britain 3. Understand about Julius Caesars and Claudius's invasion of Britain 4. Understand about a Roman soldier 5. Understand the story of Boudicca and why she led a rebellion 6. Describe what Roman houses were like in Roman Britain 7. What was leisure and entertainment like for Romans in Roman Britain? 8. Know about Roman roads and place names 9. What lasting impact did the Romans leave in Britain 											
Geography						Investigate the Local Area <u>Learning Journey</u> <ol style="list-style-type: none"> 1. Locate the local area on a map and give directions 2. Lean the physical and human features of the local area 3. Investigate where food you can buy in the locality comes from 4. Produce a map of the school with a key and labelled grid squares 						
RE	What is a religious pilgrimage? <u>Learning Journey</u> <ol style="list-style-type: none"> 1. To understand what is meant by a pilgrimage. 2. To understand the reasons people have for making spiritual journeys. 3. To understand that non-religious people make a journey to a spiritual place 4. To know the pilgrimages that Hindu's may take Assessment piece: Guidebook to a pilgrimage					Hoe do different religions celebrate the Journey of Life and Death? <u>Learning Journey</u> <ol style="list-style-type: none"> 1. To understand what a life journey is 2. To understand the religious journey of Muslims 3. To understand the religious journey of Hindus 4. To describe how a child is welcomed and supported into being a member of the Christian Church 5. To know what Christians and Hindus believe happens after death and express own ideas 						

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British Values:													
Music	Communications - Musical Focus: Composing Learning Journey <ol style="list-style-type: none">Copying rhythms and a short melodyPlaying ostinati and layering them in a performanceUsing music to communicate a meaningComposing a rapPlaying ostinati and layering them in a performance			Time - Musical Focus: Beat Learning Journey <ol style="list-style-type: none">Identifying the metre of a new songSinging in three independent partsPlaying and singing repeated patterns (ostinati) from notationIdentifying metre in a piece of musicUnderstanding syncopation and using off-beat rhythms in improvisationCombining independent parts in more than one metre			In the past - Musical Focus: Notation Learning Journey <ol style="list-style-type: none">Learning to play a Renaissance dance from notationsComposing a fanfareUnderstanding simple musical structuresLearning a dance and playing music used for celebrationsLearning a 1960s pop songCreating a performance			Food and Drink - Musical Focus: Performance Learning Journey <ol style="list-style-type: none">Combining expressive use of the voice with physical movementResponding to sound with visual signalsPerforming sequences of sounds matched to visual sequencesSinging a call and response chantComposing and playing sequences of word rhythmsUnderstanding and performing rondo structureLearning a traditional West African call and response songLearning to sing a verse and chorus songLearning rhythmic and melodic accompaniments for a song and combining them in a performanc			
Computing	4.7: Effective searching Learning Journey <ol style="list-style-type: none">Using a search engineUse search effectively to answer questionsReliable information sources			4.8: Hardware Learning Journey <ol style="list-style-type: none">HardwareParts of a computer			4.9: Making music Learning Journey <ol style="list-style-type: none">Understanding musicRhythm and tempoMelody and pitchCreating music						
MFL	4.7: Eating Out New Language Content <ol style="list-style-type: none">Asking for items in a shop or restaurantAsking how much things costSome basic weightsHow to order for others in a restaurant					4.8: Hobbies New Language Content <ol style="list-style-type: none">Naming hobbiesTalking about types of music and giving a variety of opinionsSaying what musical instruments they playTalking about different types of film							

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Art						Mosaics <u>Textiles and collage</u> <ul style="list-style-type: none">Start to place more emphasis on observation and design of textural art.Use initial sketches to aid work.Continue experimenting with creating mood, feeling, movement and areas of interest.Discuss different types of fabric. <u>Media</u> <ul style="list-style-type: none">Materials <u>Final piece of art</u> <ul style="list-style-type: none">A mosaic patterned tile						
DT	Design Make and Evaluate a Roman Onager (catapult) <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. <u>Technical knowledge</u> <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]											

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
 For Standards, See Long-Term Planner.

Aspiration and Cultural Diversity threads.

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 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	1.15-3.00pm Session 4/5			3-3.20pm	
MON	Registration	Reading	Maths + 'Fluent in 5'	Break Time	Composition 11.00 – 12.00pm	Spelling 12.00 – 12.30	Lunch	History / Geography 1.15 – 2.15pm		PSHE 2.15 – 2.45	Assembly 2.45 – 3.00	Class story
TUE	Registration	Reading	Maths + 'Fluent in 5'	Break Time	Composition 11.00 – 12.00pm	Spelling 12.00 – 12.30	Lunch	Times Tables 1.15-1.30	PE 1.30 – 2.15pm	RE/Computing 2.15 – 3.00pm		Pic news
WED	Registration	Reading	Maths + 'Fluent in 5'	Break Time	Composition 11.00 – 12.00pm	Spelling 12.00 – 12.30	Lunch	Art/DT 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		2.15pm – 3.00pm PE		Class story
FRI	Registration	Reading	Maths + 'Fluent in 5'	Break Time	Composition 11.00 – 12.00pm	Pic News 12.00 – 12.30	Lunch	Times Tables 1.15-1.30	French/Music 1.30pm – 2.30pm		Assembly 2.30 – 3.00pm	Class story