

Year 5: The Forge Curriculum Topic Map

Academic Year 2023-24



THE FOREST VIEW 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 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

British Values: democracy. Elect school councillors. Invite a local councillor into school to explain their role.	<u>Autumn 1</u>							<u>Autumn 2</u>						
	Week 1 4.9.23	Week 2 11.9.23	Week 3 18.9.23	Week 4 25.9.23	Week 5 2.10.23	Week 6 9.10.23	Week 7 16.10.23	Week 1 6.11.23	Week 2 13.11.23	Week 3 20.11.23	Week 4 27.11.23	Week 5 4.12.23	Week 6 11.12.23	Week 7 18.12.23
Curriculum Drivers/ Enrichment	Cultural Diversity: consider the variety of human geography associated with communities living in the shadow of a volcanos today. Consider how incidents such as “Pompei” and modern day disasters lead people from diverse backgrounds to work together to rescue individuals and rebuild communities. Look at the work of the Hawaii Island Volcano Recovery Fund and how donations from around the world support recovery efforts. Aspiration: visiting speaker associated with the emergency rescue services (e.g. The Nottingham Mines Rescue Serice or other suitable local link). Explore the nature of the role, the rewards and challenges and career route.							Visit to the National Space Centre Cultural Diversity: Consider the impact of the “Earth Rise” photo and how it reminded people of the fragility of the earth and how we all share one planet regardless of nationality and all depend on each other. Explore the lives of significant leaders associated with religions e.g. Martin Luther King or Gandi. Consider how different cultural traditions have contributed to our understanding of the world and how we should treat each other. Aspiration: Enrichment Opportunity Earth and Space. Investigate the “Hidden Histories” associated with Nasa e.g. the contribution of Katherine Johnson to the Nasa project as an African American woman.						

PE	<p><u>Personal coq (REAL PE)</u></p> <p>Fundamental movement skills- Co-ordination- Sending and receiving Agility- Ball chasing</p> <p>Learning focus- Exceeding I recognise my strengths and weaknesses and can set myself appropriate targets. I see all new challenges as opportunities to learn and develop. Expected I can persevere with a task and improve my performance through regular practice. I cope well and react positively when things become difficult. Emerging I know where I am with my learning and I have begun to challenge myself.</p> <p>Learning nutrition- (4 star) Control Success and failure</p>	<p><u>Social coq (REAL PE and REAL Gymnastics)</u></p> <p>Fundamental movement skills- Dynamic balances- On a line Counter balance- With a partner</p> <p>Gym skills- Hand apparatus- Rhythmic sequences Low apparatus- Bench sequences</p> <p>Learning focus- Exceeding I can negotiate and collaborate appropriately. I can give and receive sensitive feedback to improve myself and others. Expected I help organise roles and responsibilities and can guide a small group through a task. I cooperate well with others and give helpful feedback. Emerging I am happy to show and tell others about my ideas. I show patience and support others.</p> <p>Learning nutrition- (4 star) Control Clear personalised outcomes</p>

British Values: Democracy. Leadership focus. What qualities should we look for in a leader?	<u>Autumn 1</u>							<u>Autumn 2</u>						
	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
Science	<u>Rocks Learning Journey</u> <ol style="list-style-type: none"> To classify rocks according to physical properties To investigate the types of rock found locally and how they vary in different areas To explain why certain types of rocks contain fossils To explain why rocks and minerals found in different areas can vary To set up a fair test to investigate the durability of rocks To make observations and draw conclusions 							<u>Earth and Space Learning Journey</u> <ol style="list-style-type: none"> Name the planets and recall features Describe the movement of the Earth relative to the sun and other planets Demonstrate why we have day and night Describe the movement of the Earth in relation to the sun and the impact this has on the seasons Describe the phases of the moon Understand what space is and illustrate the distance between the planets and the sun to scale 						
Art & Design	Roman Pottery (using the clay artefacts from Pompei as a stimulus for clay work. What did the pots and jugs look like? How would they have been decorated?) <ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences; Become proficient in drawing, painting, sculpture and other art, craft and design techniques; Evaluate and analyse creative works using the language of art, craft and design. <u>Subject content:</u> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. 							<u>Portraits in the 20th Century (explore a range of portraits from the 20th century: Nelson Mandela portraits and the work of Matisse e.g. Woman in Hat, Andy Warhol Marylyn and representations of Martin Luther King.</u> <ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <u>Subject content:</u> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history. 						

British Values: Democracy. What values did MLK express? Why did people follow Dr King?	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	
DT						<u>Design a Rocket</u> <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], accuratelySelect 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 productsEvaluate their ideas and products against their own design criteria and consider the views of others to improve their workUnderstand 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. <u>Learning Journey</u> To understand what features space rockets need to make them work, and to make them a safe, comfortable place to stay. To be able to design a rocket that appeals to Yr2 / Yr3 children. To be able to create a rocket. To be able to evaluate my rocket.									

British Values: Anti-discrimination. Are their occasions when people of faith or none might feel that they do not belong?	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
History	Escape from Pompeii Learning Journey <ol style="list-style-type: none"> Recount the events that took place in Pompeii and Herculaneum Interpret a written source to build a picture of the eruption of Mount Vesuvius in AD 79 Describe an everyday Roman scene in Pompeii 													

Geography		<u>Volcanos</u> <u>Learning Journey</u> <ol style="list-style-type: none">1. To describe the location of famous volcanoes2. To describe how volcanic islands form and the physical process that affect them3. To use location to make predictions about climate.4. To explain why people might choose to live in Catania so close to Mount Etna	
RE	HINDUISM Beliefs & Questions How do people’s beliefs about God, the world and others have impact on their lives? (5.3) What can we learn from the great leaders and inspiring examples in today’s world? (5.1) Stage 1- To understand the concepts of Dharma and Karma. Stage 2- To understand how sacred texts express some Hindu beliefs and values. Stage 3- To investigate what Ahimsa means for life as a Hindu. Stage 4 – To describe how Gandhi demonstrated his faith through his actions.	CHRISTIANITY Religion and the individual (5.2) What matters to Christians? What is expected of a person following religious belief? Stage 1-To know the main events of the Nativity story. Stage 2-To explain the importance of Christmas for Christians. Stage 3-To understand the importance of the idea of peace within Christianity. Stage 4-To describe the impact of the importance of the message of peace on Christian practice.	
PSHCE			

British Values: Anti-discrimination/ rule of law: Discuss Rosa Parkes and why she felt the need to break the law.	<u>Autumn 1</u>							<u>Autumn 2</u>						
	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
MFL	<u>Classroom Commands - 1 lesson</u> To recognise, understand and recall common classroom commands in Spanish. <u>Sé (I know how..) – 6 lessons</u> <ul style="list-style-type: none"> Recognise, recall and spell 10 action verbs in Spanish. Use these verbs in the infinitive to form positive and negative sentence structures with 'sé' (I know how to...) / 'no sé' (I do not know how to ..) Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'y' (and) & 'pero' (but). 													
Computing	Coding 5.1 To review existing coding knowledge. To begin to be able to simplify code. To create a playable game. To understand what a simulation is. To program a simulation using 2Code. To know what decomposition and abstraction are in Computer Science. To take a real-life situation, decompose it and think about the level of abstraction. To use decomposition to make a plan of a real-life situation. To understand how to use friction in code. To begin to understand what a function is and how functions work in code. To understand what the different variable types are and how they are used differently. To understand how to create a string. To begin to explore text variables when coding. To understand what concatenation is and how it works.					Online Safety 5.2 To gain a greater understanding of the impact that sharing digital content can have. To review sources of support when using technology. To review children's responsibility to one another in their online behaviour. To know how to maintain secure passwords. To understand the advantages, disadvantages, permissions, and purposes of altering an image digitally and the reasons for this. To be aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. To learn about how to reference sources in their work. To search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect. Ensuring reliability through using different methods of communication.			Spreadsheets 6.3 (Split Y6 Unit) To use a spreadsheet to investigate the probability of the results of throwing many dice. To use a spreadsheet to calculate the discount and final prices in a sale. Create a formula to help work out the prices of items in the sale.					

British Values: Rule of law. Explore	<u>Autumn 1</u>	<u>Autumn 2</u>
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laws that help protect people's rights and help us live together.	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
Music	Inspire Nottinghamshire Music Service Musical Instrument Tuition <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; Improvise and compose music for a range of purposes using the inter-related dimensions of music; Listen with attention to detail and recall sounds with increasing aural memory; Use and understand staff and other musical notations; Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; Develop an understanding of the history of music. 							Singing with Miss Lindley Performance NC: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression						

British Values: Tolerance. Consider all the different peoples and cultures that have come together to make modern Britain.	<u>Spring 1</u>					<u>Spring 2</u>					
	Week 1 8.1.24	Week 2 15.1.24	Week 3 22.1.24	Week 4 29.1.24	Week 5 5.2.24	Week 1 19.2.24	Week 2 26.2.24	Week 3 4.3.24	Week 4 11.3.24	Week 5 18.3.24	Week 6 25.3.24
Curriculum Drivers/ Enrichment	Residential to Willersley Castle Cultural Diversity: discuss the diversity of Britain’s past. Consider the heritage of Celtic, Saxon and Danish placenames and surnames and consider investigating the surnames in the class. Investigate words that we use today that originated in Scandinavia. Discuss how Danish and English people learned to live side by side and get along in Jorvic. Aspiration: Consider the work of the long ship craftsmen designing and building boats to withstand storms in the Northsea. Share the process of apprenticeship and becoming a skilled craftsmen. Link this to their own projects in DT and the dispositions needed to succeed e.g. work ethic and positivity, and the ability to learn from failure.					Visitor from the Hindu or Islamic tradition: Cultural Diversity: Discuss key questions about belief and explore the children’s own responses to these questions. Explore similarities and differences with time to reflect are key to the human experience. Aspiration: Enrichment Opportunity: link to Music. Explore the life of Brahms. What did it take for him to succeed as a composer from young musician at the age of 7?					
PE	<u>Cognitive cog (REAL PE and REAL Gymnastics)</u> Fundamental movement skills- Co-ordination- Ball skills Agility- Reaction/ Response Gym skills- Partner work- Acrobatic sequences Large apparatus- Climbing sequences Learning focus- Exceeding I can develop methods to outwit opponents. I can recognise and suggest patterns of play which will increase chances of success. Expected I can use my awareness of space and others to make good decisions. I can understand ways (criteria) to judge performance. Emerging I have begun to identify areas for improvement. I can understand the simple tactics of attacking and defending. Learning nutrition- (4 star) Control Coach and support others					<u>Creative cog (REAL PE and REAL Dance)</u> Fundamental movement skills- Static balance- Seated Static balance- Floor work Dance skills- Solo- Shapes and circles Artistry- Abstraction and Musicality Partner- Lifts and making Learning focus- Exceeding I can adapt and adjust my skills, movements or tactics so they are different to others. I can respond imaginatively to different situations. Expected I can change tactics, rules or tasks to make activities more fun or more challenging. I can develop sequences that express my own ideas. Emerging I can recognise similarities and differences in movement and expression. I can make up my own rules and versions of activities. Learning nutrition- (4 star) Control Praise for positive behaviour					

British Values: Rule of Law. Discuss trial by ordeal in AS England. How do we find out if people are innocent or guilty today.	Spring 1					Spring 2					
	Week 1 8.1.24	Week 2 15.1.24	Week 3 22.1.24	Week 4 29.1.24	Week 5 5.2.24	Week 1 19.2.24	Week 2 26.2.24	Week 3 4.3.24	Week 4 11.3.24	Week 5 18.3.24	Week 6 25.3.24
Science	<p><u>Properties and changes of materials</u></p> <p><u>Learning Journey</u></p> <ol style="list-style-type: none"> Sort materials according to whether they are magnetic and/or conduct electricity Plan an investigation into the absorbency of different materials (Viking clothing) Present findings from our investigation and demonstrate which material would be best suited for Viking clothing Separate materials through evaporation Extract clean salt from dirty sea water Recognise reversible and irreversible changes Design an investigation into the effects of sugar on fermentation rates Draw conclusions about the relationship between the amount of sugar and fermentation rates 										
Art & Design						<p>The Northern Lights (consider how artists have represented the night sky (Van Gogh, Starry Night, and look at representations of the Northern Lights. Progress to using stencils to provide silhouettes of landscapes to be offset by the Northern Lights</p> <p>http://www.thatartistwoman.org/2015/01/northern-lights.html . Link to work on Scandinavia.</p> <p><u>Aims:</u></p> <ul style="list-style-type: none"> produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques evaluate and analyse creative works using the language of art, craft and design know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p><u>Subject content:</u></p> <ul style="list-style-type: none"> to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. 					

British Values: Rule of Law. Introduce the idea of Juries and Jury service. With ordinary people deciding what happens	Spring 1					Spring 2					
	Week 1 8.1.24	Week 2 15.1.24	Week 3 22.1.24	Week 4 29.1.24	Week 5 5.2.24	Week 1 19.2.24	Week 2 26.2.24	Week 3 4.3.24	Week 4 11.3.24	Week 5 18.3.24	Week 6 25.3.24
DT	<p>Design a Viking Long-ship using resistant materials (design constrains: Longship must be capable of being propelled by sail and float with stability on a safe water course in the locality)</p> <p><u>Design</u></p> <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 <p><u>Make</u></p> <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 <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 										

	<ul style="list-style-type: none"> 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 										
British Values: Rule of Law. Discuss why people may have been afraid to see the Romans leave Britain.	Spring 1					Spring 2					
	Week 1 8.1.24	Week 2 15.1.24	Week 3 22.1.24	Week 4 29.1.24	Week 5 5.2.24	Week 1 19.2.24	Week 2 26.2.24	Week 3 4.3.24	Week 4 11.3.24	Week 5 18.3.24	Week 6 25.3.24
History	Anglo-Saxons and Vikings Learning Journey <ol style="list-style-type: none"> To explore what Britain was like before the first Viking invasions To find out about the Viking invasions of Britain. To find out about the Viking settlement of Britain and how this affected the Anglo-Saxons. To find out why King Alfred was dubbed 'Alfred the Great'. To explore what life was like for Vikings living in Britain. To find out how and when England became a unified country. To find out about the end of the Anglo-Saxon and Viking era in Britain. 										
Geography				Scandinavia (a contrasting European locality) Learning Journey <ol style="list-style-type: none"> To know how to locate European countries and major capitals (including Scandinavia) on a map To understand the climate and biomes of Scandinavia. To understand the physical features of Scandinavia. To understand aspects of the human geography of Scandinavia. To compare and contrast an area of the UK with an area in Scandinavia. 							

British Values: Tolerance. Discuss how ideas of Ahimsa could help different cultures to live together.	Spring 1					Spring 2					
	Week 1 8.1.24	Week 2 15.1.24	Week 3 22.1.24	Week 4 29.1.24	Week 5 5.2.24	Week 1 19.2.24	Week 2 26.2.24	Week 3 4.3.24	Week 4 11.3.24	Week 5 18.3.24	Week 6 25.3.24
RE	ISLAM Belief in action in the world 5.4 How are religious and spiritual thoughts and beliefs expressed in arts and architecture and in charity and generosity? Inspirational people in today's world 5.1 Stage 1 -To describe the Muslim beliefs about the Night of Power. Stage 2 -To explain personal understanding of some of the Muslim '99 names' of Allah and how someone may be influenced by reflecting on these names. Stage 3-To describe ways in which Muslims show the value they place on the Qur'an. Stage 4-To investigate what Zakat means for life as a Muslim. Stage 5-To describe how Malala demonstrated her faith through her actions.					CHRISTIANITY Religion and the individual: What matters to Christians? 5.2 What is expected of a person following religious belief? The importance of Easter for Christians. Stage 1-To know the main events of the Holy Week. Stage 2- To explain the importance of Easter for Christians. Stage 3- To describe the main events surrounding the Resurrection and Ascension and its importance to Christian belief. Stage 4- To understand the importance of Pentecost for Christians. Stage 5 -To describe the importance of the Holy Spirit Christian practice.					
PSHCE											
Computing	Spreadsheets 5.3	Databases 5.4 To learn how to search for information in a database. To contribute to a class database.				Games Creator 5.5 To Introduce the 2DIY 3D tool. To begin planning a game.					3D modelling 5.6

		To create a database around a chosen topic.	To design the game environment. To design the game quest to make it a playable game. To finish and share the game. To self- and peer-evaluate.	To be introduced to the 2Design and Make tool. To explore the effect of moving points when designing. To design a 3D model to fit certain criteria. To refine and print a model.
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British Values: Tolerance. Discuss how ideas of Zakat could help different cultures to live together.	Spring 1					Spring 2						
	Week 1 8.1.24	Week 2 15.1.24	Week 3 22.1.24	Week 4 29.1.24	Week 5 5.2.24	Week 1 19.2.24	Week 2 26.2.24	Week 3 4.3.24	Week 4 11.3.24	Week 5 18.3.24	Week 6 25.3.24	
MFL	Las Estaciones (Seasons) - 6 lessons <ul style="list-style-type: none">Recognise, recall and remember the four seasons in Spanish.Recognise, recall and remember a short phrase for each season in Spanish.Say which season is their favourite in Spanish and attempt to say why using the conjunctions ‘y’ and ‘porque’.											
Music	Inspire Nottinghamshire Music Service Musical Instrument Tuition <ul style="list-style-type: none">Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression;Improvise and compose music for a range of purposes using the inter-related dimensions of music;Listen with attention to detail and recall sounds with increasing aural memory;Use and understand staff and other musical notations;Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;<ul style="list-style-type: none">Develop an understanding of the history of music.											
British Values: Democracy. Discuss the idea of the divine right of Kings. How is this different to ideas of democracy from Athens?	Summer 1					Summer 2						
	Week 1 15.4.24	Week 2 22.4.24	Week 3 29.4.24	Week 4 7.5.24	Week 5 13.5.24	Week 6 20.5.24	Week 1 3.6.24	Week 2 10.6.24	Week 3 17.6.24	Week 4 24.6.24	Week 5 1.7.24	Week 6 8.7.24
Curriculum Drivers/ Enrichment	Cultural Diversity: Explore the positive impacts of different religions on the charitable field. What positive impacts have they had on the world. Aspirations: Mountains: Explore the life of Sir Edmund Hillary and the race to conquer Mount Everest. Discuss his later charitable work with the Himalayan Trust. Cultural Divesity: The challenge of Everest as a multi-national effort involving local people from Nepal (links to Team Player and Work ethic.					Visit: Magma Science Park (Enrichment Opportunity for Forces topic) Aspiration: Enrichment Opportunity linked to PE visitor with a background of achievement in sport to discuss dispositions e.g. work ethic, team player. Consider the importance of practice, rehearsal as well as careers in sport and routes into this. Cultural Diversity: Enrichment opportunity linked to the PE visitor. Consider the diversity of some of England’s successful teams e.g. England Women’s world cup and Team GB for Tokyo Olympics.’						
PE	Physical coq (REAL PE) Fundamental movement skills- Static balance- Seated Static balance- Floor work					Health and fitness coq (REAL PE) Fundamental movement skills- Static balance- Stance Co-ordination- Footwork						

	<p>Learning focus- Exceeding I can adapt and adjust my skills, movements or tactics so they are different to others. I can respond imaginatively to different situations. Expected I can change tactics, rules or tasks to make activities more fun or more challenging. I can develop sequences that express my own ideas. Emerging I can recognise similarities and differences in movement and expression. I can make up my own rules and versions of activities.</p> <p>Learning nutrition- (4 star) Control Celebration and review of progress</p>	<p>Learning focus- Exceeding I can self select and perform appropriate warm-up and cool down activities. I can identify possible dangers when planning an activity. Expected I can record and monitor how hard I am working. I can explain how often and how long I should exercise to be healthy. I can describe the basic fitness components. Emerging I can explain why we need to warm-up and cool down. I can describe how and why my body changes during and after exercise.</p> <p>Learning nutrition- Control Ambition (5 star)</p>
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British Values: Tolerance. Intolerance of different groups can lead to conflict. (Roundheads and Cavalies or people from different backgrounds moving to a new colliery.	Summer 1						Summer 2					
	Week 1 15.4.24	Week 2 22.4.24	Week 3 29.4.24	Week 4 7.5.24	Week 5 13.5.24	Week 6 20.5.24	Week 1 3.6.24	Week 2 10.6.24	Week 3 17.6.24	Week 4 24.6.24	Week 5 1.7.24	Week 6 8.7.24
Science	<p><u>Life Cycles</u></p> <p><u>Learning Journey</u></p> <ol style="list-style-type: none"> Describe different stages of the human life-cycle Describe the process of reproduction in plants Compare life-cycles of different animals Compare life-cycles of plants and animals 					<p><u>Forces</u></p> <p><u>Learning Journey</u></p> <ol style="list-style-type: none"> Identify the effects of friction Carry out an investigation into shoe grip Describe the forces acting on a falling object Describe the effects of air resistance on a falling object Investigate the effects of air resistance on a falling object Recognise that mechanisms allow a smaller force to have a greater effect Recognise that pulleys allow a smaller force to have a greater effect 						

British Values: Tolerance. Different traditions have developed artwork to represent mountains. Explore how each can add value.	Summer 1						Summer 2					
	Week 1 15.4.24	Week 2 22.4.24	Week 3 29.4.24	Week 4 7.5.24	Week 5 13.5.24	Week 6 20.5.24	Week 1 3.6.24	Week 2 10.6.24	Week 3 17.6.24	Week 4 24.6.24	Week 5 1.7.24	Week 6 8.7.24
DT						<p>Design Make and Evaluate a sling shot racer (linked to Forces in Science)</p> <p><u>Design</u></p> <ul style="list-style-type: none"> Design Make and Evaluate a sling shot racer (linked to Forces in Science) Design • 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 <p><u>Make</u></p> <ul style="list-style-type: none"> Make • 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. 						

		<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></p> <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Learning Journey To build a car chassis To design a shape that reduces air resistance To make a model based on a chosen design To assemble and test my completed product. 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;
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British Values: Tolerance. Different traditions have developed artwork linked to places of worship. Explore how each can add value.	<u>Summer 1</u>						<u>Summer 2</u>					
	Week 1 15.4.24	Week 2 22.4.24	Week 3 29.4.24	Week 4 7.5.24	Week 5 13.5.24	Week 6 20.5.24	Week 1 3.6.24	Week 2 10.6.24	Week 3 17.6.24	Week 4 24.6.24	Week 5 1.7.24	Week 6 8.7.24
Art & Design	<p>Mountains in Art (compare and contrast artistic representations of mountains from the impressionists with representations in Chinese art. Explore techniques and build to a final piece painting based on what pupils have learned.)</p> <p>Produce creative work, exploring their ideas and recording their experiences; Become proficient in drawing, painting, sculpture and other art, craft and design techniques; Evaluate and analyse creative works using the language of art, craft and design; Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Subject content: To create sketch books to record their observations and use them to review and revisit ideas; To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] About great artists, architects and designers in history.</p>											

British Values: Consider how in a democracy people can influence change without conflict. E.g. letters, free speech, protests/ petitions etc.	<u>Summer 1</u>						<u>Summer 2</u>					
	Week 1 15.4.24	Week 2 22.4.24	Week 3 29.4.24	Week 4 7.5.24	Week 5 13.5.24	Week 6 20.5.24	Week 1 3.6.24	Week 2 10.6.24	Week 3 17.6.24	Week 4 24.6.24	Week 5 1.7.24	Week 6 8.7.24
History							<p><u>Coal Mining in the Local Area Learning Journey</u></p> <ol style="list-style-type: none"> Describe how the history of the local colliery fits into the chronology of mining in Britain Describe some of the changes that happened during the industrial revolution Write a letter giving reasons why children should not be allowed to work in coal mines Describe the conditions experienced by miners in the 20th century Use sources to investigate the sequence in which the mining community grew up Use sources to investigate why people wanted to come to colliery villages to settle and work and describe changes that happened when the mines closed 					

Geography	<p><u>Mountains</u></p> <p><u>Learning Journey</u></p> <ol style="list-style-type: none"> 1. Investigate the largest mountains in the UK 2. Locate Scafell Pike and describe the land use in the wider area 3. Identify mountain ranges around the world 4. Describe the topography of Mount Everest 	
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British Values: Tolerance. Consider how we can all appreciate artwork associated with different places of worship even if we do not belong to the groups.	<u>Summer 1</u>					<u>Summer 2</u>						
	Week 1 15.4.24	Week 2 22.4.24	Week 3 29.4.24	Week 4 7.5.24	Week 5 13.5.24	Week 6 20.5.24	Week 1 3.6.24	Week 2 10.6.24	Week 3 17.6.24	Week 4 24.6.24	Week 5 1.7.24	Week 6 8.7.24
RE					<u>Beliefs in action in the world</u> <u>Learning Journey</u> <div><div>1.</div><div>Investigate art and architecture relating to world religions</div></div> <div><div>2.</div><div>Investigate and reflect on the impact of the architecture, design and artwork associated with a place of worship</div></div>							
PSHCE												
Computing	3D modelling 5.6			Concept Maps 5.7 To understand the need for visual representation when generating and discussing complex ideas. To understand the uses of a 'concept map'. To understand and use the correct vocabulary when creating a concept map. To create a concept map. To understand how a concept map can be used to retell stories and information. To create a collaborative concept map and present this to an audience		Word Processing 5.8 To know what a word processing tool is for. To add and edit images to a word document. To know how to use word wrap with images and text. To change the look of text within a document. To add features to a document to enhance its look and usability. To use tables within MS Word to present information. To introduce children to templates. To consider page layout including heading and columns.						

British Values: Tolerance. Consider how in the UK people are free to choose which religion to follow. Explore what discrimination means.	Summer 1						Summer 2					
	Week 1 15.4.24	Week 2 22.4.24	Week 3 29.4.24	Week 4 7.5.24	Week 5 13.5.24	Week 6 20.5.24	Week 1 3.6.24	Week 2 10.6.24	Week 3 17.6.24	Week 4 24.6.24	Week 5 1.7.24	Week 6 8.7.24
Music	Singing with Miss Lindley Performance NC: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression						Inspire Nottinghamshire Music Service Musical Instrument Tuition • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; • Improvise and compose music for a range of purposes using the inter-related dimensions of music; • Listen with attention to detail and recall sounds with increasing aural memory; • Use and understand staff and other musical notations; • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Develop an understanding of the history of music.					
MFL							Las Formas (Shapes) – 6 lessons • Name and recognise up to 10 shapes in Spanish. • Attempt to spell some of these nouns. • Recognise that nouns are commonly associated with an article in Spanish and in this case 'un' or 'una'. Have an opportunity to learn and/or revise numbers 1-5.					

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.