

Year 3: 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. What does "represent," mean. What skills should a councillor have?	Autumn 1							Autumn 2						
	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	Visit to Brackenhurst 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 Ollerton church during Advent/ Christmas Tree Festival. 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.						
PE	Personal cog (REAL PE) Fundamental movement skills- Co-ordination- Using footwork Static balance- One leg Learning focus- Exceeding I can persevere with a task and improve my performance through regular practice. I cope well and react positively when things become difficult. Expected I have begun to challenge myself. I know where I am with my learning. Emerging I ask for help when appropriate. I try several times if at first I don't succeed. Learning nutrition- (4 star) Control Success and failure							Social cog (REAL PE and REAL Gymnastics) Fundamental movement skills- Dynamic balance to agility- Jumping and Landing Static balance- Seated Gym skills- Travel- Mapping pathways Rotation- Rotation sequences (Partner work) Learning focus- Exceeding I help organise roles and responsibilities. I cooperate well with others and give helpful feedback. Expected I am happy to show and tell others about my ideas. I show patience and support others listening carefully to them about our work. Emerging I can help, praise and encourage others. Learning nutrition- (4 star) Control Clear personalised outcomes						
Science	Rocks and Soil Learning Journey <ol style="list-style-type: none"> To identify sedimentary, igneous and metamorphic rocks To describe how fossils are formed To investigate permeability To carry out a fair test, gather data and draw conclusions To describe the characteristics of different types of soil To investigate soil types in the local environment 							Light Learning Journey <ol style="list-style-type: none"> To identify different sources of light To investigate how different materials respond to light To demonstrate that light travels in straight lines To investigate how mirrors reflect light To carry out a fair test, gather data and draw conclusions To understand sun safety 						

British Values: Democracy. Chiefs and kings could decide things without representing people. Was there anything unfair about this?	Autumn 1							Autumn 2						
	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
Art & Design	<p>Cave Art</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. 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]. 							<p>Positive and Negative Cave Art Images: explore related techniques used by Andy Warhol</p> <p>Aims:</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>Subject content:</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. 						
DT	<p>DT: Design and make a frame to hold cave painting 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.</p> <p>Design</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>Make</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>Evaluate</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>Technical knowledge</p>							<p>Using Textiles to make a Christmas Decoration (running stitch to join etc)</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>Make</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>Evaluate</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. 						

	<ul style="list-style-type: none">Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.														
British Values: Tolerance. What similarities are there between Christianity and Islam e.g. special festivals, sacred books and belief in God.	<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	
History	<u>From Stone Age to Iron Age</u> <u>Learning Journey</u> <div><div>1.</div><div>Sequence the stone age, bronze age and iron age and explain how we know about them</div></div> <div><div>2.</div><div>Describe changes to how people lived in the Stone Age</div></div> <div><div>3.</div><div>Investigate the diet of stone age farmers and compare it with the things we eat today</div></div> <div><div>4.</div><div>Describe what the evidence of settlement at Skara Brae/Stonehenge shows us.</div></div> <div><div>5.</div><div>Explain why the development of bronze was so important</div></div> <div><div>6.</div><div>Explain why many iron age people lived in hill forts in Britain</div></div>														
RE								<u>Christianity – Christmas</u> <u>Learning Journey</u> <div><div>1.</div><div>Stage 1-To know why Bethlehem is important to Christians inc, pilgrimage.</div></div> <div><div>2.</div><div>Stage 2-To know what happened on Mary and Joseph’s journey to Bethlehem.</div></div> <div><div>3.</div><div>Stage 3-To understand the role of the shepherds.</div></div> <div><div>4.</div><div>Stage 4- To understand the role of the wise men.</div></div> <div><div>5.</div><div>Stage 5 - To understand the role of King Herod, inc, refugees.</div></div>							
PSHCE															
Geography								<u>Settlements</u> <u>Learning Journey</u> <div><div>1.</div><div>Investigate the settlement of Creswell</div></div> <div><div>2.</div><div>Use Ordnance Survey Maps to identify physical and human features</div></div> <div><div>3.</div><div>Explain the features of different types of settlement</div></div> <div><div>4.</div><div>Identify some of the ways human activity has changed the natural environment</div></div>							
British Values: Tolerance. Use the RE theme to explore how it important to accept people and show understanding even when we believe different things.	<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	
Computing	Coding 3.1 To review previous coding knowledge. To understand what a flowchart is and how flowcharts are used in computer programming.						Online Safety 3.2				Spreadsheets 3.3 To add and edit data in a table layout. To find out how spreadsheet programs can automatically create graphs from data.				

	<p>To understand that there are different types of timers. To be able to select the right type of timer for a purpose. To understand how to use the repeat command. To use coding knowledge to create a range of programs. To understand the importance of nesting. To design and create an interactive scene.</p>	<p>To know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. To understand how the Internet can be used to help us to communicate effectively. To understand how a blog can be used to help us communicate with a wider audience. To consider if what can be read on websites is always true. To look at a 'spoof' website. To create a 'spoof' webpage. To think about why these sites might exist and how to check that the information is accurate. To learn about the meaning of age restrictions symbols on digital media and devices. To discuss why PEGI restrictions exist. To know where to turn for help if they see inappropriate content or have inappropriate contact from others.</p>	<p>To introduce the 'more than', 'less than' and 'equals' tools. To introduce the 'spin' tool and show how it can be used to count through times tables. To introduce the Advanced mode of 2Calculate. To learn about describing cells using their addresses.</p>
Music	<p>Pbuzz - Dinosaurs</p> <p>NC:</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the interrelated dimensions of music</p> <p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p>		
MFL			

British Values: Tolerance and Acceptance. Consider the achievements of the Egyptians and what they were able to do so long ago.	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
Curriculum Drivers/ Enrichment	Visit to Conkers or suitable science park with a focus on forces.					Visit to a local river (stimulus for observational art work using learned techniques and to reinforce work on the water cycle/ rain/ tributaries etc. Aspiration:					

	<p>Aspiration: visitor with a focus on a career in stem subject. What do they do? How did they qualify? The story of Isaac Newton (perseverance, work ethic etc. with local link.</p> <p>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.</p>					<ul style="list-style-type: none"> 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. <p>Cultural Diversity:</p> <ul style="list-style-type: none"> 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; The role of organisations such as Water Aid in places where water is scarce and the concept of gratitude for things we take for granted. 					
PE	<p><u>Cognitive cog (REAL PE and REAL Gymnastics)</u></p> <p>Fundamental movement skills- Dynamic balance- On a line Coordination- Ball skills</p> <p>Gym skills- Flight- Flight sequences using low apparatus Balance- Climbing sequences using low and large apparatus</p> <p>Learning focus- Exceeding I can use awareness of space/others to make good decisions. I can understand ways (criteria) to judge performance. Expected I can explain what I am doing well and I have begun to identify areas for improvement. I can explain what I am doing well. Emerging I can explain why someone is working or performing well. I can begin to order instructions, movements and skills.</p> <p>Learning nutrition- (4 star) Control Coach and support others</p>					<p><u>Creative cog (REAL PE and REAL Dance)</u></p> <p>Fundamental movement skills- Co-ordination- Sending and receiving Counter balance- With a partner</p> <p>Dance skills- Solo- Shapes and circles Partner- Shapes and circles Artistry- Abstract and making</p> <p>Learning focus- Exceeding 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 more challenging. Expected I can respond differently to a variety of tasks. I can make up my own rules and versions of activities. Emerging I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others.</p> <p>Learning nutrition- (4 star) Control Praise for positive behaviour</p>					
Science	<p><u>Forces and Magnet</u></p> <p><u>Learning Journey</u></p> <ol style="list-style-type: none"> Explore how toy cars move across different surfaces Plan a fair test to investigate how a toy car moves across different surfaces Carry out a fair test, gather data and draw conclusions Observe how magnets attract and repel Group materials according to whether they are attracted to a magnet or not Explore which materials magnets can work through (making predictions and exploring) Design a test to investigate magnets Carry out a fair test, gather data, draw conclusions Observe patterns created by a magnetic field Observe patterns created by a magnetic field when magnets repel each other 					<p><u>Plants</u></p> <p>See Summer 1 for Learning Journey</p>					
British Values: Democracy. Who made decisions in Ancient Egypt. Was Egypt an equal and fair society?	<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

Art & design						Impressions of rivers: explore the techniques of the impressionists in representing water. In particular Seurat. Apply these techniques to images of the Nile past and present and then a local river- examining light, waves and reflection. <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;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.				
DT	The Pharohs 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.									
History	Ancient Egypt <u>Learning Journey</u> <ol style="list-style-type: none">Place early civilisations on a timelineName and describe important gods and goddesses and explain how we know about them todayExplain why the Pyramids were built and what they were used forExplain why the Nile was essential for the Egyptian civilisationDescribe the different levels of society in Ancient Egypt									
Geography					<u>Water Cycle and the River Nile</u> <u>Learning Journey</u> <ol style="list-style-type: none">Locate Egypt on a globe and describe the climateLocate Cairo on a map of Egypt and explain how the people there get waterDescribe why there is rainfall in the North of EgyptDescribe some of the different ways people in Egypt trade					

British Values: 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?	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 - How do festivals and worship show what matters to a Muslim? Stage 1 - To explain where Islam was founded and who founded the Muslim faith. Stage 2 - To explain the key features in a Muslim’s place of worship. Stage 3- To know what Ramadan is and what happens during it. Stage 4- To know what Eid al-Fitr is and what happens during it.		
PSHCE			
Computing	Touch Typing 3.4 To introduce typing terminology. To understand the correct way to sit at the keyboard. To learn how to use the home, top and bottom row keys. To practice and improve typing for home, bottom, and top rows. To practice the keys typed with the left hand. To practice the keys typed with the right hand.	Email & Online Safety 3.5 To think about the different methods of communication. To open and respond to an email. To write an email to someone from an address book. To learn how to use email safely. To learn how to use email safely. To add an attachment to an email. To explore a simulated email scenario.	Branching Databases 3.6 To sort objects using just YES/NO questions. To complete a branching database using 2Question. To create a branching database of the children’s choice.
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 <		

		<ul style="list-style-type: none"> Say 'Hello' and 'Goodbye' in Spanish. Ask and answer the question 'What is your name?' in Spanish. Count from 1-10 in Spanish. <p>Say 10 colours in Spanish.</p>
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	<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	Week 7 15.7.24
British Values: Democracy. Make use of pupil voice when discussing the work of Constable and Woodman.													
Curriculum Drivers/ Enrichment	Islamic Visitor: 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. <ul style="list-style-type: none"> Visit to a Bakery or arranged visit e.g. Warburtons to demonstrate bread-making Cultural Diversity: different breads connected to different cultures/ faiths. Communion wafer, unleavened bread (Judaism), breads associated with Ramadan. Aspiration: Baker to discuss role and training undertaken.						Visit to Matlock or suitable contrasting locality in the Peak District. Cultural Diversity: consider how varied the British Isles are. Our areas are very different. What values unite us? Visiting Artist: To be arranged by year group. 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.						
PE	<u>Physical cog (REAL PE)</u> Fundamental movement skills- Co-ordination- Sending and receiving Counter balance- With a partner Learning focus- Exceeding 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 more challenging. Expected I can respond differently to a variety of tasks. I can make up my own rules and versions of activities. Emerging I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others. Learning nutrition- (4 star) Control Celebration and review of progress						<u>Health and fitness cog (REAL PE)</u> Fundamental movement skills- Agility- Ball chasing Static balance- Stance Learning focus- Exceeding I can describe the basic fitness components. I can explain how often and how long I should exercise to be healthy. Expected 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. Emerging I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. Learning nutrition- Control Ambition (5 star)						
Science	<u>Plants (continued)</u> <u>Learning Journey</u> <ol style="list-style-type: none"> Describe how plants are adapted to their habitats Describe the function of different parts of a plant Explore the part that flowers play in the life-cycle of flowering plants Identify flowers that are pollinated by insects and by the wind Describe how water is transported in plants Plan a fair test to prove that plants need light Draw conclusions about what our investigation has shown						<u>Animals including Humans</u> <u>Learning Journey</u> <ol style="list-style-type: none"> Illustrate a simple food plan Know that humans are consumers and need to get all nutrition from the food they eat Know that a range of fruit and vegetables are essential for a balanced diet Design a menu to meet the nutritional needs of children Label the human skeleton Identify animals with exo and endoskeletons Describe how muscles work in pairs 						

Art & Design							Exploring the UK: John Constable to Hannah Woodman (using the works of Constable and Woodman as a basis for exploring and developing techniques. Drawing through to painting and final products exploring modern British landscapes. <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. Subject content: <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: Tolerance. Consider all the different types of bread from different cultures highlighting how there is more in common than different.	<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	Week 7 15.7.24	
DT	Breads around the world <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.													
History														
RE	<u>Inspirational People from the Past</u> <u>Learning Journey</u> <div><div>1. Describe the role of Moses in freeing the slaves from Egypt and explain how Jewish people remember this today</div><div>2. Explain what Jesus expected from his followers</div><div>3. Investigate stories told by the Prophet Muhammed PBUH</div><div>4. Describe why Harriet Tubman is remembered today and why she inspires people</div></div>												<u>An enquiry into Christian and Islamic prayer:</u> <u>Learning Journey</u> <div><div>1. Describe how Christians pray</div></div>	

	5. Describe how people of different beliefs are inspired to help others today											and explain ideas about what the Lord’s Prayer means 2. Describe how Muslims pray and prepare for prayer		
PSHCE														
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?	Summer 1						Summer 2							
	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	Week 7 15.7.24	Week 2 22.4.24	
Geography						Let’s Explore the UK Learning Journey 1. Investigate the settlement of Matlock 2. Describe the topography of Matlock and the surrounding area 3. Investigate land use for the high street and countryside surrounding Matlock (Visit) 4. Investigate the different types of business in the Matlock area 5. Describe how water travels from the hills to the sea								
Computing	Branching Databases 3.6		Simulations 3.7 To find out what a simulation is and understand the purpose of simulations. To explore a simulation, making choices and discussing their effects. To work through and evaluate a more complex simulation.			Graphing 3.8 To enter data into a graph and answer questions. To solve an investigation and present the results in graphic			Presenting 3.9 To create a page in a presentation. To add media to a presentation To add animations into a presentation To use the skills learnt in previous weeks to design and present an effective presentation.					
Music	Ancient Worlds Unit 11 (Music Express) 3 Lessons Musical Focus: Structure Compose own ostinato NC: 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 interrelated dimensions of music use and understand staff and other musical notations					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								
MFL						Los Instrumentas (Instruments) - 6 lessons ▪ Recognise, recall and spell up to 10 instruments in Spanish with the correct definite article/determiner. ▪ Understand articles/determiners better and that the definite article/determiner ‘the’ has a plural form in Spanish. Learn to say and write ‘I play an instrument’ in Spanish using the high frequency 1st person regular verb ‘toco’ (I play) with up to 10 different instruments.								

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.

