

Year 6 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 and Ollerton Junior Town councillors. Discuss hustings and set up a meeting ahead of a “secret ballot”.	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
Curriculum Drivers/ Enrichment	External visitor to visit school to talk to the children about Fairtrade							Visit to Newstead Abbey linked to Victorian Christmas						
	Aspiration: Fairtrade visitor into school. Discussion around what motivated the visitor to want to work in the sector. Explore the rewards and challenges. Cultural diversity: Discuss the range of countries from which we get Fairtrade products and exploring how we are dependent on other countries for food. Explore the UN convention on Human Rights and how fair trade supports communities to have the right to a standard of living adequate for health.							Cultural diversity: Consider how developments in transport (Rail and Steam ships) were opening up the world. With products from around the world available more widely for the first time. Consider how transport opened up the country so that people could travel and experience new places (seaside visits became popular for the first time). Discuss the impact of immigration in the field of industry (ICI) and music and explore significant cultural milestones such as the opening of Britain’s first Mosque in Liverpool in 1889. Aspiration: Examine the qualities of a significant Victorian inventors such as Isambard Kingdom Brunel, John Macadam, Alexander Graham Bell or Kirkpatrick Macmillan. Explore why they were successful, passion positivity, curiosity, resilience and work ethic.						

PE	Personal coq (REAL PE)	Social coq (REAL PE and REAL Gymnastics)
	<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>Fundamental movement skills- Dynamic balances- On a line Counter balance- With a partner</p> <p>Gym skills- Partner work- Acrobatic sequences Large apparatus- Climbing 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: Influence and having a voice. Explore how choices we make as consumers can influence change (Fair Trade).	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
Science	<u>Animals including Humans</u> <u>Learning Journey</u> <ol style="list-style-type: none"> To describe the structure and function of the heart within the circulatory system. To identify the different parts of the circulatory system and describe the function of the heart. To name the composite parts of blood and describe their function. To investigate the effects of different types of exercise on heart rate. To understand what a balanced diet is. To describe the different elements of a heart-healthy lifestyle. To describe how the respiratory and circulatory systems work together to keep us alive (cardio-vascular system). 							<u>Evolution and Inheritance</u> <u>Learning Journey</u> <ol style="list-style-type: none"> To be able to know that small adaptations over time lead to evolution. To be able to recognise how living things change over time in response to their environment. To describe the adaptations that have enabled birds to survive when other dinosaurs became extinct. To be able to investigate how birds beaks have adapted to suit their environment. To be able to recognise that fossils provide information about living things that lived millions of years ago. To recognise that although living things produce off spring of the same kind, small differences will be evident. To explore how humans are continuing to adapt and evolve. 						
Art & Design	<u>Da Vinci to Lowry</u> (Representing people in art) Aims: <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. Subject content:							<u>Victorian Silhouettes</u> (Queen Victoria) Aims: <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. Subject content: <ol style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas; 						

		1. To create sketch books to record their observations and use them to review and revisit ideas; 2. 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].						4. 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].							
British Values: Democracy. Develop understanding of shared and absolute power	<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	
DT	<u>Fairtrade Products</u> (Suggested activities: children design, make and evaluate a Fairtrade product including packaging) Design: <ul style="list-style-type: none">Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups;Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Make: <ul style="list-style-type: none">Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately;Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Evaluate: <ul style="list-style-type: none">Investigate and analyse a range of existing products;Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Nutrition: <ul style="list-style-type: none">Understand and apply the principles of a healthy and varied diet.Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques;Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.											<u>Bridges</u> (suggested activities: Iron Bridge in Shropshire designed by Brunel, strength of semi-circle/triangulation, Bailey Bridge – local context) Design: <ul style="list-style-type: none">Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups;Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Make: <ul style="list-style-type: none">Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately;Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Evaluate: <ul style="list-style-type: none">Investigate and analyse a range of existing products;Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work;Understand how key events and individuals in design and technology have helped shape the world. Technical knowledge: <ul style="list-style-type: none">Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.			
British Values: Rule of Law. Magna	<u>Autumn 1</u>							<u>Autumn 2</u>							

Carta and the English Bill of Rights underpin some of the rights we enjoy today.	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>The Victorians</u> <u>Learning Journey</u> <div><div>1.</div><div>To place key Victorian events on a timeline</div></div> <div><div>2.</div><div>To understand what life was like in the workhouse (diary entry)</div></div> <div><div>3.</div><div>To explore some of the jobs that Victorian children would have carried out</div></div> <div><div>4.</div><div>To understand Victorian schooling and punishments</div></div> <div><div>5.</div><div>To understand the inventions made during the Victorian era</div></div> <div><div>6.</div><div>To understand how lives improved for the poor</div></div>						
RE				<u>Teachings, wisdom and authority</u> <u>Learning Journey</u> Aims: <ul style="list-style-type: none">To understand the characteristics of love in the Christian communityTo understand and interpret the message in the Jewish ShemaTo understand how moral guidelines affect behaviourTo understand the universal Golden Rule				<u>Christianity – Christmas</u> <u>Learning Journey</u> Stage 1- To explore the different ways in which Christmas is celebrated. Stage 2- To investigate how Christmas is celebrated. Stage 3- To reflect on the investigation on how Christmas is celebrated.						
PSHCE														
Geography	<u>Fairtrade</u> <u>Learning Journey</u> <div><div>1.</div><div>To know the human and physical features of the United Kingdom.</div></div> <div><div>2.</div><div>To locate countries in major continents on a world map and discuss the human and physical features.</div></div> <div><div>3.</div><div>To understand world trade links.</div></div> <div><div>4.</div><div>To know about Fairtrade and why it is needed.</div></div> <div><div>5.</div><div>To know how food products are distributed.</div></div> <div><div>6.</div><div>To compare the United Kingdom and one of the largest producers of bananas, Colombia.</div></div>													

British Values: Consider how people have campaigned to bring about changes to voting from the Victorians to the Suffragettes.	<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
Music	<u>Journeys – Song cycle performance (Music Express)</u> <u>Learning Journey</u> <ol style="list-style-type: none"> To sing in three-part harmony. To explore expressive singing in a part-song with echoes. To develop song cycles for performance. To stage a performance with awareness of audience. 													

Computing	Coding 6.1 To design a playable game with a timer and a score. To plan and use selection and variables. To understand how the launch command works. To use functions and understand why they are useful. To understand how functions are created and called. To use flowcharts to test and debug a program. To create a simulation of a room in which devices can be controlled. To understand the different options of generating user input in 2Code. To understand how user input can be used in a program. To understand how 2Code can be used to make a text-based adventure game.					Online Safety 6.2 To identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g., apps accessing location. To identify secure sites by looking for privacy seals of approval, e.g., https, padlock icon. To identify the benefits and risks of giving personal information and device access to different software. To review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user. To have a clear idea of appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour. To begin to understand how information online can persist and give away details of those who share or modify it. To understand the importance of balancing game and screen time with other parts of their lives, e.g., explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health. To identify the positive and negative influences of technology on health and the environment.			Spreadsheets 6.3 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. To use a spreadsheet to plan how to spend pocket money and the effect of saving money. To use a spreadsheet to plan a school charity day to maximise the money donated to charity.				
MFL						Classroom Commands - 1 lesson To recognise, understand and recall common classroom commands in Spanish. Sé (I know how..) - 6 lessons <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).							
British Values: Tolerance. Consider how people from different British communities fought in WW1.	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	Local visit to sketch a War Memorial (linked to WW1) Cultural Diversity: Consider the contribution of people of different nationalities in support of Britain in World War 1. Examine the contributions of women to the war effort and the changes this brought to the work place and ultimately the extension of					Visit to the Holocaust Centre, Laxton Cultural Diversity: consider the inclusive values of modern Britain and how tolerance and understanding are essential in ensuring that all people are valued regardless background, ethnicity, religion etc.							

	<p>the franchise in 1918. Discuss how people with different beliefs approached the war for example Quakers who were committed to peace but served as medics or supported communities.</p> <p>Aspiration: Consider how people have coped with severe adversity in the past and how the arts have helped people make sense of difficult experiences. In particular art, poetry and music inspired by the WW1 and produced by people affected.</p>					<p>Continue with the theme of women in war and investigate the roles undertaken on the home front by women in WW2. Examine how different elements of society worked together for the war effort</p> <p>Consider how the blitz forced people together in air raid shelters (e.g. London Underground. Share stories that illustrate people coming together regardless of background etc.)</p> <p>Aspiration: Consider the resilience of emergency workers in the blitz consider the character shown. Examine the contribution of the women of Bletchley (e.g. Mavis Batey) discuss the skills and dispositions that contributed to their success.</p>					
PE	<p><u>Cognitive cog (REAL PE and REAL Gymnastics)</u></p> <p>Fundamental movement skills- Co-ordination- Ball skills Agility- Reaction/ Response</p> <p>Gym skills- Partner work- Acrobatic sequences Large apparatus- Climbing sequences</p> <p>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.</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- Static balance- Seated Static balance- Floor work</p> <p>Dance skills- Solo- Shapes and circles Artistry- Abstraction and Musicality Partner- Lifts and making</p> <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 Praise for positive behaviour 1.</p>					
Science	<p><u>Light</u></p> <p><u>Learning Journey</u></p> <ol style="list-style-type: none"> To recognise that light travels in a straight line. To understand how mirrors reflect light and how they can help us see objects. To explore how light can change direction through refraction. To understand how rainbows are formed. To investigate how we are able to see colours. To explain why shadows have the same shape as the objects that cast them. 					<p><u>Electricity</u></p> <p><u>Learning Journey</u></p> <ol style="list-style-type: none"> To create diagrams that represent electrical circuits. To investigate conductors and insulators of electricity. To understand complete and incomplete circuits. To investigate how the length of wire in a circuit effects the brightness of a bulb. To compare series and parallel circuits. To create an activity for an electricity workshop. 					
British Values: Anti-discrimination. People from across the British Empire fought for Britain and should be remembered	<p><u>Spring 1</u></p>					<p><u>Spring 2</u></p>					
	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											
Art	<p><u>Art inspired by wartime poetry</u> (moving from sketching to using chalks or another media, looking at Wilfred Owen; blackout poetry; visual art on the trenches)</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. <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]. 										

British Values: Anti- discrimination. Consider the impact of anti-Jewish laws in Nazi Germany.	<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
History	<u>World War One</u> <u>Learning Journey</u> <div><div>1.</div><div>To understand why World War 1 began.</div></div> <div><div>2.</div><div>To understand what life was like in the trenches.</div></div> <div><div>3.</div><div>To understand what happened at the Battle of the Somme.</div></div> <div><div>4.</div><div>To understand the role of women in WW1.</div></div> <div><div>5.</div><div>To participate in a debate about the Treaty of Versailles.</div></div> <div><div>6.</div><div>To write a balanced argument.</div></div>					<u>World War Two</u> <u>Learning Journey</u> <div><div>1.</div><div>To understand how and why WW2 started.</div></div> <div><div>2.</div><div>To understand what it was like to be an evacuee.</div></div> <div><div>3.</div><div>To know how people protected themselves during the blitz.</div></div> <div><div>4.</div><div>To understand why rationing was important.</div></div> <div><div>5.</div><div>To understand what life was like for a jew in WW2.</div></div> <div><div>6.</div><div>To recap everything I have learnt so far.</div></div>					
Geography											
RE	Unit 6.3 Beliefs In Actions in the World. How do religions and beliefs respond to global issues and the importance of the environment. <u>Stage 1- What can we learn from theology about how to care for the world.</u> <u>Stage 2 – What can we learn from Christianity about how to care for the world.</u> <u>Stage 3- What can we learn from Islam about how to care for the world.</u> <u>Stage 4- What can we learn from Sikhism about how to care for the world.</u>										
PSHCE											

British Values: Combat discrimination. Propaganda was used to support discrimination by the Nazis. Discuss controversial headlines 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
Computing	Blogging 6.4 To identify the purpose of writing a blog. To identify the features of successful blog writing. To plan the theme and content for a blog. To understand how to write a blog and a blog post. To consider the effect upon the audience of changing the visual properties of the blog. To understand how to contribute to an existing blog. To understand the importance of commenting on blogs. To peer-assess blogs against the agreed success criteria. To understand how and why blog posts and comments are approved by the teacher.				Text Adventures 6.5 To find out what a text-based adventure game is and to explore an example made in 2Create a Story. To use 2Connect to plan a 'Choose your own Adventure' type story. To use 2Connect plans for a story adventure to make the adventure using 2Create a Story. To introduce an alternative model for a text adventure which has a less sequential narrative. To use written plans to code a map-based adventure in 2Code.						Networks 6.6 To discover what the children know about the Internet. To find out what a LAN and WAN are. To find out how we access the internet in school.

														To research and find out about the age of the internet. To think about what the future might hold.
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						
MFL								<u>Las Estaciones (Seasons) - 6 lessons</u>						
								Recognise, recall and remember the four seasons in Spanish.						
								<ul style="list-style-type: none"> 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'. 						
British Values: Tolerance. Explore how Jewish worship and festivals play a part in family life and togetherness. Link to "there is more that unites us than divides us."	<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	
Curriculum Drivers/ Enrichment	Visit to a local park following SAT's week Aspiration: Consider how Van Gogh worked for years honing and perfecting his art and showed resilience and belief often in the face of indifference or disapproval. Consider how other successful people have needed to overcome adversity. Discuss strategies and support for developing resilience. Cultural Diversity: Explore what Jewish people, Humanists, Hindus and Christians teach about how we can all live together for the wellbeing of each other? Consider how the major belief systems of the world have explored this and look at similarities in a range of belief systems. Examine statements such as "there is more that unites us than divides us."						Residential visit: Aspiration: During the transition period enable pupils to explore their aspirations. Pupils to summarise their successes at Primary School and explore how the skills and dispositions they have learned will support them on the next stage of their education. Consider strategies to support well-being when things are challenging. Teach the five ways to well-being promoted by the charity Mind. Visit to Nottingham Trent University (or other suitable University) Aspiration: What courses are available? How do you qualify for and apply for University? What is life as an undergraduate like? Cultural Diversity: Continue to explore beliefs in action. How do the different belief systems including humanism support the development of resilience.							
PE	<u>Physical cog (REAL PE)</u>						<u>Health and fitness cog (REAL PE)</u>							
	Fundamental movement skills- Static balance- Seated Static balance- Floor work 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 Celebration and review of progress						Fundamental movement skills Static balance- Stance Co-ordination- Footwork 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. Learning nutrition- Control Ambition (5 star)							

	Summer 1						Summer 2						
British Values: Combat discrimination. Consider what it was like to be Jewish in Germany before the Nazis.	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
Science	<u>Living Things and Habitats</u> <u>Learning Journey</u> <ol style="list-style-type: none"> Classify animals into broad groups (reptile, amphibian, bird, mammal, fish) Research different families of mammals To understand what microorganisms are. To understand what microorganisms are (part 2). To accurately draw and describe the features of a plant. 						<u>Growing Up</u> <u>Learning Journey</u> <ol style="list-style-type: none"> Describe changes to the body that occur during puberty Describe the development of a baby from conception to birth Learn about the ways in which puberty can affect us emotionally Understand the influences around us that affect body image Describe different ways of maintaining good health and hygiene. Know the facts about legal and illegal harmful substances and associated risks including smoking, alcohol use and drug taking. 						
Art & Design	<u>The Life of Van Gogh</u> Aims: <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] Learn about great artists, architects and designers in history. 												

British Values: Combat discrimination. Consider where the intolerance of the Nazis led and why British Values are important.	<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							War Time Baking / Textiles TBC							
History														
RE	<u>Beliefs in action in the world</u> <u>Learning Journey</u> Aims: <ul style="list-style-type: none">How did some Jewish people in Europe practice their faith before the Second World War?To investigate aspects of the persecution of Jewish people.What examples of resistance to prejudice and discrimination can we learn from today?Describe religious responses to the Holocaust in Judaism and link these values which are important.Consider my own and others’ views to ensure prejudice is addressed and resisted, and that respect is a central value.													

PSHCE													
British Values: Tolerance. Consider how shared values from different faith and humanist perspectives can promote tolerance.	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	Week 7 15.7.24
Geography							<p><u>The Coastline</u></p> <p><u>Learning Journey</u></p> <ol style="list-style-type: none">To identify counties and cities of the UK and some human and physical characteristics.To understand how coastal features are formed.To explain how water and weather have changed the coastline of the UK over time.To understand how to read direction on maps using the points of a compass.I can use four and six figure grid references to find places on a map.I can understand and be able to use the eight points of a compass, four and six figure grid references, symbols and key (including ordnance survey maps).I can locate the world’s countries, using maps to focus on Europe and North and South America using an atlas.						
Computing	<p>Quizzing 6.7</p> <p>To create a picture-based quiz for young children. To learn how to use the question types within 2Quiz. To explore the grammar quizzes. To make a quiz that requires the player to search a database. To make a quiz to test your teachers or parents.</p>		<p>Understanding Binary 6.7</p> <p>To examine how whole numbers are used as the basis for representing all types of data in digital systems. To recognise that digital systems represent all types of data using number codes that ultimately are patterns of 1s and 0s (called binary digits, which is why they are called digital systems). To understand that binary represents numbers using 1s and 0s and these represent the on and off electrical states respectively in hardware and robotics. To examine how whole numbers are used as the basis for representing all types of data in digital systems. To recognise that the numbers 0, 1, 2 and 3 could be represented by the patterns of two binary digits of 00, 01, 10 and 11 To represent whole numbers in binary, for example counting in binary from zero to 15, or writing a friend’s age in binary. To examine how whole numbers are used as the basis for representing all types of data in digital systems. To represent whole numbers in binary, for example counting in binary from zero to 15, or writing a friend’s age in binary. To explore how division by two can be used as a technique to determine the binary representation of any whole number by collecting remainder terms. To examine how whole numbers are used as the basis for representing all types of data in digital systems. To represent the state of an object in a game as active or inactive using the respective binary values of 1 or 0.</p>				<p>Spreadsheets 6.9</p> <p>To know what a spreadsheet looks like. To navigate and enter data into cells. To introduce some basic data formulae in Excel. To demonstrate how the use of Excel can save time and effort when performing calculations. To use a spreadsheet to model a situation. To demonstrate how Excel can make complex data clear by manipulating the way it is presented. To use formulae for percentages, averages, max and min in spreadsheets. To create a variety of graphs in Excel. To use a spreadsheet to model a real-life situation. To apply spreadsheet skills to solving problems.</p>						
Music						<p>Performance NC: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>							

British Values: Tolerance. Values such as rule of law, equality and tolerance are shared by many cultures and communities.	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	Week 7 15.7.24
MFL							Las Formas (Shapes) – 6 lessons <ul style="list-style-type: none"> 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'. <p>Have an opportunity to learn and/or revise numbers 1-5.</p>						

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:

- 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.