

# Year 3: The Forge Curriculum Topic Map

Academic Year 2024-25



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	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
<b>Curriculum Drivers/ Enrichment</b>	<b>Visit to Brackenhurst</b>  <b>Cultural Diversity:</b> 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. <b>Aspirations:</b> 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.							<b>Visit to Ollerton church</b> during Advent/ Christmas Tree Festival.  <b>Cultural Diversity:</b> 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. <b>Aspirations:</b> 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.						
<b>PE</b>	<b>Personal cog (REAL PE)</b>  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							<b>Social cog (REAL PE and REAL Gymnastics)</b>  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						
<b>Science</b>	<b>Rocks and Soil</b>  <b>Key Knowledge</b> What are fossils and how are they made? How can you sort different types of rocks? What is soil made from?							<b>Light</b>  <b>Key Knowledge</b> What is a light source and how do we make different shadows? Why does it get dark at night but not completely dark?						
British Values: Democracy. Chiefs and kings could decide things without representing people. Was there anything unfair about this?	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
<b>Art &amp; Design</b>	<b>Cave Art</b> <ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording their experiences;</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques;</li> </ul>							<b>Positive and Negative Cave Art Images:</b> explore related techniques used by Andy Warhol  <b>Aims:</b> <ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording their experiences;</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques;</li> </ul>						

		<ul style="list-style-type: none"> <li>Evaluate and analyse creative works using the language of art, craft and design;</li> <li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> <li><b>Subject content:</b></li> <li>To create sketch books to record their observations and use them to review and revisit ideas;</li> <li>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].</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and analyse creative works using the language of art, craft and design;</li> <li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> <li><b>Subject content:</b></li> <li>To create sketch books to record their observations and use them to review and revisit ideas;</li> <li>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];</li> <li>About great artists, architects and designers in history.</li> </ul>											
<b>DT</b>	<p><b>DT: Design and make a frame to hold cave painting for display</b> (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><b>Design</b></p> <ul style="list-style-type: none"> <li>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;</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately;</li> <li>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.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products;</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work;</li> <li>Understand how key events and individuals in design and technology have helped shape the world.</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> </ul>			<p><b>Using Textiles to make a Christmas Decoration (running stitch to join etc)</b></p> <ul style="list-style-type: none"> <li>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;</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately;</li> <li>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.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Investigate and analyse a range of existing products;</li> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work;</li> <li>Understand how key events and individuals in design and technology have helped shape the world.</li> </ul>										
<b>British Values:</b> Tolerance. What similarities are there between Christianity and Islam e.g. special festivals, sacred books and belief in God.	<b>Autumn 1</b>							<b>Autumn 2</b>						
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>

<b>History</b>	<b><u>From Stone Age to Iron Age</u></b>  <b><u>Learning Journey</u></b>  1. Sequence the stone age, bronze age and iron age and explain how we know about them 2. Describe changes to how people lived in the Stone Age 3. Investigate the diet of stone age farmers and compare it with the things we eat today 4. Describe what the evidence of settlement at Skara Brae/Stonehenge shows us. 5. Explain why the development of bronze was so important 6. Explain why many iron age people lived in hill forts in Britain													
<b>RE</b>	<b><u>Unit 3.4 Inspirational people from the past</u></b>  <b><u>Mother Teresa of Kolkata</u></b> <b><u>Learning Journey</u></b> 1. Know about Mother Teresa's life story 2. Link Mother Teresa's actions to those of Jesus. 3. Create class art book of Mother Teresa's life. 4. Respond to a poem written by Mother Teresa. 5. Explore reasons for inspiration and sainthood.							<b><u>Christianity – Christmas</u></b>  <b><u>Learning Journey</u></b>  1. Stage 1-To know why Bethlehem is important to Christians inc, pilgrimage. 2. Stage 2-To know what happened on Mary and Joseph's journey to Bethlehem. 3. Stage 3-To understand the role of the shepherds. 4. Stage 4- To understand the role of the wise men. 5. Stage 5 - To understand the role of King Herod, inc, refugees.						
<b>PSHCE</b>	<b><u>Relationships</u></b>  Learning about rules and behaving responsibly  Impact of following and breaking rules  Managing feelings and behaviours using strategies  Comparing the impact of responsible and irresponsible behaviour  <b>PoS Refs: R19, R20, R30, R31</b>							<b><u>Families, friendships and Safe Relationships</u></b>  Learning about family relationships.  Learning about different family structures.  Learning about change in families.  Learning about giving and asking for permission (consent). Learning about personal boundaries Learning about appropriate and inappropriate touch.  <b>PoS Refs: R1, R6, R7, R8, R9, R19, R22, R24, R25, R26 R30</b>						
<b>Geography</b>								<b><u>Settlements</u></b>  <b><u>Learning Journey</u></b>  1. Investigate the settlement of Creswell 2. Use Ordnance Survey Maps to identify physical and human features 3. Explain the features of different types of settlement 4. Identify some of the ways human activity has changed the natural environment						
<b>British Values:</b> Tolerance. Use the RE theme to explore how it important to accept people and show understanding even when we believe different things.	<b><u>Autumn 1</u></b>							<b><u>Autumn 2</u></b>						
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<b>Computing</b>	<b>Touch Typing 3.4</b> <b>6 lessons</b>  <ul style="list-style-type: none"> <li>To introduce typing terminology.</li> <li>To understand the correct way to sit at the keyboard.</li> <li>To learn how to use the home, top and bottom row keys.</li> </ul>						Online Safety – Covered Offline in addition to PSHE Project Evolve  See PSHE MTPs		<b>Word Processing TWINKL YR3</b> <b>6 Lessons</b>  <ul style="list-style-type: none"> <li>Select single words.</li> <li>Cut, copy and paste text.</li> <li>Format the font.</li> <li>Insert images.</li> </ul>					

	<ul style="list-style-type: none"> <li>To practice and improve typing for home, bottom, and top rows.</li> <li>To practice the keys typed with the left hand.</li> <li>To practice the keys typed with the right hand.</li> </ul>		<ul style="list-style-type: none"> <li>Copy a screenshot into another application.</li> <li>Use a secure password. <ul style="list-style-type: none"> <li>Use &lt;ctrl&gt; keyboard shortcuts.</li> </ul> </li> </ul>
<b>Music</b>	<p>10 pieces – 6 lessons each</p> <p>George Frideric Handel - Zadok the Priest</p> <ul style="list-style-type: none"> <li>listen and reflect on a piece of orchestral music</li> <li>invent their own musical motifs and structure them into a piece</li> <li>perform as an ensemble</li> <li>learn musical language appropriate to the task</li> </ul>	Pbuzz 10 lessons each	<ul style="list-style-type: none"> <li>play and sing a range of pieces from memory and from simple notation</li> <li>be able to play up to five notes with a good sound</li> <li>sit or stand with the correct posture</li> <li>listen to themselves and others, and make improvements</li> <li>copy back and improvise simple phrases</li> <li>have a basic understanding of the building blocks of music – pulse/beat, rhythm, pitch, tempo and dynamics</li> <li>have grown in confidence and want to celebrate their musical success with a performance</li> </ul>
<b>MFL</b>			

<b>British Values:</b> Tolerance and Acceptance. Consider the achievements of the Egyptians and what they were able to do so long ago.	<b>Spring 1</b>						<b>Spring 2</b>					
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Curriculum Drivers/ Enrichment</b>	<p><b>Visit to Conkers or suitable science park with a focus on forces.</b></p> <p><b>Aspiration:</b> 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><b>Cultural Diversity:</b> 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>						<p><b>Visit to a local river</b> (stimulus for observational art work using learned techniques and to reinforce work on the water cycle/ rain/ tributaries etc.</p> <p><b>Aspiration:</b></p> <ul style="list-style-type: none"> <li>The achievements of the great artists: how they persevered often through many years of being unsuccessful before being recognised;</li> <li>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.</li> </ul> <p><b>Cultural Diversity:</b></p> <ul style="list-style-type: none"> <li>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;</li> <li>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;</li> <li>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.</li> </ul>					
<b>PE</b>	<p><b>Cognitive cog (REAL PE and REAL Gymnastics)</b></p> <p>Fundamental movement skills- Dynamic balance- On a line Coordination- Ball skills</p>						<p><b>Creative cog (REAL PE and REAL Dance)</b></p> <p>Fundamental movement skills- Co-ordination- Sending and receiving Counter balance- With a partner</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>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>										
<b>Science</b>	<p><b>Forces and Magnet</b></p> <p><b>Key Knowledge</b></p> <p>What different ways can we make objects move, stop or change direction?</p>	<p><b>Plants</b></p> <p>See Summer 1 for Key Knowledge</p>										
<b>British Values:</b> Democracy. Who made decisions in Ancient Egypt. Was Egypt an equal and fair society?	<b>Spring 1</b>						<b>Spring 2</b>					
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Art &amp; design</b>							<p><b>Impressions of rivers:</b> 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.</p> <ul style="list-style-type: none"> <li>• Produce creative work, exploring their ideas and recording their experiences;</li> <li>• Become proficient in drawing, painting, sculpture and other art, craft and design techniques;</li> <li>• Evaluate and analyse creative works using the language of art, craft and design;</li> <li>• Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms;</li> <li>• 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</li> <li>• About great artists, architects and designers in history.</li> </ul>					
<b>DT</b>	<p><b>The Pharos Gold</b> (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.</p> <ul style="list-style-type: none"> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design;</li> <li>• 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;</li> <li>• Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</li> </ul>											
<b>History</b>	<p><b>Ancient Egypt</b></p> <p><b>Learning Journey</b></p> <ol style="list-style-type: none"> <li>1. Place early civilisations on a timeline</li> <li>2. Name and describe important gods and goddesses and explain how we know about them today</li> </ol>											

	<ol style="list-style-type: none"> <li>3. Explain why the Pyramids were built and what they were used for</li> <li>4. Explain why the Nile was essential for the Egyptian civilisation</li> <li>5. Describe the different levels of society in Ancient Egypt</li> </ol>	
<b>Geography</b>		<p><b><u>Water Cycle and the River Nile</u></b></p> <p><b><u>Learning Journey</u></b></p> <ol style="list-style-type: none"> <li>1. Locate Egypt on a globe and describe the climate</li> <li>2. Locate Cairo on a map of Egypt and explain how the people there get water</li> <li>3. Describe why there is rainfall in the North of Egypt</li> <li>4. Describe some of the different ways people in Egypt trade</li> </ol>

<b>British Values:</b> 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?	<b>Spring 1</b>						<b>Spring 2</b>					
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>RE</b>	<p><b>Islam - How do festivals and worship show what matters to a Muslim?</b></p> <p>Stage 1 - To explain where Islam was founded and who founded the Muslim faith.</p> <p>Stage 2 - To explain the key features in a Muslim's place of worship.</p> <p>Stage 3- To know what Ramadan is and what happens during it.</p> <p>Stage 4- To know what Eid al-Fitr is and what happens during it.</p>						<p><b>Christianity - How does art help Christians to learn more about Jesus?</b></p> <p>Stage 1 – What information can stained-glass windows give us about Christianity?</p> <p>Stage 2- Which name of a church do the stained-glass images represent?</p> <p>Stage 3 - Which stories are represented by the stained-glass windows?</p> <p>Stage 4 – Which art should appear at St Paulius church?</p> <p>Stage 5- What do Christians believe about Jesus?</p>					
<b>PSHCE</b>	<p><b><u>Media literacy and Digital Resilience</u></b></p> <p>Recognise the different symbols related to the age ratings for films</p> <p>Explain why we have age ratings for films and the role of the British Board of Film Classification</p> <p>Evaluate which types of films are most suitable for different age groups</p> <p>Explain how age ratings can help people make decisions about whether to watch a particular film</p> <p><b>PoS Refs: L12, L13</b></p>						<p><b><u>Growing and changing</u></b></p> <p>About friendship, including why it is important and what makes a good friend.</p> <p>How to maintain good friendships.</p> <p>Solving disagreements and conflicts with peers.</p> <p><b>PoS Refs: H27, H28, H29</b></p>					
<b>Computing</b>	<p><b>Micro-bit 3.10</b> <b>4 lessons</b></p> <ul style="list-style-type: none"> <li>• Understand the micro:bit is a tiny computer which needs instructions in code to make it work.</li> <li>• Use Free Code micro:bit to create instructions in code that the micro:bit can understand and then transfer them to the micro:bit.</li> <li>• Know the micro:bit has an LED display output which it can use to show words (as well as numbers and pictures).</li> <li>• Understand that sequence and timing is important when making an animation. Understand that animations create an illusion of movement by showing a sequence of still images.</li> <li>• Code the micro:bit to show simple animations on its LED display output.</li> <li>• Code the micro:bit to make different outputs happen depending on different inputs.</li> </ul>						<p><b>Spreadsheets 3.3</b> <b>3 lessons</b></p> <ul style="list-style-type: none"> <li>• To add and edit data in a table layout.</li> <li>• To find out how spreadsheet programs can automatically create graphs from data.</li> <li>• To introduce the 'more than', 'less than' and 'equals' tools.</li> <li>• To introduce the 'spin' tool and show how it can be used to count through times tables.</li> <li>• To introduce the Advanced mode of 2Calculate.</li> <li>• To learn about describing cells using their addresses.</li> </ul>					

	<ul style="list-style-type: none"> <li>Understand that inputs and outputs involve the flow of data in and out of computers. Apply this knowledge using the micro:bit's button inputs and display output.</li> <li>Understand how sensor inputs from the accelerometer can be used to detect movement.</li> <li>Understand how to create sounds and music using the music editor.</li> <li>Apply this knowledge using the micro:bit's gesture inputs and sound output.</li> </ul>	
<b>Music</b>	<p>Performance</p> <p>To sing in tune with expression</p> <p>To control their voice when singing</p> <p>To sing songs from memory with accurate pitch</p>	
<b>MFL</b>		<p><b>Classroom Commands - 1 lesson</b></p> <p>To recognise, understand and recall common classroom commands in Spanish.</p> <p><b>Aprendo Espanol (I am learning Spanish) - 5 lessons</b></p> <ul style="list-style-type: none"> <li>Pinpoint Spain and other Spanish speaking countries on a map of the world.</li> <li>Ask and answer the question 'How are you?' in Spanish.</li> <li>Say 'Hello' and 'Goodbye' in Spanish.</li> <li>Ask and answer the question 'What is your name?' in Spanish.</li> <li>Count from 1-10 in Spanish.</li> </ul> <p>Say 10 colours in Spanish.</p>

<b>British Values:</b> Democracy. Make use of pupil voice when discussing the work of Constable and Woodman.	<b>Summer 1</b>					<b>Summer 2</b>						
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	
<b>Curriculum Drivers/ Enrichment</b>	<p><b>Islamic Visitor:</b></p> <p><b>Cultural Diversity:</b> 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.</p> <p><b>Aspiration:</b> How did the visitor learn about the tradition?- His or her experience as a child.</p> <ul style="list-style-type: none"> <li>Visit to a Bakery or arranged visit e.g. Warburtons to demonstrate bread-making</li> </ul> <p><b>Cultural Diversity:</b> different breads connected to different cultures/ faiths. Communion wafer, unleavened bread (Judaism), breads associated with Ramadan.</p> <p><b>Aspiration:</b> Baker to discuss role and training undertaken.</p>					<p><b>Visit to Matlock or suitable contrasting locality in the Peak District.</b></p> <p><b>Cultural Diversity:</b> consider how varied the British Isles are. Our areas are very different. What values unite us?</p> <p><b>Visiting Artist: To be arranged by year group.</b></p> <p><b>Aspiration:</b> 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.</p> <p><b>Cultural Diversity:</b> 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.</p>						
<b>PE</b>	<b>Physical cog (REAL PE)</b>					<b>Health and fitness cog (REAL PE)</b>						
	Fundamental movement skills- Co-ordination- Sending and receiving Counter balance- With a partner					Fundamental movement skills- Agility- Ball chasing Static balance- Stance						



	<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 Celebration and review of progress</p>				<p>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.</p> <p>Learning nutrition- Control Ambition (5 star)</p>						
<p><b>Science</b></p>	<p><b><u>Plants (continued)</u></b> <b><u>Learning Journey</u></b> What do plants need to grow, thrive and reproduce? How do the different parts of a plant help it grow, thrive and reproduce?</p>				<p><b><u>Animals including Humans</u></b> <b><u>Key Knowledge</u></b> What different types of food should humans eat to be healthy?</p>						
<p><b>Art &amp; Design</b></p>					<p><b>Exploring the UK: John Constable to Hannah Woodman</b> (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.</p> <ul style="list-style-type: none"> <li>• Produce creative work, exploring their ideas and recording their experiences;</li> <li>• Become proficient in drawing, painting, sculpture and other art, craft and design techniques;</li> <li>• Evaluate and analyse creative works using the language of art, craft and design;</li> <li>• Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p><b>Subject content:</b></p> <ul style="list-style-type: none"> <li>• To create sketch books to record their observations and use them to review and revisit ideas;</li> <li>• 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];</li> <li>• About great artists, architects and designers in history.</li> </ul>						
<p><b>British Values:</b> Tolerance. Consider all the different types of bread from different cultures highlighting how there is more in common than different.</p>	<p style="text-align: center;"><b><u>Summer 1</u></b></p>				<p style="text-align: center;"><b><u>Summer 2</u></b></p>						
	<p style="text-align: center;"><b>Week 1</b></p>	<p style="text-align: center;"><b>Week 2</b></p>	<p style="text-align: center;"><b>Week 3</b></p>	<p style="text-align: center;"><b>Week 4</b></p>	<p style="text-align: center;"><b>Week 1</b></p>	<p style="text-align: center;"><b>Week 2</b></p>	<p style="text-align: center;"><b>Week 3</b></p>	<p style="text-align: center;"><b>Week 4</b></p>	<p style="text-align: center;"><b>Week 5</b></p>	<p style="text-align: center;"><b>Week 6</b></p>	<p style="text-align: center;"><b>Week 7</b></p>
<p><b>DT</b></p>	<p><b>Breads around the world</b></p> <p><b>Nutrition</b></p> <ul style="list-style-type: none"> <li>• Understand and apply the principles of a healthy and varied diet;</li> <li>• Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques;</li> <li>• Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• 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;</li> <li>• Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>• Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing];</li> <li>• 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.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>• Investigate and analyse a range of existing products;</li> </ul>										

	<ul style="list-style-type: none"> <li>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work;</li> <li>Understand how key events and individuals in design and technology have helped shape the world.</li> </ul>										
<b>History</b>											
<b>RE</b>	<b>Easter</b>	<p><b>Which communities do we belong to?</b></p> <p><b>Where, how and why do people worship?</b></p> <p>Stage 1: What communities do people belong to?</p> <p>Stage 2: Which communities do you belong to?</p> <p>Stage : What does being part of a religious community mean</p> <p>Stage 4: Living together in world</p>									
<b>PSHCE</b>	<p><b><u>Mental Health and Emotional Wellbeing</u></b></p> <p>Understand the different feelings and emotions people experience; how feelings and emotions change and what helps people to feel good</p> <p>Learn ways of expressing feelings and emotions and why this is important</p> <p>Understand the impact of different life changes and strategies of dealing with grief</p> <p>Managing feelings and emotions in different situations</p> <p>Getting help, advice and support with feelings and emotions</p> <p><b>PoS Refs: H15, H17, H18, H19, H20, H21, H22, H23, H24</b></p>				<p><b><u>Money Matters</u></b></p> <p>I can explain what skills are needed for a range of jobs and why people go to work.</p> <p>To understand how retailers try to influence our spending</p> <p>To discuss financial risk and borrowing and explain some of the consequences</p> <p><b>PoS Refs: L17, L18, L20, I24, L26, L29, L27, L31, L32</b></p>						
<p><b>British Values:</b> 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?</p>	<b><u>Summer 1</u></b>					<b><u>Summer 2</u></b>					
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>

<b>Geography</b>				<p><b>Let's Explore the UK</b></p> <p><b>Learning Journey</b></p> <ol style="list-style-type: none"> <li>1. Investigate the settlement of Matlock</li> <li>2. Describe the topography of Matlock and the surrounding area</li> <li>3. Investigate land use for the high street and countryside surrounding Matlock (Visit)</li> <li>4. Investigate the different types of business in the Matlock area</li> <li>5. Describe how water travels from the hills to the sea</li> </ol>	
<b>Computing</b>	<p><b>Branching Databases 3.6</b> <b>3 Lessons</b></p> <ul style="list-style-type: none"> <li>• To sort objects using just YES/NO questions.</li> <li>• To complete a branching database using 2Question.</li> <li>• To create a branching database of the children's choice.</li> </ul>	<p><b>Graphing 3.8</b> <b>2 Lessons</b></p> <ul style="list-style-type: none"> <li>• To enter data into a graph and answer questions.</li> <li>• To solve an investigation and present the results in graphic form.</li> </ul>	<p><b>Presenting 3.9</b> <b>PowerPoint 6 Lessons</b></p> <ul style="list-style-type: none"> <li>• To create a page in a presentation.</li> <li>• To add media to a presentation</li> <li>• To add animations into a presentation</li> <li>• To use the skills learnt in previous weeks to design and present an effective presentation.</li> </ul>		
<b>Music</b>	<p><b>Bob Marley – Three Little Birds</b></p> <ol style="list-style-type: none"> <li>1. Listen and Appraise the song Three Little Birds and other songs: <ul style="list-style-type: none"> <li>• Three Little Birds by Bob Marley</li> <li>• Jamming by Bob Marley</li> <li>• Small People by Ziggy Marley</li> <li>• 54 - 46 Was My Number by Toots and The Maytals</li> <li>• Ram Goat Liver by Pluto Shervington</li> <li>• Our Day Will Come by Amy Winehouse</li> </ul> </li> <li>2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: <ol style="list-style-type: none"> <li>a. Warm Up Games (including vocal warm ups)</li> <li>b. Flexible Games (optional extension work)</li> <li>c. Learn to Sing the Song</li> <li>d. Play Instruments with the Song</li> <li>e. Improvise with the Song (and optional extension activities)</li> <li>f. Compose with the Song</li> </ol> </li> <li>3. Perform the Song - perform and share your learning as you progress through the Unit of Work.</li> </ol> <p>© Copyright 2017 Charanga Ltd Page 1 of 8</p>				
<b>MFL</b>				<p><b>Los Instrumentas (Instruments) - 6 lessons</b></p> <ul style="list-style-type: none"> <li>▪ Recognise, recall and spell up to 10 instruments in Spanish with the correct definite article/determiner.</li> <li>▪ Understand articles/determiners better and that the definite article/determiner 'the' has a plural form in Spanish.</li> </ul> <p>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.</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:**

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.**