

Year 6 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 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 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.							Visit to Newstead Abbey linked to Victorian Christmas 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) Fundamental movement skills- Co-ordination- Sending and receiving Agility- Ball chasing 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. Learning nutrition- (4 star) Control Success and failure							Social coq (REAL PE and REAL Gymnastics) Fundamental movement skills- Dynamic balances- On a line Counter balance- With a partner Gym skills- Partner work- Acrobatic sequences Large apparatus- Climbing sequences 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. Learning nutrition- (4 star) Control Clear personalised outcomes						

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	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Science	Animals including Humans Key Knowledge What is blood for and how does it circulate?							Evolution and Inheritance Key knowledge What is evolution and adaption?						

What can we do to help look after our hearts?														
Art & Design	Da Vinci to Lowry (Representing people in art) Recreate a Da Vinci artwork. Create a cubism style image. Create a version of Van Gogh's Sunflowers Create a sketched landscape in the style of L.S. Lowry.							William Morris (Victorian Art) Create a fact file on William Morris Use a viewfinder to recreate a piece of William Morris wallpaper design. Replicate a repeated pattern in the style of William Morris and colouring in using similar colour palettes. Create a block printed repeated pattern						
British Values: Democracy. Develop understanding of shared and absolute power	Autumn 1							Autumn 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
DT	Fairtrade Products (Suggested activities: children design, make and evaluate a Fairtrade product including packaging) learning Journey To identify a range of Fairtrade items and discuss the importance of a balanced and varied diet. To design a product aimed at a specific market using Fairtrade ingredients. To make a product using Fairtrade ingredients, aimed at a specific market. To critically evaluate the product and consider ways to improve.							Bridges (suggested activities: Iron Bridge in Shropshire designed by Brunel, strength of semi-circle/triangulation, Bailey Bridge – local context) Learning Journey To understand the importance of Isambard Kingdom Brunel and his contribution to engineering history To explore how a beam bridge responds to loads. To experiment with loads on a beam bridge to understand what makes it strong and what makes it fail.						
British Values: Rule of Law. Magna Carta and the English Bill of Rights underpin some of the rights we enjoy today.	Autumn 1							Autumn 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
History								The Victorians Learning Journey 1. To place key Victorian events on a timeline 2. To understand what life was like in the workhouse (diary entry) 3. To explore some of the jobs that Victorian children would have carried out 4. To understand Victorian schooling and punishments 5. To understand the inventions made during the Victorian era 6. To understand how lives improved for the poor						
RE	Teachings, wisdom and authority Learning Journey Aims: <ul style="list-style-type: none"> To understand the characteristics of love in the Christian community To understand and interpret the message in the Jewish Shema To understand how moral guidelines affect behaviour To understand the universal Golden Rule 							Christianity – Christmas Learning Journey 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	Relationships (Life skills Primary Education – DAaRT) How to deal with stressful situation													

	<p>What is peer pressure?</p> <p>How to balance risks and consequences</p> <p>How to celebrate differences</p> <p>The importance of effective and confident communication</p> <p>The risks and consequences of carrying a knife</p> <p>How to develop effective communication</p> <p>How to become a good citizen</p> <p>PoS Refs: H1, H3, H4, H38, H47, H48, H49, H50</p>
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Geography	<p>Fairtrade</p> <p>Learning Journey</p> <ol style="list-style-type: none"> 1. To know the human and physical features of the United Kingdom. 2. To locate countries in major continents on a world map and discuss the human and physical features. 3. To understand world trade links. 4. To know about Fairtrade and why it is needed. 5. To know how food products are distributed. 6. To compare the United Kingdom and one of the largest producers of bananas, Colombia. 	
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British Values: Consider how people have campaigned to bring about changes to voting from the Victorians to the Suffragettes.	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
Music	<p>Glockenspiel</p> <ul style="list-style-type: none"> • play and sing a range of pieces from memory and from simple notation • be able to play up to three notes with a good sound • sit or stand with the correct posture • listen to themselves and others, and make improvements • copy back and improvise simple phrases • have a basic understanding of, and able to apply, the building blocks of music – pulse/beat, rhythm, pitch, tempo and dynamics • create and perform their own rhythmic patterns • compose, notate and perform short melodies • recognise a range of orchestral instruments • have grown in confidence and want to celebrate their musical success with a performance 													
Computing	<p>Touch Typing (Y3 from PM) 6 Lessons</p> <ul style="list-style-type: none"> • To develop use of punctuation when using a keyboard. • To understand that the shift key needs to be used to access some parts of a keyboard. • To develop use of punctuation when using a keyboard. • To understand that the shift key needs to be used to access some parts of a keyboard. 						<p>Online Safety – Covered Offline in addition to PSHE Project Evolve</p> <p>See PSHE MTPs</p>		Word Processing					

	<ul style="list-style-type: none"> To use increasing knowledge of a keyboard to be able to type out words beginning with a variety of letters. To use increasing knowledge of a keyboard to be able to type out words beginning with a variety of letters. To use increasing knowledge of a keyboard to be able to type out words beginning with a variety of letters. <p>To use increasing knowledge of a keyboard to be able to type out words beginning with a variety of letters.</p>											
MFL		<p>Classroom Commands - 1 lesson To recognise, understand and recall common classroom commands in Spanish.</p> <p>La Fruta (Fruits) -</p> <ul style="list-style-type: none"> Name and recognise up to 10 fruits in Spanish. Attempt to spell some of these nouns. Ask somebody in Spanish if they like a particular fruit. Say what fruits they like and dislike. 										
British Values: Tolerance. Consider how people from different British communities fought in WW1.	<p style="text-align: center;">Spring 1 Spring 2</p>											
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Curriculum Drivers/ Enrichment	<p>Local visit to sketch a War Memorial (linked to WW1)</p> <p>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 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. 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>Visit to the Holocaust Centre, Laxton</p> <p>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. 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 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.) 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 style="text-align: center;">Cognitive cog (REAL PE and REAL Gymnastics)</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 style="text-align: center;">Creative cog (REAL PE and REAL Dance)</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>Light</p> <p>Key knowledge What is a light source and how do we make different shadows? Why does it get dark at night but not completely dark?</p>						<p>Electricity</p> <p>Key Knowledge How can we affect the brightness of bulbs and the volume of buzzers? How can we use diagrams to show the circuits we make?</p>					

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British Values: Anti-discrimination. People from across the British Empire fought for Britain and should be remembered	Spring 1						Spring 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
DT												
Art	Art inspired by wartime poetry (moving from sketching to using chalks or another media, looking at Wilfred Owen; blackout poetry; visual art on the trenches) Learning Journey To understand and analyse a WW1 poem. To use chalk to create a background. To carefully select words that represent the poem. To select colours and imagery that represents my poem.											
British Values: Anti-discrimination. Consider the impact of anti-Jewish laws in Nazi Germany.	Spring 1						Spring 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
History	World War One Learning Journey <ol style="list-style-type: none"> To understand why World War 1 began. To understand what life was like in the trenches. To understand what happened at the Battle of the Somme. To understand the role of women in WW1. To participate in a debate about the Treaty of Versailles. To write a balanced argument. 						World War Two Learning Journey <ol style="list-style-type: none"> To understand how and why WW2 started. To understand what it was like to be an evacuee. To know how people protected themselves during the blitz. To understand why rationing was important. To understand what life was like for a jew in WW2. To recap everything I have learnt so far. 					
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. Stage 1- What can we learn from theology about how to care for the world. Stage 2 – What can we learn from Christianity about how to care for the world. Stage 3- What can we learn from Islam about how to care for the world. Stage 4- What can we learn from Sikhism about how to care for the world.											
PSHCE	Media literacy and Digital resilience Discuss different uses of technology and how it affects wellbeing (positive and negative).						Growing and changing The changes that happen during puberty (recap from year 4-5)					

<p>Explore different ways of dealing with online situations.</p> <p>Identify what activities benefit both physical and mental health.</p> <p>To understand how screens can impact wellbeing and how we can balance our screen time for positive impact.</p> <p>To recognise how words, including jokes, can hurt others and why that hurt might be hard to see.</p> <p>PoS Refs: H37, L11, L13, L15, L16</p>	<p>About managing change and becoming more independent</p> <p>About positive, healthy relationships</p> <p>About how a baby is made</p> <p>PoS Refs: H24, H33, H35, H36</p>
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British Values: Combat discrimination. Propaganda was used to support discrimination by the Nazis. Discuss controversial headlines today.	Spring 1						Spring 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Computing	<p style="text-align: center;">Micro-bit 3.10 4 lessons</p> <ul style="list-style-type: none"> Understand the micro:bit is a tiny computer which needs instructions in code to make it work. Use Free Code micro:bit to create instructions in code that the micro:bit can understand and then transfer them to the micro:bit. Know the micro:bit has an LED display output which it can use to show words (as well as numbers and pictures). 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. Code the micro:bit to show simple animations on its LED display output. Code the micro:bit to make different outputs happen depending on different inputs. 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. Understand how sensor inputs from the accelerometer can be used to detect movement. Understand how to create sounds and music using the music editor. <p>Apply this knowledge using the micro:bit's gesture inputs and sound output.</p>				<p style="text-align: center;">Blogging 6.4 4 Lessons</p> <ul style="list-style-type: none"> 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. <p>To understand how and why blog posts and comments are approved by the teacher.</p>				<p style="text-align: center;">Spreadsheets – Twinkl Yr6 6 Lessons</p> <ul style="list-style-type: none"> Be able to enter formulae into cells. Edit data and discuss the effect on results. Use further functions including AVERAGE, MIN and MAX. Create graphs. Design their own spreadsheet for a specific purpose. 			
Music	<p>10 pieces - Ride of the Valkyries</p> <ul style="list-style-type: none"> listen and reflect on a piece of orchestral music invent their own musical motifs and structure them into a piece perform as an ensemble learn musical language appropriate to the task 						<p>Bon Jovi – Livin' On A prayer</p> <p>. Listen and Appraise the song Livin' On A Prayer and other Classic Rock songs:</p> <ul style="list-style-type: none"> Livin' On A Prayer by Bon Jovi We Will Rock You By Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B. Goode by Chuck Berry I Saw Her Standing There by The Beatles <p>© Copyright 2017 Charanga Ltd Page 1 of 8</p> <p>1. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:</p> <ol style="list-style-type: none"> Warm Up Games (including vocal warm ups) Flexible Games (optional extension work) Learn to Sing the Song Play Instruments with the Song Improvise with the Song (and optional extension activities) Compose with the Song <p>2. Perform the Song - perform and share your learning as you progress through the Unit of Work</p>					

MFL	<p>Las Estaciones (Seasons) - 6 lessons Sé (I know how..) - 6 lessons</p> <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. 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."	Summer 1				Summer 2						
	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
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 of 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> 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				<u>Health and fitness cog (REAL PE)</u> 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)						
British Values: Combat discrimination. Consider what it was like to be Jewish in Germany before the Nazis.	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 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Science	Living Things and Habitats				Growing Up (SRE)						

	<p>Key Knowledge</p> <p>How do we group different animal types?</p>	<p>Key Knowledge</p> <p>What are the changes that occur during puberty both physically and emotionally? What are the development stages of a baby from conception to birth? What are the different ways of maintaining good health and hygiene.</p>
Art & Design	<p>The Life of Van Gogh</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] 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.	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
DT							War Time Baking / Textiles TBC						
History													
RE	<p>Beliefs in action in the world</p> <p>Learning Journey</p> <p>Aims:</p> <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	<p>Mental Health and Emotional Wellbeing</p> <p>Learn about how emotions, thoughts, physical feelings, and behaviours can affect each other, and ways of managing challenging emotions.</p> <p>Exploring the transition to secondary school, identify some of the challenges that can arise and where to get support if needed.</p> <p>PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24</p>						<p>Money Matters</p> <p>Learn about the impact of money on emotional wellbeing.</p> <p>Learn what it means to be a critical consumer</p> <p>PoS Refs: L17, L18, L22, L23, L24</p>						
British Values: Tolerance. Consider how shared values from different faith and humanist	Summer 1				Summer 2								
	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7		

perspectives can promote tolerance.											
Geography						The Coastline Learning Journey <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	Quizzing 6.7 6 Lessons <ul style="list-style-type: none"> 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. 					Networks 6.6 3 Lessons <ul style="list-style-type: none"> 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						Performance To sing in tune with expression To control their voice when singing To sing songs from memory with accurate pitch					
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	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
MFL						Intermediate – Me Presento (Presenting Myself) – 6 Lessons <ul style="list-style-type: none"> Use basic greetings in Spanish, ask somebody how they are feeling and reply when asked. Ask somebody their name in Spanish and reply when asked. Recall the numbers 1-10 and count from 11-20 in Spanish. Ask somebody how old they are in Spanish and reply when asked. Ask somebody where they live in Spanish and reply when asked. Express their nationality in Spanish and understand basic gender agreement rules. 					

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.