

Year 4: 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. Discuss secret votes or ballots. What are the advantages or disadvantages? | Autumn 1 | | | | | | | Autumn 2 | | | | | | |
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| | 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 | <p>Visitor from Severn Trent. Cultural Diversity: Discussion of the needs shared by all people regardless of background, nationality race etc. An examination of community projects aimed at improving water quality where a diverse range of people have shared their skills to make the project a success.</p> <p>Aspiration: Visitor to discuss with pupils the role they carry out and how they got involved with the organisation. Discuss how we can all make a difference in caring for our local environment.</p> <p>Cultural Diversity: Study other cultures in Japan and understanding of other religions through studying Hinduism.</p> <p>Aspirations: Being a craftsman: what skills do you need to be successful when designing and making (perseverance, resilience, being prepared to fail and learning from failure. Failure as a positive.</p> <p>Stories from other faiths and religions: The story of Rama and Sita.</p> | | | | | | | <p>Aspiration: Take part in a Christmas production.</p> <p>Cultural Diversity: Japan and Hinduism, different traditional music from other cultures.</p> <p>Consider the achievements of an artist from another culture Fujishima Takeji discuss how he was influenced by the French Impressionists and how cultures benefit from each other.</p> | | | | | | |
| PE | <p>Personal cog (REAL PE)</p> <p>Fundamental movement skills- Co-ordination- Using footwork Static balance- One leg</p> <p>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.</p> <p>Learning nutrition- (4 star) Control Success and failure 1.</p> | | | | | | | <p>Social cog (REAL PE and REAL Gymnastics)</p> <p>Fundamental movement skills- Dynamic balance to agility- Jumping and Landing Static balance- Seated</p> <p>Gym skills- Balance- Acrobatic sequences Rotation- Rotation sequences (Partner work)</p> <p>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.</p> <p>Learning nutrition- (4 star) Control Clear personalised outcomes</p> | | | | | | |
| British Values: Tolerance. The Olympic Games brings people of different cultures together. What are the Olympic Values | 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 | <p>States of Matter</p> <p>Key Knowledge</p> <p>Is water a solid, liquid or gas? Why is fresh water precious?</p> | | | | | | | <p>Precious Water</p> <p>Key Knowledge</p> <p>Is water a solid, liquid or gas? Why is fresh water precious?</p> | | | | | | |

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| Art & Design | | <p>Sunrise over the Eastern Sea: using the work of the Japanese artist (The Rugby World Cup is held in Japan) as an inspiration for paintings of sunrises over water.</p> <ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences; • Become proficient in drawing, painting, sculpture and other art, craft and design techniques; • Evaluate and analyse creative works using the language of art, craft and design; • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. • Subject content: • To create sketch books to record their observations and use them to review and revisit ideas; • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; • About great artists, architects and designers in history. | |
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| British Values: Tolerance: Learn about The Story of Rama and Sita and its importance to Hindus and the Diwali celebrations | 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 | <p>The Story of Rama and Sita (use a cam to develop a moving puppet to illustrate an element of the Rama and Sita story).</p> <p>Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</p> <p>Make Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate Investigate and analyse a range of existing products; Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Technical knowledge Apply their understanding of how to strengthen, stiffen and reinforce more complex structures understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages].</p> | | | | | | | <p>Computer Aided Design Greek Temple</p> | | | | | | |
| British Values: Democracy. Britain is a democracy. Explore how is British Democracy is different to the system in Athens | 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 | | | | | | | | <p>Ancient Greece</p> <p>Learning Journey</p> <ol style="list-style-type: none"> 1. Sequence the Ancient Greek civilisations relating these to Ancient Egypt and the Stone Age 2. Describe the main features of Ancient Greek beliefs | | | | | | |

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| | | | | | | | | | | | | | | | | | | <ol style="list-style-type: none"> 3. Explain how we know about Greek Myths today 4. Evaluate the roles of different family members in Ancient Greece 5. Describe the type of government in the City State of Athens 6. Describe ways that Sparta was different from Athens 7. Create a double page spread about the Ancient Greeks. |
| RE | <p>How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals?</p> <p>Stage 1: To describe what Hindus believe about God. Stage 2: To describe some of the ways that Hindus worship. Stage 3: To explain why Hindus celebrate Diwali.</p> | | | | | | | | | | | | | | | <p>Christianity – Christmas Learning Journey Stage 1- To know that the story of the birth of Jesus is of central importance in Christianity. Stage 2- To know that Jesus is considered to be the "Light of the World" to Christians. Stage 3- To understand that Christians believe the birth of Jesus was a prophesied event and changed the world forever. Stage 4 - To compare and contrast the festivals of Christmas and Diwali.</p> | | |
| PSHCE | <p>Relationships</p> <p>Stage 1: Learn about the importance of ground rules Stage 2: Learn how and why friendships can change over time Stage 3: Learn how to manage challenges within friendships Stage 4: Learn about the important role friendship plays in someone's wellbeing Stage 5: Learn about healthy friendships and how to manage conflict in friendships</p> | | | | | | | | | | | | | | | <p>Belonging to the community</p> <p>Stage 1: Explain what compassion means and why we should show compassion to all animals. Stage 2: Identify the needs of animals. Stage 3: Explore whether an animal's needs are being met when animals are used for human benefit. Stage 4: Recognise the differences and similarities between humans and animals, and that animals have feelings and emotions. Stage 5: Identify how we can help protect the natural habitats of wild animals. Stage 6: Describe some of the harm that humans inflict on wild animals and the consequences for the planet. Stage 7: Describe how human actions impact aquatic animals, with particular focus on plastic pollution.</p> | | |
| British Values: Democracy. Develop ideas of democracy. What decisions in class can we make democratically | 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 | | | | |
| Geography | <p>Japan</p> <p>Learning Journey</p> <ol style="list-style-type: none"> 1. Use the location of Japan to make predictions about the climate 2. Compare life in Tokyo, London and the local area 3. Complete a double page spread on Japan. | | | | | | | | | | | | | | | | | |
| Computing | <p>Touch Typing (Y2 from PM) 6 Lessons</p> <ul style="list-style-type: none"> • To develop the use of the shift key to capitalise letters on a keyboard. • To be able to locate both the vowel and consonant keys on a keyboard. • To be able to select all keys across the keyboard, including letters and numbers. • To use knowledge of keys to form basic words. • To be able to locate letters and numbers on a keyboard in a timely manner. • To be able to type various high frequency words using a keyboard. | | | | | | <p>Online Safety – Covered Offline in addition to PSHE Project Evolve See PSHE MTPs</p> | | | | <p>WORD PROCESSING – TWINKL YR4 6 Lessons</p> <ul style="list-style-type: none"> • Use some of the main keyboard shortcuts • Suggest ways to improve a layout • Apply specific effects to an image • Add a spelling to the spelling dictionary • Add or delete rows or columns in a table • Suggest ways to change a table • Choose a relevant website to link a document to – create a hyperlink <p>Writing for different audiences 4.4</p> <ul style="list-style-type: none"> • To explore how font size and style can affect the impact of a text. • To use a simulated scenario to produce a news report. To use a simulated scenario to write for a community campaign. | | | | | | | |
| Music | <p>10 pieces Winter – Four Seasons Vivaldi</p> <p>listen and reflect on a piece of orchestral music create their own piece of music using instruments and voice perform as an ensemble learn musical language appropriate to the task</p> | | | | | | | <p>Performance</p> <p>To sing in tune with expression To control their voice when singing To sing songs from memory with accurate pitch</p> | | | | | | | | | | |
| British Values: Democracy. | 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 | |
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| Develop ideas of democracy. What are the difficulties in voting on all decisions. Explore ideas of representative democracy | | | | | | | | | | | | | | | |
| MFL | | | | | | | | Classroom Commands - 1 lesson To recognise, understand and recall common classroom commands in Spanish. Sé (I know how..) - 3 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). | Sé (I know how..) - 3 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: democracy. Elect school councillors. Develop ideas of representational democracy | Spring 1 | | | | | | Spring 2 | | | | | |
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| | 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 | Cultural Diversity: Develop knowledge of the practices of different faiths and explore similarities between faiths when studying pilgrimages , trip to Southwell Minster. In DT consider how ingredients and cooking traditions from different cultures have enriched the food we eat and have available. Consider how we depend on a range of countries for the food we eat. Aspiration: Visit from local farmer. | | | | | | Visit to Tropical Butterfly House Cultural Diversity: Explore with the children the ecological importance of Rainforests and how we all have an interest in conservation. Discuss themes of "one world" and how we all need to care for it regardless of nationality. Consider the skills of indigenous people who survive and thrive in the rainforest and the threats they face from deforestation etc. Explore the creative work produced by indigenous Australians and the importance of creativity and art to all people. Consider how we value the differences and similarities in art work (Aboriginal representations of the rainforest compared with the work of Rousea and some similarities between pointillism and techniques used in Aboriginal art. Aspiration: Guided talks from those who work at the Butterfly House. | | | | | |
| PE | Cognitive cog (REAL PE and REAL Gymnastics) Fundamental movement skills- Dynamic balance- On a line Coordination- Ball skills Gym skills- Flight- Flight sequences with a rope Travel- Group sequences using low and large apparatus 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. Learning nutrition- (4 star) Control Coach and support others | | | | | | Creative cog (REAL PE and Swimming) Fundamental movement skills- Co-ordination- Sending and receiving Counter balance- With a partner Learning focus- Exceeding I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or more challenging. Expected I can respond differently to a variety of tasks. I can make up my own rules and versions of activities. Emerging I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others. Learning nutrition- (4 star) Control Praise for positive behaviour | | | | | |

| British Values: Tolerance. | Spring 1 | Spring 2 |
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| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
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| Develop ideas of pilgrimage. Consider the importance of Lent and Ramadan to Christians and Muslims | | | | | | | | | | | | |
| Science | Why we eat? (and what happens to our food?) Key Knowledge Why do we eat? What happens to our food once it enters our mouths? | | | | | | The Rainforest (Living things and their habitats) Key Knowledge What is a rainforest? Why are they so important? | | | | | |
| Art & Design | How has the rainforest been represented in Art (contrast the work of Rouseau: Tiger in a Tropical Storm with aboriginal representations of rainforest animals and explore techniques. <ul style="list-style-type: none"> Produce creative work, exploring their ideas and recording their experiences; Become proficient in drawing, painting, sculpture and other art, craft and design techniques; Evaluate and analyse creative works using the language of art, craft and design; Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Subject content: <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas; To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; About great artists, architects and designers in history. | | | | | | Observational Drawings of min-beasts linked to Science (Explore a range of shading techniques e.g. cross hatching.) Become proficient in drawing, painting, sculpture and other art, craft and design techniques; To create sketch books to record their observations and use them to review and revisit ideas. | | | | | |

| British Values: Tolerance. Consider what celebrations are important to people in modern Britain. | Spring 1 | | | | | | Spring 2 | | | | | |
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| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 5 |
| DT | Plan and make a nutritious soup for a pilgrim arriving on Iona (link to discussion of the harshness of conditions for early Christians making the journey to Iona) 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. | | | | | | | | | | | |
| RE | ISLAM Prayer, Practice & Sacred Places How do religious families and communities practice their faith? Symbols and religious expression How do people express their religious and spiritual ideas on pilgrimage? Stage 1- How the five pillars help Muslims express their faith. Stage 2 – How, where and why Muslims pray. Stage 3- Why and how Hajj is sacred to Muslims. Stage 4- Why is the ummah important to Muslims. | | | | | | What is expected of a person following religious belief? What matters to Christians? Stage 1- To recount the events of Holy Week. Stage 2- To understand the role of sacrifice in the story of Easter. Stage 3- To know what difference Jesus' sacrifice make to Christians today. | | | | | |
| PSHCE | Media literacy and Digital resilience Stage 1: Learn how to create and manage passwords Stage 2: Learn how to protect personal information and devices | | | | | | Growing and changing Stage 1: The physical changes that happen during puberty Stage 2: The biological changes that happen during puberty | | | | | |

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| Stage 3: Learn how to identify and manage suspicious contact | Stage 3: The importance of personal hygiene during puberty Stage 4: Emotional changes during puberty |
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| British Values: Anti-discrimination. Consider how anyone could be a citizen but conquered people were often slaves. | Spring 1 | | | | | Spring 2 | | | | |
| | Week 1 | Week 2 | Week 1 | Week 2 | Week 1 | Week 2 | Week 1 | Week 2 | Week 1 | Week 2 |
| History | | | | | | | | | | |
| Geography | <p>The Rainforest</p> <p>Learning Journey</p> <ol style="list-style-type: none"> To investigate the location of rainforest biomes around the world. To understand the different layers of a rainforest. To describe the extent of the Amazon Rainforest and the route of the Amazon To understand indigenous people's lifestyles and the threats they face. To investigate deforestation of the Amazon Rainforest. To describe how different drivers have had an impact on the rainforest. To complete a double page spread on rainforests. | | | | | | | | | |

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| British Values: Anti-discrimination. Consider how the land indigenous people live on is being "developed". | 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>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. Apply this knowledge using the micro:bit's gesture inputs and sound output. | | | | <p>Logo 4.5 4 Lessons</p> <ul style="list-style-type: none"> To learn the structure of the language of 2Logo. To input simple instructions in 2Logo To use 2Logo to create letter shapes. To use the Repeat command in 2Logo to create shapes. To use and build procedures in 2Logo. | | | | <p>Spreadsheets 4.3 5 Lessons</p> <ul style="list-style-type: none"> To explore how the numbers entered into cells can be set to either currency or decimal. To explore the use of the display of decimal places. To find out how to add formulae to a cell. To explore how tools can be combined to use 2Calculate to make number games. To explore the use of the timer, random number and spin button tools. To use the line graphing tool in 2Calculate with appropriate data. To interpret a line graph to estimate values between data readings. To use the currency formatting tool in 2Calculate. To use 2Calculate to create a model of a real-life situation. To use the functions of allocating value to images in 2Calculate to make a resource to teach place value. | | | |
| Music | <p>Whole Class Recorders</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 | | | | | | | | | | | |

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| | <ul style="list-style-type: none"> • 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 | |
| MFL | | <p>Las Estaciones (Seasons) - 6 lessons Recognise, recall and remember the four seasons in Spanish.</p> <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: Democracy. Discuss ideas of fairness and what being a slave in the Roman Empire meant. | Summer 1 | | | | Summer 2 | | | | | | |
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| | 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 | <p>Romans trip</p> <p>Cultural Diversity: The Roman Empire: consider the countries that made up the Roman Empire and the range of nationalities of the Roman Soliders in the British Isles e.g. Syrian, North African, European. Consider how all were part of the Roman Empire. Explore issues of inclusivity and contrast this with the Roman use of slavery. Discuss fairness and what it would like to be a slave and why this is unacceptable in Modern Britain.</p> | | | | <p>Residential Trip</p> <p>Cultural Diversity: Explore the importance of this key milestone in all cultures and some of the similarities between different cultural traditions in celebrating this. Discuss how shared celebrations promote inclusion and belonging. Learn about different cultures' approaches to the journey of life e.g. the Hindu circle of life. Begin the understand the importance of sense of meaning and purpose to the human experience.</p> <p>Aspiration: Enrichment Link to Electricity. Consider the work of Thomas Edison in inventing the lightbulb. Consider the values that enabled him to succeed against the backdrop on numerous failures e.g work-ethic. Consider the importance to success of learning from failure.</p> | | | | | | |
| PE | <p>Physical coq (REAL PE and Swimming)</p> <p>Fundamental movement skills- Co-ordination- Sending and receiving Counter balance- With a partner</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>Health and fitness coq (REAL PE and Swimming)</p> <p>Fundamental movement skills- Agility- Ball chasing Static balance- Stance</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> | | | | | | |

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| Learning nutrition- (4 star) Control Celebration and review of progress | Learning nutrition- Control Ambition (5 star) |
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| British Values: Tolerance Explore different ideas of belonging to a faith community. | Summer 1 | | | | Summer 2 | | | | | | |
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| | Week 1 | Week 2 | Week 3 | Week 4 | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Science | Sound Key Knowledge What is sound? What makes sounds high or low, quiet or loud? | | | | Electricity Key Knowledge What is it used for? How can we use it safely? How can we make a circuit work to light a bulb or sound a buzzer? | | | | | | |
| Art & Design | | | | | Mosaics (use techniques inspired by Roman Mosaics to represent the the Hindu Wheel- linked to journeys). <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: To create sketch books to record their observations and use them to review and revisit ideas. | | | Art inspired by Music (options include using the work of Kandinsky e.g. composition 8, inspired by Wagner’s Iohengrin and Georgia O’ Keeffe’s Music Pink and Blue i i 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]; Great artists, architects and designers in history. | | | |

| British Values: Democracy. Consider Boudicca’s war against the Romans. Why did the Iceni rebel? | 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 |
| DT | Design Make and Evaulate a Roman Onager (catapult) Design Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Make Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, | | | | | | | | | | |

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| <p>joining and finishing], accurately;</p> <p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.</p> <p>Evaluate</p> <p>Investigate and analyse a range of existing products;</p> <p>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their Work;</p> <p>Understand how key events and individuals in design and technology have helped shape the world.</p> <p>Technical knowledge</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures;</p> <p>Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p> | |
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| British Values: Tolerance. Discuss how different faiths and people of no faith experience key moments in life such as birth and marriage. | 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 |
| History | <p><u>The Roman Empire and its impact on Britain</u></p> <p><u>Learning Journey</u></p> <ol style="list-style-type: none"> 1. To sequence key events of the Roman Empire relating this to events in Greece and Britain 2. To explain why the Romans invaded Britain and describe what happened. 3. To explain why the Britons rebelled against the Romans and why they were not successful. 4. To describe some of the impacts of Roman Rule on Britain 5. To describe how Roman beliefs changed over time <p>To create a double page spread of The Romans.</p> | | | | | | | | | | |
| RE | <p>4.1</p> <p>The journey of life and death</p> <p>Stage 1: To explore how is life is like a journey?</p> <p>Stage 2: To describe how a child is welcomed and supported into being a member of the Christian church and Hindu faith.</p> <p>Stage 3: To describe how different religions celebrate the union of couples.</p> <p>Stage 4: To give examples of what Christians and Hindus believe happens after death and express own ideas</p> | | | | | | | | | | |
| PSHCE | <p><u>Mental Health and Emotional Wellbeing</u></p> <p>Stage 1: Learn what makes a healthy diet and why this is important</p> <p>Stage 2: Learn about influences and making healthy choices when deciding what to eat or drink</p> <p>Stage 3: Learn how to plan and prepare a healthy meal</p> <p>Stage 4: Learn about the importance of regular, physical activity</p> <p>Stage 5: Learn about strategies to maintain a balanced lifestyle</p> | | | | <p><u>Money Matters:</u></p> <p>Stage 1: Explain how spending decisions can affect people’s feelings</p> <p>Stage 2: Explain how and why money worries can have an impact on emotional wellbeing</p> <p>Stage 3: Identify sources of information and support</p> <p>Stage 4: Identify different influences on people’s spending and how these can be managed</p> <p>Stage 5: Describe how companies encourage people to buy products or goods</p> <p>Stage 6: Explain what should be considered before deciding to buy a product or goods</p> <p>Stage 7: Explain how spending choices can affect others and identify ways to make positive spending decisions</p> | | | | | | |
| Geography | | | | | <p><u>Investigate the Local Area – Map Challenge</u></p> <p><u>Learning Journey</u></p> | | | | | | |

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| | <ol style="list-style-type: none"> Describe the location of the School Community in relation to the wider world Produce a map of the school with a key and labelled grid squares Investigate where food you can buy in the locality comes from |
|--|--|

| British Values: Tolerance. Explore why it is important to follow the rules and expectations when visiting a place of worship. | 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 | <p><u>Las Formas (Shapes) – 6 lessons</u></p> <p><u>Name and recognise up to 10 shapes in Spanish.</u></p> <p><u>Attempt to spell some of these nouns.</u></p> <p><u>Recognise that nouns are commonly associated with an article in Spanish and in this case 'un' or 'una'.</u></p> <p><u>Have an opportunity to learn and/or revise numbers 1-5.</u></p> | | | | | | | | | | |
| Computing | <p style="text-align: center;">Animation 4.6 3 Lessons</p> <ul style="list-style-type: none"> To decide what makes a good, animated film or cartoon and discuss favourite animations. To learn how animations are created by hand. To find out how 2Animate animations can be created in a similar way using technology. To learn about onion skinning in animation. To add backgrounds and sounds to animations. Introducing 'stop motion' animation. To share animation the class blog. | | <p style="text-align: center;">Hardware Detective 4.8 2 Lessons</p> <ul style="list-style-type: none"> To understand the different parts that make up a desktop computer. <p>To recall the different parts that make up a computer.</p> | | <p style="text-align: center;">Making Music 4.9 4 Lessons</p> <ul style="list-style-type: none"> To identify and discuss the main elements of music: Pulse, Rhythm, Tempo, Pitch, Texture To understand and experiment with rhythm and tempo. To create a melodic phrase. <p>To compose a piece of electronic music.</p> | | | | | | |
| Music | <p>Mama Mia – Abba Listen and Appraise the song Mamma Mia and other Abba songs:</p> <ul style="list-style-type: none"> Mamma Mia by Abba Dancing Queen by Abba The Winner Takes It All by Abba Waterloo by Abba Super Trouper by Abba Thank You For The Music by Abba <p>© Copyright 2017 Charanga Ltd Page 1 of 8</p> <ol style="list-style-type: none"> Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: <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 Perform the Song - perform and share your learning as you progress through the Unit of Work. | | | | | | | | | | |

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.