

Year 3 Curriculum Topic Map

September 2021



This curriculum is standardised across The Forge Trust. Where it differs in each academy, local context is taken into account.

	<u>Autumn 1</u>							<u>Autumn 2</u>						
	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	Visit to Creswell Crags Cultural Diversity: looking at the movement of people; where did the Neolithic people come from originally and where did the celts come from. Britain as an island with a long and diverse history. Aspirations: Being a craftsman: what skills do you need to be successful when designing and making (perseverance, resilience, being prepared to fail and learning from failure. Failure as a positive.							Visit to Kirkby Parish Church during Advent/ Christmas Tree Festival. Cultural Diversity: Learning about holy buildings in different faith traditions. Discussing different beliefs in the community (wider Nottinghamshire). Revisit themes of how people get on with differing beliefs. Aspirations: Being a craftsman: what skills do you need to be successful when designing and making (perseverance, resilience, being prepared to fail and learning from failure. Failure as a positive.						
PE	Unit 1 Person Skill – Coordination: Footwork <ul style="list-style-type: none"> To cope well and react positively when things become difficult and to persevere with a task and improve my performance through regular practice To know where I am with my learning and I have begun to challenge myself To try several times if at first I don't succeed and to ask for help when appropriate 							Unit 2 Social Skill – Dynamic Balance to Agility: Jumping and Landing <ul style="list-style-type: none"> To cooperate well with others and give helpful feedback and help organise roles and responsibilities and guide a small group through a task To show patience and support others, listening well to them about our work and be happy to show and tell them about my ideas To help praise and encourage others in their learning 						
Science	Rocks and Soil <ul style="list-style-type: none"> Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Describe in simple terms how fossils are formed when things that have lived are trapped within rock Recognise that soils are made from rocks and organic matter. 			Working Scientifically <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them; Setting up simple practical enquiries, comparative and fair tests; Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers; Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions; Identifying differences, similarities or changes related to simple scientific ideas and processes; Using straightforward scientific evidence to answer questions or to support their findings. 				Light <ul style="list-style-type: none"> Recognise that they need light in order to see things and that dark is the absence of light; Notice that light is reflected from surfaces; Recognise that light from the sun can be dangerous and that there are ways to protect their eyes; Recognise that shadows are formed when the light from a light source is blocked by a solid object; Find patterns in the way that the size of shadows change. 			Working Scientifically <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them; Setting up simple practical enquiries, comparative and fair tests; Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers; Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions; Identifying differences, similarities or changes related to simple scientific ideas and processes; Using straightforward scientific evidence to answer questions or to support their findings. 			

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Art & Design					Cave Art <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]. 			Positive and Negative Cave Art Images: explore related techniques used by Andy Walhol 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]; About great artists, architects and designers in history. 							
DT	DT: Design and make a frame to hold a fossil for display (Four week block: teach the children to make a basic frame using sawing techniques with card and glue to join. Children evaluate and then design and make an improved version. Design <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Make <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Evaluate <ul style="list-style-type: none"> Investigate and analyse a range of existing products; Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; Understand how key events and individuals in design and technology have helped shape the world. Technical knowledge <ul style="list-style-type: none"> Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. 											Using Textiles to make a Christmas Decoration (running stitch to join etc) <ul style="list-style-type: none"> Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. Make <ul style="list-style-type: none"> Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. Evaluate <ul style="list-style-type: none"> Investigate and analyse a range of existing products; Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; Understand how key events and individuals in design and technology have helped shape the world. 			

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History	From Stone Age to Iron Age <ul style="list-style-type: none"> • Changes in Britain from the Stone Age to the Iron Age; • Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae; • Bronze Age religion, technology and travel, for example, Stonehenge; • Iron Age hill forts: tribal kingdoms, farming, art and culture. 													
RE											Worship and sacred places: Pursue an enquiry into local places of worship and beliefs about worship, relating the meanings of symbols and actions used in worship to events and teachings from the religions they study (A3); <ul style="list-style-type: none"> • consider: what happens in holy buildings? Linking to History and Design Technology pupils consider how the architecture, furniture and uses of churches, mandirs, mosques or synagogues, express the community's way of life, values and beliefs (B1); • discuss and present thoughtfully their own and others' views on challenging questions about different kinds of religious belonging in Nottinghamshire today, presenting what they have found out about worship clearly and thoughtfully in a variety of ways including for example design and modelling, photo album descriptions and recounts, Q&A, poetry or art (C1). Religious content will include: exploring religious buildings in Nottinghamshire and the region, connecting the buildings to religious beliefs, teachings, practices and ways of living. 			
Geography								Settlements <ul style="list-style-type: none"> • Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; • Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water; • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; • Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world; • Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans. 						

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Computing														
Music	<p>Environment</p> <p>Musical Focus : Composition</p> <p>The children explore songs and poems about places. They create accompaniments and sound pictures to reflect sounds in their local environment.</p> <ul style="list-style-type: none"> ▪ Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; ▪ Improvise and compose music for a range of purposes using the inter-related dimensions of music; ▪ Listen with attention to detail and recall sounds with increasing aural memory; ▪ Use and understand staff and other musical notations; ▪ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; ▪ Develop an understanding of the history of music. <p>Rocks and Soils Rap https://www.youtube.com/watch?v=KtbAEYwkC1E&feature=youtu.be https://youtu.be/KtbAEYwkC1E</p>							<p>Building</p> <p>Musical Focus – Beat</p> <p>The sights and sounds of a building site provide the inspiration for exploring and creating rhythms. The children play games, sing and compose music to build into a performance.</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; • Improvise and compose music for a range of purposes using the inter-related dimensions of music; • Listen with attention to detail and recall sounds with increasing aural memory; • Use and understand staff and other musical notations; • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; <p>develop an understanding of the history of music.</p>						
MFL														

	Spring 1						Spring 2						
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Curriculum Drivers/ Enrichment	<p>Visit to Magna or suitable science park with a focus on forces.</p> <p>Aspiration: visitor with a focus on a career in stem subject. What do they do? How did they qualify? The story of Isaac Newton (perseverance, work ethic etc. with local link.</p> <p>Cultural Diversity: Profiles of other influential scientists: Einstein and Marie Curie. The achievements of non- European cultures. Explore the achievements of the Egyptians and the influence they had on later civilisations.</p>						<p>Visit to a local river (stimulus for observational art work using learned techniques and to reinforce work on the water cycle/ rain/ tributaries etc.</p> <p>Aspiration:</p> <ul style="list-style-type: none"> The achievements of the great artists: how they persevered often through many years of being unsuccessful before being recognised; Visitor local artist to talk to the group about what they do and why they do it? What inspired them to paint, draw sculpt etc. <p>Cultural Diversity:</p> <ul style="list-style-type: none"> Understanding what it is like to be a Christian in modern Britain and how this affects the way you behave and the choices you make; Exploration of the importance of rivers to many cultures. How we all depend on water to live and for our crops to grow in the same way as the Egyptians needed the Nile to flood; The role of organisations such as Water Aid in places where water is scarce and the concept of gratitude for things we take for granted. 						
PE	<p>Unit 3 Cognitive Skill – Dynamic Balance: On a Line</p> <ul style="list-style-type: none"> To understand ways (criteria) to judge performance and identify specific parts to continue to work upon and use my awareness of space and others to make good decisions To understand the simple tactics of attacking and defending and explain what I am doing well and begin to identify areas for improvement To begin to order instructions, movements and skills and with help I can recognise similarities and differences in performance and explain why someone is working or performing well 						<p>Unit 4 Creative Skill – Sending and Receiving</p> <ul style="list-style-type: none"> To link actions and develop sequences of movements that express my own ideas and change tactics, rules or tasks to make activities more fun or challenging To make up my own rules and versions of activities and respond differently to a variety of tasks or music and recognise similarities and differences in movements and expression To begin to compare my movements and skills with those of others and select and link movements together to fit a theme 						
Science	<p>Forces and Magnets</p> <ul style="list-style-type: none"> Compare how things move on different surfaces; Compare how things move on different surfaces; Notice that some forces need contact between two objects, but magnetic forces can act at a distance; Observe how magnets attract or repel each other and attract some materials and not others; Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials; Describe magnets as having two poles; Predict whether two magnets will attract or repel each other, depending on which poles are facing. 						<p>Working Scientifically</p> <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them; Setting up simple practical enquiries, comparative and fair tests; Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers; Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions; Identifying differences, similarities or changes related to simple scientific ideas and processes; Using straightforward scientific evidence to answer questions or to support their findings. 						<p>Plants</p> <ul style="list-style-type: none"> Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.

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Art							<p>Impressions of rivers: explore the techniques of the impressionists in representing water. In particular Seurat. Apply these techniques to images of the Nile past and present and then a local river- examining light, waves and reflection.</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; • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • About great artists, architects and designers in history. 					
DT							<p>The Pharos Gold (Design, make evaluate activity). Using art straws, newspaper or card to design the frame of a pyramid to support the suspension of a given weight (Pharos Gold) inside the structure.</p> <ul style="list-style-type: none"> • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design; • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities; • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. 					
History	<p>Ancient Egypt</p> <ul style="list-style-type: none"> • The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China. 											
Geography						<p>Water Cycle and the River Nile</p> <ul style="list-style-type: none"> • Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle; • Locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities; • Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night); • Key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time. 						

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RE													<p>Beliefs and questions:</p> <p>Pupils:</p> <ul style="list-style-type: none"> Learn about Christian commitment by describing some spiritual ways of celebrating Christian festivals, including Christmas, Easter and Pentecost. They reflect thoughtfully on the reasons why some people value such celebrations very highly, but others not at all (A1); Describe and understand links between Bible stories of creation and Christian beliefs about God as the creator (A2); Express and communicate their understanding of the challenges of commitment for a Christian person and a Christian community. They consider: what difference does believing in Jesus make to Christians? (B2); Discuss a range of ideas about some 'big questions', e.g. what do Christians believe about God? What different creation stories do we know about the beginnings of life on Earth? Did God make us all, or are we an accident? They develop ideas about different ways science and religions handle questions of origins, where we come from (C1). Religious content will include: stories and celebrations of Christmas, Easter, Pentecost, Harvest, exploring stories and Christian beliefs about creation, God, community and commitment to God and humanity.
Computing	<p>3.1 Coding</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts; Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. 												
MFL							<p>Common Words and Phrases</p> <ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding; Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help. 						
Music	<p><u>YEAR 4 MUSIC EXPRESS</u></p> <p>Ancient Worlds</p> <p>Musical Focus - Structure Subject link: History</p> <p>The children celebrate achievements of the 'Amazing Egyptians' and explore 21st century minimalist music inspired by the age of Akhenaten. They arrange and perform a layered pyramid structure.</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; Improvise and compose music for a range of purposes using the inter-related dimensions of music; Listen with attention to detail and recall sounds with increasing aural memory; Use and understand staff and other musical notations; 						<p>Sounds</p> <p>Musical Focus – Exploring sounds</p> <p>How are sounds produced and classified? The children explore timbre and structure through musical conversations in music from around the world.</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; Improvise and compose music for a range of purposes using the inter-related dimensions of music; Listen with attention to detail and recall sounds with increasing aural memory; Use and understand staff and other musical notations; Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; 						

	<ul style="list-style-type: none"> • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; • Develop an understanding of the history of music. <p>Walk Like an Egyptian</p> <p>Songs from the musical Joseph Hold Back the River https://www.youtube.com/watch?v=SGf_mmpU3ug</p> <p>Out of the Ark Easter Music SingUp https://www.singup.org/song-bank/song/279-the-way-in-which-plants-grow/</p> <p>Forces https://youtu.be/9GYDyHITcB8</p> <p>Forces song https://www.youtube.com/watch?v=9GYDyHITcB8&feature=youtu.be</p>	<ul style="list-style-type: none"> • Develop an understanding of the history of music.
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Curriculum Drivers/ Enrichment	<p>Islamic Visitor: Cultural Diversity: Visitor from the Islamic Tradition to share stories from the Quran and to explore Islam as meaning peace. Quotes from the Quran relating to this. Aspiration: How did the visitor learn about the tradition?- His or her experience as a child.</p> <ul style="list-style-type: none"> Visit to a Bakery or arranged visit e.g. Warburtons to demonstrate bread-making <p>Cultural Diversity: different breads connected to different cultures/ faiths. Communion wafer, unleavened bread (Judaism), breads associated with Ramadan. Aspiration: Baker to discuss role and training undertaken.</p>					<p>Visit to Matlock or suitable contrasting locality in the Peak District. Cultural Diversity: consider how varied the British Isles are. Our areas are very different. What values unite us?</p> <p>Visiting Artist: To be arranged by year group. Aspiration: Artist to discuss inspiration and how they learned their skills. The importance of looking after tools and caring about what you do. The rewards and challenges of producing a piece of art. Cultural Diversity: John Constable to Hannah Woodman: discuss how in the past it was harder for women to be seen as artists. Remind pupils of the challenges faced by Florence Nightingale. Consider writing to an artist to ask about the challenges she has faced. Consider and examine landscapes from a range of cultural traditions. How do they differ from the work we have studied? How might the impressionists have influenced Hannah's work and where do they sit on the timeline between Constable and Woodman.</p>						
PE	<p>Unit 5 Applying Physical Skill – Agility: Reaction/Response</p> <ul style="list-style-type: none"> To perform a variety of movements and skills with good body tension and link actions together so that they flow in running, jumping and throwing activities To perform and repeat longer sequences with clear shapes and controlled movement and select and apply a range of skills with good control and consistency To perform a range of skills with some control and consistency and perform a sequence of movements with some changes in level, direction or speed 					<p>Unit 6 Health and Fitness Skill – Agility: Ball Chasing</p> <ul style="list-style-type: none"> To describe the basic fitness components and explain how often and how long I should exercise to be healthy and record and monitor how hard I am working To describe how and why my body feels during and after exercise and explain why we need to warm up and cool down To say how my body feels before, during and after exercise and use equipment appropriately and move and land safely 						

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Science	Plants (contd) <ul style="list-style-type: none"> Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant; Investigate the way in which water is transported within plants; Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 		Working Scientifically Asking relevant questions and using different types of scientific enquiries to answer them; Setting up simple practical enquiries, comparative and fair tests; Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers; Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions; Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables; Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions; Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions; Identifying differences, similarities or changes related to simple scientific ideas and processes; Using straightforward scientific evidence to answer questions or to support their findings.			Animals including Humans <ul style="list-style-type: none"> Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat; Identify that humans and some other animals have skeletons and muscles for support, protection and movement. 					Working Scientifically <ul style="list-style-type: none"> Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Identifying differences, similarities or changes related to simple scientific ideas and processes Using straightforward scientific evidence to answer questions or to support their findings. 	

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Art						<p>Exploring the UK: John Constable to Hannah Woodman (using the works of Constable and Woodman as a basis for exploring and developing techniques. Drawing through to painting and final products exploring modern British landscapes.</p> <ul style="list-style-type: none"> • Produce creative work, exploring their ideas and recording their experiences; • Become proficient in drawing, painting, sculpture and other art, craft and design techniques; • Evaluate and analyse creative works using the language of art, craft and design; • Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. <p>Subject content:</p> <ul style="list-style-type: none"> • To create sketch books to record their observations and use them to review and revisit ideas; • To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; • About great artists, architects and designers in history. 						
DT	<p>Breads around the world</p> <p>Nutrition</p> <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. <p>Design</p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. <p>Make</p> <ul style="list-style-type: none"> • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]; • Accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. <p>Evaluate</p> <ul style="list-style-type: none"> • Investigate and analyse a range of existing products; • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work; • Understand how key events and individuals in design and technology have helped shape the world. 											

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	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
History												
RE	<p>Inspirational People from the Past</p> <p>Explore the lives of key religious people in Christian and Jewish stories, describing the challenges they faced, and commitments by which they lived (A2).</p> <ul style="list-style-type: none"> respond thoughtfully to Jewish stories about Moses as the servant of God, learning from stories of the Exodus and the 10 Commandments about how Jewish ideas, festival (Pesach) and stories are connected (A2); respond thoughtfully to Christian beliefs about Jesus as God come down to earth, learning from his life, teaching and example, connecting parables, miracles and stories about Jesus to Christian beliefs (A2) respond thoughtfully to stories from the life of the Prophet Muhammad, connecting Muslim belief and wisdom to the stories from the Qur'an and Hadith to Muslim values and ideas (A2) consider how the meanings of stories of great leaders are expressed in varied contemporary ways: sacred writing, poetry, video, stained glass and drama, weighing up the effectiveness of the different media in sharing these stories (NB: Muslim Prophets are not seen in drama or imagery) (A3) respond thoughtfully to these 'great lives', and to the idea of inspiration, learning from their challenges and commitments, linking to History (B2) use their thinking about stories of Moses, Jesus and Muhammad to explore how Jews, Christians and Muslims today celebrate key events from their history (e.g. in Passover, Lent or Ramadan) (B3) discuss and present thoughtfully their own and others' views on challenging questions about being inspired by others, and about the ways human courage and spirituality can make a person an example to others (C1) express and communicate their own ideas about questions on fairness, forgiveness, friendship, commitment, and courage. (C3) Religious content will include: examples of inspirational people from the Jewish and Christian Bible such as Abraham, Jacob, Joseph, Moses, David, Esther, Ruth. Examples of stories and teaching from the Gospels on the life and example of Jesus. Examples from history and current affairs. Islamic examples from stories of the life of the Prophet Muhammad [PBUH] and his companions, and from Islamic history. 										<p>An enquiry into Christian and Islamic prayer:</p> <ul style="list-style-type: none"> Finding out about and exploring beliefs about worship, God and human life for Christian and Muslim people (A3); Find out about the meanings of symbols, words and actions used in prayer and worship such as bowing down, using liturgy, ritual and symbol, praying alone and in groups (A3); Find out about similarities and differences in Christian and Muslim prayer and understand how the practices of prayer for Christian and Muslim people can bring the community together (B2); Investigate the meaning of prayer in these communities, and consider questions about the values expressed in prayers for themselves, exploring their own ideas creatively and connecting ideas from different religions. How, where, when and why do people pray? 	
Geography						<p>Let's Explore the UK</p> <ul style="list-style-type: none"> Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time; Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America; Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links; the distribution of natural resources including energy, food, minerals & water; Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. 						

	<u>Summer 1</u>					<u>Summer 2</u>						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Computing	3.4 Touch Typing		3.5 Email									
	<ul style="list-style-type: none"> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. 		<ul style="list-style-type: none"> Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information; Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact; Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. 									
MFL						At School			Food			
						<ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding; Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help; Speak in sentences, using familiar vocabulary, phrases and basic language structures; Read carefully and show understanding of words, phrases and simple writing; Appreciate stories, songs, poems and rhymes in the language; Write phrases from memory. 			<ul style="list-style-type: none"> Listen attentively to spoken language and show understanding by joining in and responding; Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words; Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help; Speak in sentences, using familiar vocabulary, phrases and basic language structures; Read carefully and show understanding of words, phrases and simple writing; Appreciate stories, songs, poems and rhymes in the language Write Phrases from memory. 			
Music						Singing French						
						<p>Musical Focus : Pitch</p> <p>Un, deux, trois and away we go to e enhance language learning through songs. Children are introduced to French greetings, vocabulary and numbers as they play lively singing games.</p> <ul style="list-style-type: none"> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; Improvise and compose music for a range of purposes using the inter-related dimensions of music; Listen with attention to detail and recall sounds with increasing aural memory; Use and understand staff and other musical notations; Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; Develop an understanding of the history of music 						

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.

The Three 'I's of Curriculum

INTENT : The 'top level' view of the curriculum. It is 'what is on offer'.

Key Question: Why are children taught what they are in Forge schools?

Answer: The Executive Senior Leadership Team of the trust believe strongly that all schools should follow the National Curriculum Framework 2113. Approximately 80% of the content is standardised in every year group, with 21% autonomy for schools to make 'local' decisions fitting the context of the school.

Key Question: Why were the curriculum decisions made?

Answer: Our catchment areas are predominantly White British, many of them serving areas of deprivation and challenge. As a result, we must equip children with the necessary basic skills in Mathematics, English and Science so that they can succeed in life. Being sufficiently skilled in these areas gives children 'currency' to go on and access higher qualifications and courses when they leave primary school. Therefore, **standards** are a golden thread in the curriculum that will give children the necessary cultural capital required. In our context it is imperative that we prepare children for life in modern Britain by making sure they are taught about different cultures and faiths. We aim for our children to be tolerant and understanding of people who appear to be 'different'; consequently **cultural diversity** is also a golden thread. In our schools, the social mobility agenda is very important given the nature of our catchments, therefore **aspiration** is another golden thread throughout our curriculum. Linked closely to aspiration is our speaking and listening curriculum, that prepares children and builds their public speaking skills through four key areas: speaking skills; listening skills; awareness of audience and non-verbal communication.

Key Question: Who made the curriculum decisions?

Answer: The curriculum in place is 'layered', with 4 stages to the planning process at The Forge Trust. Below is a description of each planning stage as well as key personnel who contributed at the various stages:

Stage 1: Curriculum Map for all Year Groups (showing National Curriculum references for all subjects as well as coverage. Local Curriculum/context 21% and National Curriculum 80% trust standardised). ESLT prepared this stage: The CEO, Deputy CEO, Consultant Principal and Principals. A high degree of control and expertise was imperative at this stage to ensure the highest quality.

Stage 2: Connections-When do we revisit key concepts? (do this using the curriculum map template). ESLT prepared this stage: The CEO, Deputy CEO and Consultant Principal.

Stage 3: Learning Journeys (A4) and Concept Walls/Pyramids (ASSESSMENT OF FOUNDATION SUBJECTS)-This is key concepts and vocabulary covered in a topic and is the basis for assessment in non-core subjects (pre/end tests in books. Assessment involves a pre-test against the concept wall in the first lesson and sit the same end-test at end of the scheme of work. Teachers then measure the difference to gauge learning and progress). Year Group Leaders in each school help teachers to create these documents and quality assure them. Learning Journeys give an overview of the sequence of work and teachers refer to these EVERY LESSON! Ensure there is a 'Reflection Box' – what have I learnt in this topic/what do I still need help with? Teacher can refer to stage 2 and mention when it will be revisited if the content is something of a core nature. Class Teachers are responsible for creating Learning Journeys.

Stage 4: Medium Term planning (which includes individual lesson plans). Class teachers are fully responsible for their own planning, even where planning is shared between the teachers in a year group. The expectation is that a teacher 'tweaks' the planning to fit with the needs of their class.

IMPLEMENTATION: 'Curriculum is WHAT is taught not HOW' (Ofsted 2118)

WHAT: In core subjects, topics are taught in a systematic way to build on previous learning and ensure maximum understanding. Key vocabulary is highlighted and children have opportunities to use and apply their learning in every lesson. In subjects such as Science, PE, RE, MFL, DT, History, Geography and Art, topics have a concept wall containing key vocabulary linked to the topic. These concept walls form the basis of assessment criteria, but more importantly guide a meaningful learning journey where lessons are sequenced in a progressive way.

Process: 1. Teachers plan coverage of a topic listing key vocabulary and concepts on a wall. 2. The concept wall is used as a basis for pre-testing children to assess their knowledge at the start of a topic. 3. Children fill in their empty pyramid with three levels of words and concepts: level 1-words and concepts they already know; level 2-words and concepts they are familiar with but don't have a deep understanding of; level 3-words and concepts that they have no knowledge about at all. 4. The sequence of lessons on the learning journey (scheme of work) with explicit reference to the learning journey at each stage. 5. Reflections on what children have learnt and what they still find difficult are filled in on learning journeys, and an end-test relating to the concept wall is taken. Learning and progress can be measured against the pre-test.

HOW: Individual lessons have learning objectives and success criteria, and the trust's teaching and learning toolkit highlights the areas of the learning cycle that should be evident in a lesson. The toolkit also links to 'pedagogy' that teachers should employ in lessons.

IMPACT

Outcomes are assessed in reading, writing, maths and SPaG at a minimum of three assessment points per year (termly) so that we can accurately track each child. Where year groups are causing a concern, Principals can opt to assess half-termly. We have an exam based system, in line with the accountability system in place nationally. If children can answer questions that represent the taught curriculum in each year group correctly on an exam paper, then we believe that this proves impact. After all, exams are a part of life and provide children with the currency that children need to be succeed. However, although exam papers are only a 'tool' to measure in core subjects, they are not the only measure. We believe in high quality teacher assessment to back up summative judgements. These are linked to ARE grids (age related expectations) in each year group. High quality, ongoing formative assessment happens daily through marking and feedback. Work scrutiny will also show impact and learning.

Ofsted's definition of Curriculum

INTENT: 'A framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage'.

IMPLEMENTATION: '...for translating that framework over time into a structure and narrative, with an institutional context'.

IMPACT: '...and for evaluating what knowledge and understanding pupils have gained against expectation'