**Year 4 Curriculum Topic Map**

September 2024



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| **Curriculum Drivers/ Enrichment** | **Trips/visitors** – Canal trust – Trent lock- workshop and guided walk.  **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. **Visit to a local water source or reservoir:** explore themes of one world that we all need to care for.  **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. DT continue themes of resilience and importance of learning from setbacks (inspirational quotes regarding failure can be instructive: see Winston Churchill, Michael Jordan, Alex Fergusson)  **Cultural Diversity:** The Rugby World Cup discuss the range of countries involved in the tournament and how the things they have in common outweigh the differences. We can compete with each other but respect each other and share a love of the game or sport. There would be no world cup if people couldn’t play together regardless of background.  **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.  Stories from other faiths and religions: The story of Rama and Sita. | | | | | | | **Trips/visitors** – visit from a local orchestra  **Visit to hear an orchestral performance with opportunities to hear a classical performance. (Consider joint trust performance for Y4).**  **Aspiration:** Orchestral members to speak to small groups about their instruments and what you have to do to learn to play. Link to values such as positivity and work ethic/ resilience , teamwork etc. (Enrichment Opportunity: Newark Violin School. Visitor to school to showcase elements of the design and making process and again to talk about how they learned their skills and the traits and dispositions needed to succeeed.)  **Cultural Diversity:** Discussions of how an orchestra is made up of many people often from a range of backgrounds and how each roles in an orchestra may be different but each enriches the music produced. (Enrichment Opportunity (Youtube How music saved Venezuela’s children- inclusive orchestra from area of high deprivation.) Link to Team work.  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. | | | | | | |
| **PE** | **Unit 1 - Personal:**   * I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice * I know where I am with my learning and I have begun to challenge myself * I try several times if at first I don’t succeed and I ask for help when appropriate | | | | | | | **Unit 2 - Social:**   * I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task. * I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas. * I can help praise and encourage others in their learning. | | | | | | |

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| **Science** | **States of Matter**  Learning Journey:   1. Compare solids, liquids and gases and group materials 2. Observe that some materials change state when they are heated 3. Observe that some materials change state when they are cooled 4. Investigate the temperature at which chocolate melts | | | | | | | **Precious Water**  Learning Journey:   1. Understand the process of evaporation and condensation (model with a practical demonstration) 2. Illustrate (draw and label) the water cycle including precipitation 3. Investigate evaporation rates related to temperature | | | | | | |

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| **Art & Design** |  | | | | | | **Sunset over rivers:** using the work of the Japanese artist (The Rugby World Cup is held in Japan) as an inspiration for paintings of sunrises over water.   * 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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| **DT** | **Greek Gods** (use a cam to develop a moving puppet to illustrate an element of the Rama and Sita story).  **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, 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**  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**  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]. | | | | | |  | | | | | | | |

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| **History** | **Ancient Greece**  Learning Journey:   1. Sequence the Ancient Greek civilisations relating these to Ancient Egypt and the Stone Age 2. Describe the main features of Ancient Greek beliefs 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. Recall ways in which Ancient Greek civilisations influence life today | | | | | | | | | |  | | | | |
| **RE** | **Buddhism:**  Big question: Is it possible for everyone to be happy?   1. Learn about the life of Buddha and explore how he tried to be happy and stay happy. 2. Think about what makes us happy 3. If someone gave you a million pounds, what would you do? 4. Would being rich always make you happy? 5. What did the Buddha realise under the Bodhi tree? 6. Is it possible for everyone to be happy? | | | | | | | **Christianity:**  Big question: What is the most significant part of the Nativity story for Christians today?   1. Looking at symbols 2. What symbols are in the Christmas story and what meaning do they have? 3. Understand that Jesus was God’s gift to the world 4. The meaning of a Christingle 5. What is the most significant part of the Nativity story for Christians today? 6. Design a Christingle | | | | | | | |

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| **Geography** |  | | | | | | |  | | | **Rivers:**  Learning Journey:   1. Understand the parts of a river 2. Find out about rivers and how they erode, transport and deposit materials. 3. Find out why rivers are important 4. Find out about the causes of river pollution and its effect on the environment. | | | | |

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| **Computing** | **4.1 Coding**  Learning Journey:   1. Design, code, test and debug 2. If statements 3. Coordinates 4. Repeat until and If/Else statements 5. Number Variables 6. Making a playable game | | | | | | | | **4.2 Online Safety**  Learning Journey:   1. Going phishing 2. Beware malware 3. Plagiarism 4. Healthy screen time | | | | | **4.3 Spreadsheets**  Learning Journey:   1. Formula wizard and formatting cells 2. Using the timer and spin button 3. Line graphs 4. Using a spreadsheet for budgeting 5. Exploring place value with a spreadsheet | | | |
| **Music** | **Poetry – Musical Focus: Performing**  Learning Journey:   1. Exploring looking at music notation with reference to metre and accent 2. Building an extended performance piece from a poem 3. Using canon and ostinato as accompaniments 4. Paying attention to notation, accent, diminuendo and balance 5. Performing a rap with a vocal beatbox accompaniment 6. Performing a poem with rhythmic accuracy (choral speaking) and devising a rhythmic accompaniment based on repeated text fragments. | | | | | **Environment – Musical focus: Composition**  Learning Journey:   1. Exploring how different timbres can be descriptive 2. Exploring combinations of different timbres to accompany a song and learning how to accompany a song with drone and ostinato on tuned percussion 3. Exploring the descriptive music of two major composers 4. Composing an introduction for a song | | | | **Sounds – Musical focus: Exploring Sounds**  Learning Journey:   1. Learning some simple beatboxing sounds 2. Singing a song and adding beatboxing sounds 3. Learning to sing partner songs 4. Learning about classifying instruments by the way sounds are produced 5. Exploring the combined expressive effects of different instrument groups. | | | | **Recycling – Musical focus: Structure**  Learning Journey:   1. Making instruments 2. Performing verse and chorus structure 3. Interpretating notation 4. Improvising 5. Making instruments 6. Performing verse and chorus structure 7. Interpreting notation and improvising 8. Understanding ABBA structure 9. Performing repeating rhythms 10. Chanting in three parts 11. Exploring sounds 12. Performing rondo form | | | |
| **MFL** | **Year 3 – Classroom commands**  To recognise, understand and recall common classrooms in Spanish  **Aprendo Espanol**   * Pinpoint Spain and other Spanish speaking countries on a map of the world. * Ask and answer the questions ‘How are you?’ in Spanish/ * Say ‘Hello’ and ‘Goodbye’ in Spanish * Ask and answer the question ‘What is your name?’ in Spanish * Count from 1-10 in Spanish * Say 10 colours in Spanish   **Year 4 – Las estaciones (seasons)**   * Recognise, recall and remember the 4 seasons in Spanish * 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’. | | | | | | | | |  | | | | | | | |

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| **Curriculum Drivers/ Enrichment** | **Trips/visitors** – Warburtons workshop – bread making  **Cultural Diversity:**  Develop knowledge of the practices of different faiths and explore similarities between faiths when studying pilgrimages (e.g. Hindu Pilgrimage, The Haj as well as Christian Pilgrimage (Iona or The Lady of Walsingham. NB there is a statue of the Lady of Walsingham in Newark Parish Church). Explore how shared experiences create belonging and how this is vital for well-being regardless of faith and beliefs.  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:** Visitor into School. Arrange for the School Chef or other suitable Chef to talk to the children about making soup. Involve the children in discussions about catering as a career. What does the chef do in their role? What qualifications/ certificates do they have? What do they enjoy about cooking/ creating food? | | | | | | **Trips/visitors** – Tropical butterfly house (including workshop).  **Enrichment:** Visit to Zoo/ park with access to rainforest animals e.g. reptiles, amphibians etc  **Aspiration:** Member of staff fromthe zoo/ park working in conservation to discuss their route into the role. The challenges and rewards of working in this sector.  **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 Austrailians 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. | | | | | |
| **PE** | **Unit 3 - Cognitive:**   * I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions. * I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement. * I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well. | | | | | | **Unit 4 – creative:**   * 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 challenging. * I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression. * I can begin to compare my movements and skills with those of others. * I can select and link movements together to fit a theme. | | | | | |

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| **Science** | **Why we eat? (and what happens to our food?)**  Learning Journey:   1. Identify the different types of teeth (first part of the digestive system) 2. Carry out an investigation into the effects of different drinks on teeth (eggshell to be used to demonstrate) 3. Describe simple functions of the digestive system (children to practically investigate) 4. Explain how different parts of the food chain relate to each other. | | | | | | **The Rainforest (Living things and their habitats)**  Learning Journey:   1. Recognise that living things can be grouped in a variety of ways 2. Investigate and classify invertebrates 3. Investigate and classify invertebrates in the rainforest (binary tree) 4. Recognise the effect of environmental change on the rainforest | | | | | |

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| **Art** |  | | | | | | | **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.  **Colour and painting:**   * Mix and match colours to those in a work of art * Advise and question suitable equipment for the task e.g. size of paintbrush or paper needed * Use colour to reflect mood * Work with one colour against a variety of backgrounds   **Pattern:**   * Consider different types of mark making to make patterns * Look at various artists creation of pattern and discuss effects, it. Gaudi, Matisse, Escher, aboriginal art   **Media:**   * Paint, pastel   **Final piece of art:**   * Rainforest painting with layers | | | | | |
| **DT** | **Design a tuned instrument** (using the Greek Lyre as a stimulus; pupils to design, make and evaluate a tuned instrument which produces four different notes.  **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, 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**   * 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**   * Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. | | | |  | | | | | | | | |

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| **RE** | **Buddhism**  Big question: Could the Buddha’s teaching make the world a better place?   1. Look at how our world is wonderful place 2. What did the Buddha learning while he was meditating under the Bodhi tree? 3. What has changed in our lives? 4. Understand that the Buddha taught how to live a good life without being selfish or greedy. 5. Understand and investigate the Buddha’s teachings 6. Write pledges to the world saying what we will do to try to help the world | | | | | | | **Christianity**  Big question: Is forgiveness always possible for Christians?   1. What does the word forgiveness mean? 2. Who was Jesus? 3. Look at bible texts about forgiveness 4. Talk to a Christian visitor about their beliefs on forgiveness 5. How do we show forgiveness? 6. Write a poem to show our understanding of forgiveness | | | | | |

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| **History** |  | | | | | | | | **The Roman Empire and its impact on Britain**  Learning Journey:  For Learning Journey, see summer. | | | |
| **Geography** | **The Rainforest**  Learning Journey:   1. Name the structure of a rainforest (forest floor, understory, canopy and emergent layer) 2. Investigate the location of rainforest biomes around the world 3. Identify similarities and difference between a rainforest biome and a temperate deciduous biome 4. Describe the extent of the Amazon Rainforest and the route of the Amazon 5. Investigate deforestation in the Amazon Rainforest 6. Describe how different drivers have had an impact on the rainforest | | | | | | | |  | | | |

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| **Computing** | **4.4. Writing for different audience**  Learning Journey:   1. Font styles 2. Using a simulated scenario to produce a news report 3. Writing for a campaign | | | | | **4.5 Logos**  Learning Journey:   1. Introduction to 2Logo 2. Creating letters using 2Logo 3. Using the repeat command in 2Logo 4. Using procedure | | | | | **4.6 Animation**  Learning Journey:   1. Animating an object 2. 2animate tools 3. Stop motion animation | | |
| **Music** | **Buildings – Musical focus: Beat**  Learning Journey:   1. Learning about verse and chorus song structure 2. Combining four body percussion ostinatos as a song accompaniment 3. Understanding texture 4. Learning about layered structure in a rhythmic ostinato piece 5. Accompanying a melody with a drone 6. Describe the structure of a piece of orchestral music 7. Reading a clock score to play a piece combining drone and melodic ostinato 8. Using rondo structure to build a performance | | | **Around the world - Musical Focus: Pitch**  **Learning Journey**   1. Exploring the pentatonic scale 2. Playing leaps 3. Reading graphic notation 4. Developing listening skills 5. Describing music using musical and non-musical terms 6. Composing and notating pentatonic melodies 7. Playing a pentatonic song with leaps 8. Combining tuned, untuned percussion and singing | | | | **Ancient Worlds - Musical Focus: Structure**  **Learning Journey**   1. Learning a verse and chorus song 2. Understanding that melodies have phrases 3. Exploring layers and layering 4. Comparing and contrasting structure 5. Understanding layers in musical structure 6. Identifying key features of minimalist structure 7. Playing in groups 8. Combining sections of music in a layered structure   Rehearsing and preparing for a performance | | | **Singing Spanish - Musical Focus: Pitch**  **Learning Journey**   1. Singing in groups 2. Creating descriptive music 3. Singing in a minor key in groups 4. Developing descriptive song accompaniments 5. Singing in two parts with accompaniment 6. Performing repeating rhythms   Combining tuned percussion, untuned percussion and singing | | |
| **MFL** | **Year 3: Los Animales (Animals)**   * Recognise, recall and spell up to 10 animals in Spanish with their correct indefinite article/determiner * Understand better that articles/determiners have more options in Spanish than they do in English * Use and become more familiar with the high-frequency 1st person conjugated verb ‘soy’ (I am), from the infinitive verb ‘ser’ (to be).   **Year 4: Las Formas (Shape)**   * Name and recognise up to 10 shapes in Spanish. * Attempt to spell some of the nouns * Recognise that nouns are commonly associated with an article in Spanish and in this case ‘un’ and ‘una’ * Have an opportunity to learn and/or revise numbers 1-5 | | | | | | |  | | | | | |

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| **Curriculum Drivers/ Enrichment** | **Trips/visitors** –Roman drama group workshop/ visit to Roman invaders at Mount Cook.  **Visit the Jewry Wall (Roman Museum/ former Roman Bathhouse)**  **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.  **Aspiration**: Archaeologist to speak to the children about the finds they have made in their career. What fascinates them the most? What do they do as part of their role, explore the importance of computing in logging and recording sites and finds. How did they become an archaeologist? | | | | | **Trips/visitors** – Trip to church and Nottingham synagogue/mosque.  **Visit to a place of worship** to explore rituals/ celebrations associated with a new baby’s birth.  **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.  **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. | | | | | | |
| **PE** | **Unit 5 – Applying physical:**   * I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities. * I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. * I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. | | | | | **Unit 6 – Health and fitness:**   * I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. * I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down. * I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. | | | | | | |

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| **Science** | **Sound**  **Learning Journey**   1. Describe how sound is caused by vibrations 2. Investigate how sound travels 3. Find patterns between the volume of a sounds and the strength of the vibration 4. Explore pitch and the object that produced it 5. Carry out an investigation into the volume of sounds | | | | | **Electricity**  **Learning Journey**   1. Identify common appliances that run on electricity and explain the dangers of electricity 2. Construct simple circuits making a lamp light up 3. Construct a circuit with a switch, light and a buzzer 4. Recognise some common conductors and insulators | | | | | | |

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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** |
| **Art** |  | | | | | **Mosaics**  **Textiles and collage**   1. Start to place more emphasis on observation and design of textural art 2. Use initial sketch to aid work 3. Continue experimenting with creating mood, feeling movement and areas of interest 4. Discuss different types of fabric   **Media**   1. Materials   **Final piece of art**   1. A mosaic patterned tile | | | **Art inpsired by Music** (options include using the work of Kandinsky e.g. composition 8, inspired by Wagner’s lohengrin and Georgia O’ Keeffe’s Music Pink and Blue i i  Aims:   * 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]; * Great artists, architects and designers in history. | | | |

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| **DT** | **Design Make and Evaluate 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,  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**  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**  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 | | | | |  | | | | | | | |
| **History** | **The Roman Empire and its impact on Britain**  **Learning Journey**   1. Explore how the story of Romulus and Remus and how the city expanded into an empire? 2. Understand why the romans wanted to invade Britain 3. Understand about Julius Caesars and Claudius’s invasion of Britain 4. Understand about a Roman soldier 5. Understand the story of Boudicca and why she led a rebellion 6. Describe what Roman houses were like in Roman Britain 7. What was leisure and entertainment like for Romans in Roman Britain? 8. Know about Roman roads and place names 9. What lasting impact did the Romans leave in Britain | | | | | | |  | | | | | |

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| **RE** | **Buddhism**  Big question: What is the best way for a Buddhist to lead a good life?   1. How do we stay healthy? 2. Learn about the Nobel Eightfold Path 3. Apply the Eightfold Path to our lives 4. What would go on our Eightfold Path? | | | | | | **Christianity**  Big question: Do people need to go to church to show they are Christian?   1. Identify special places 2. Where do Christians go to worship? 3. What important events happen at churches for Christians? 4. Look a Jesus’ teachings about worship 5. Why might Christians want to go to church? Why not? 6. Present our reflections | | | | | | |

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| **Geography** |  | | | | | | | **Investigate the Local Area**  **Learning Journey**   1. Locate the local area on a map and give directions 2. Lean the physical and human features of the local area 3. Investigate where food you can buy in the locality comes from 4. Produce a map of the school with a key and labelled grid squares | | | | | | | | | |
| **Music** | **Communications - Musical Focus: Composing**  **Learning Journey**   1. Copying rhythms and a short melody 2. Playing ostinati and layering them in a performance 3. Using music to communicate a meaning 4. Composing a rap   Playing ostinati and layering them in a performance | | | | **Time - Musical Focus: Beat**  **Learning Journey**   1. Identifying the metre of a new song 2. Singing in three independent parts 3. Playing and singing repeated patterns (ostinati) from notation 4. Identifying metre in a piece of music 5. Understanding syncopation and using off-beat rhythms in improvisation   Combining independent parts in more than one metre | | | | | **In the past - Musical Focus: Notation**  **Learning Journey**   1. Learning to play a Renaissance dance from notations 2. Composing a fanfare 3. Understanding simple musical structures 4. Learning a dance and playing music used for celebrations 5. Learning a 1960s pop song   Creating a performance | | | | | **Food and Drink - Musical Focus: Performance**  **Learning Journey**   1. Combining expressive use of the voice with physical movement 2. Responding to sound with visual signals 3. Performing sequences of sounds matched to visual sequences 4. Singing a call and response chant 5. Composing and playing sequences of word rhythms 6. Understanding and performing rondo structure 7. Learning a traditional West African call and response song 8. Learning to sing a verse and chorus song   Learning rhythmic and melodic accompaniments for a song and combining them in a performanc | | |
| **Computing** | **4.7: Effective searching**  **Learning Journey**   1. Using a search engine 2. Use search effectively to answer questions 3. Reliable information sources | | | | | | **4.8: Hardware**  **Learning Journey**   1. Hardware 2. Parts of a computer | | | | | **4.9: Making music**  **Learning Journey**   1. Understanding music 2. Rhythm and tempo 3. Melody and pitch 4. Creating music | | | | | |

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| **MFL** |  | | | | | **Year 3 - Los Intrumentas (Instruments) – 6 Lessons**   * Recognise, recall and spell up to 10 instruments in Spanish with the correct definite article/determiner * Understand articles/determiners better and that the definite article/determiner ‘the’ has a plural form in Spanish. * Learn to say and write ‘I play an instrument’ in Spanish using the high frequency 1st person regular verb ‘toco’ (I play) with up to 10 different instruments   **Year 4 -La Fruta (Fruits) – 6 Lessons**   * 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. | | | | | | |

**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.*

1. **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.

1. **The ‘golden threads’ in our curriculum are as follows:**
2. Standards: pupil achievement in reading, writing, speaking & listening and maths (especially important in white working-class areas for children to go on and achieve);
3. Aspirations (typically white working class children lack aspiration for many reasons, and can often lack knowledge about ‘pathways’);
4. 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.**

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| **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 2013. Approximately 80% of the content is standardised in every year group, with 20% 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 thoughout 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 7 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 20% 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**: **Long-term plan-**Similar to the curriculum map but includes the following core extras:   * Composition-grammar and the process of writing; * Reading; * Maths; * Spelling.   The Senior Leadership Team (SLT) of each school devised these plans in consultation with curriculum leaders in the core subjects.  **Stage 4**: **Medium-term knowledge organisers** (for topics) showing cross-curricular links with other subjects and key vocabulary (similar to the old topic webs). Year Group Leaders in each school create these documents.  **Stage 5**: **Concept 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). Year Group Leaders in each school create these documents.  **Stage 6:** **Refer to Learning Journeys (A4)** and overview of the sequence of workand teachers do this 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 7**: **Weekly Planning** and individual lessons. Class Teachers are responsible for creating Learning Journeys. |

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| **IMPLEMENTATION: *‘Curriculum is WHAT*** ***is taught not HOW’ (Ofsted 2018)***  **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’