

# Year 1: The Forge Curriculum Topic Map

Academic Year 2021-22



THE ST  
AUGUSTINE'S ACADEMY

LABOR OMNIA VINCIT

***Our Ambition: To be the highest performing MAT in the country***

***Our Mission: To improve the communities we serve for the better***

**Vision:**

*Challenging educational orthodoxies so that every child makes good progress in core subjects;  
all teachers are committed to personal improvement and fulfil their responsibilities;  
all children receive a broad and balanced curriculum;  
all academies strive to be outstanding.*

British Values: democracy. Elect school councillors. Explaining what a vote is and how we make sure it is fair.	Autumn 1							Autumn 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Curriculum Drivers / Enrichment</b>	<b>Trip around the local area</b> (Focus on key human features aerial photos). Aspiration (Jobs people do).			<b>Visitor into School</b> (Aspiration: Visitor (Health Care Professional) staying healthy focus and story of how the visitor became a health care professional / what they do etc.)				<b>Visit to Wollaton Hall</b> (science – see NC links. Aspiration- work of a ranger)				<b>Visit to a place of worship</b> (Church- see Celebrations and Festivals. Cultural Diversity- the different things people believe)		
<b>PE</b>	<b>Real PE</b> <b>Cog Focus: Personal</b> <ul style="list-style-type: none"> <li>try several times if at first I don't succeed and I ask for help when appropriate</li> <li>I can follow instructions, practise safely and work on simple tasks by myself</li> <li>I enjoy working on simple tasks with help</li> </ul> <b>Learning Journey</b> <ol style="list-style-type: none"> <li>Coordination, footwork. Off for a Ride game</li> <li>Coordination, footwork. Off for a Ride game</li> <li>Coordination, footwork. Follow the Leader game</li> <li>Static Balance, one leg. Oh, You'll Never Get to Sea song</li> <li>Static Balance, one leg. Oh, You'll Never Get to Sea song</li> <li>Static Balance, one leg. Popping Pirates game</li> <li>Static Balance, one leg. Popping Pirates game</li> </ol>							<b>Real PE</b> <b>Cog Focus: Social</b> <ul style="list-style-type: none"> <li>I can help praise and encourage others in their learning</li> <li>I can work sensibly with others, taking turns and sharing</li> <li>I can play with others and take turns and share with help</li> </ul> <b>Learning Journey</b> <ol style="list-style-type: none"> <li>Dynamic balance to agility, jumping and landing. I Jumped Aboard a Rocket Ship song</li> <li>Dynamic balance to agility, jumping and landing. I Jumped Aboard a Rocket Ship song</li> <li>Dynamic balance to agility, jumping and landing. Home Planet game</li> <li>Static balance, seated. Five Cheeky Monkeys song</li> <li>Static balance, seated. Five Cheeky Monkeys game</li> <li>Static balance, seated. Five Cheeky Monkeys game</li> <li>Static balance, seated. Exchange Objects in 3's game</li> </ol>						
<b>Science</b>	<b>The Human Body</b> <b>Learning Journey</b> <ol style="list-style-type: none"> <li>Label parts of the face</li> <li>Investigate sounds around school</li> <li>Label the main parts of body</li> <li>Investigate touch, smell and taste</li> <li>Use a bar chart to answer questions with eye colour</li> </ol>							<b>Animals Including Humans</b> <b>Learning Journey</b> <ol style="list-style-type: none"> <li>Name common animals local to school</li> <li>Classify animals in the locality</li> <li>Investigate different animals that are kept as pets and know how to care for them</li> <li>Use a simple key to classify animals</li> <li>Classify animals as carnivore, herbivore and omnivore</li> <li>Sort animals into groups of predator or prey</li> <li>Compare the structure of a variety of common animals</li> </ol>						
<b>Art</b>	<b>Art: Self Portraits</b> <ul style="list-style-type: none"> <li>Become proficient in drawing;</li> <li>David Hockney (Proportion of faces etc)</li> </ul>													
<b>DT</b>				<b>DT: Healthy Eating</b> <b>Nutrition</b> <ul style="list-style-type: none"> <li>Use the basic principles of a healthy and varied diet to prepare dishes;</li> <li>Understand where food comes from.</li> </ul>				<b>DT: Design a Home for a Hedgehog</b> <b>Design</b> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria;</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul> <b>Make</b> <ul style="list-style-type: none"> <li>Select from and use a range of too(pls and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing];</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul> <b>Evaluate</b> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products;</li> <li>Evaluate their ideas and products against design criteria.</li> </ul>						

British Values: Explore themes of belonging, tolerance and acceptance with the Good Samaritan Story	Autumn 1							Autumn 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>History</b>	<b>History of Ourselves</b>  <b>Learning Journey</b> 1. Share things we remember from our life and put them in order 2. Find out about how I have changed							<b>Helen Sharman: The UK's First Astronaut (Cross Curricular Unit with Geography and History Focus)</b>  <b>Learning Journey</b> 1- To retell the story of how Helen Sharman became the first British person in space 2- To find the United Kingdom and the local area using digital mapping 3- To find the Pacific Ocean, Atlantic Ocean, Africa, North America and South America on a globe and atlas 4- To show some ways Brazil is similar and different from where we live						
<b>RE</b>			<b>Myself</b>  <b>Learning Journey</b> 1. Retell the story of the Good Samaritan and the Bird and the Banyan Tree 2. Describe what it feels like to "belong" 3. Explain how the choices we make can affect other people								<b>Celebrations and Festivals</b>  <b>Learning Journey</b> 1. Describe some of the ways Jewish people celebrate Hanukkah 2. Describe some of the things that happen in a Christian place of worship during advent 3. Explain why Christians celebrate Christmas			
<b>Geography</b>						<b>The Local Area</b>  <b>Learning Journey</b> 1. Describe features of the local area 2. Create a simple map of the local area to show the main features		<b>Helen Sharman: The UK's First Astronaut (Cross Curricular Unit with Geography and History Focus)</b>  <b>Learning Journey</b> 1- To retell the story of how Helen Sharman became the first British person in space 2- To find the United Kingdom and the local area using digital mapping 3- To find the Pacific Ocean, Atlantic Ocean, Africa, North America and South America on a globe and atlas 4- To show some ways Brazil is similar and different from where we live						

British Values: Democracy. Pupils have a voice and make choices based on favourite pieces of music.	Autumn 1							Autumn 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Computing</b>				<b>Unit 1.1 Online Safety and exploring Purple Mash Unit 1.2: Grouping and Sorting</b> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content;</li> <li>Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>				<b>Unit 1.3: Pictograms Unit 1.4: Lego Builders</b> <ul style="list-style-type: none"> <li>Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions;</li> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>						
<b>Music</b>	<b>Music Express Ourselves</b>  <b>Musical Focus: Exploring Sounds</b>  The children explore ways of using their voices expressively. They develop skills singing while performing actions and create an expressive story. <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes;</li> <li>Play tuned and untuned instruments musically;</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music;</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>											<b>Music Express</b>  <b>Travel</b>  <b>Musical focus: Performance</b>  The children develop their performance skills and learn songs about travel and transport around the world. <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes;</li> <li>Play tuned and untuned instruments musically;</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music;</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>		

British Values: Tolerance and acceptance. Identify toys from around the world and from other cultures	Spring 1						Spring 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Curriculum Drivers/ Enrichment</b>	<b>Visit to Sudbury Hall</b> (Toy Museum to support topic). Visiting craftsman linked to toy making- e.g. carpentry. To talk about their job/ hobby and how they learned the skill (career opportunities/ routes).						<b>Walk to Newark Castle</b> (Spring Gardens and stimulus for art) Find an example of an artist from a different culture with examples of representations of flowers as a stimulus. Stories Jesus told (what do different people believe).					
<b>PE</b>	<p><b>Real PE</b> <b>Cog Focus: Cognitive</b></p> <ul style="list-style-type: none"> <li>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</li> <li>I can understand and follow simple rules and can name some things I am good at</li> <li>I can follow simple instructions</li> </ul> <p><b>Learning Journey</b></p> <ol style="list-style-type: none"> <li>Dynamic balance, on a line. Five Little Puffer Trains song</li> <li>Dynamic balance, on a line. Puffing Along game</li> <li>Dynamic balance, on a line. Puffing Along game</li> <li>Static balance, stance. Mirror, Mirror on the Wall game</li> <li>Static balance, stance. Mirror, Mirror on the Wall game</li> <li>Static balance, stance. 1 v 1 Balance game</li> </ol>						<p><b>Real PE</b> <b>Cog Focus: Creative</b></p> <ul style="list-style-type: none"> <li>I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme</li> <li>I can explore and describe different movements</li> <li>I can observe and copy others</li> </ul> <p><b>Learning Journey</b></p> <ol style="list-style-type: none"> <li>Coordination, ball skills. Add a Move game</li> <li>Coordination, ball skills. Add a Move game</li> <li>Coordination, ball skills. Grand Prix Qualifying game</li> <li>Counter balance, with partner. Hold on Tight song</li> <li>Counter balance, with partner. The Never Ending Relay Race game</li> <li>Counter balance, with partner. Lean on Me game</li> </ol>					
<b>Science</b>	<p><b>Toys/ Everyday materials</b> <b>Learning Journey</b></p> <ol style="list-style-type: none"> <li>Identify everyday materials that toys are made from (wood, plastic, metal, fabric)</li> <li>Investigate the materials that toys are made from</li> <li>Investigate the absorbency of different materials</li> <li>Investigate which materials are waterproof</li> <li>Perform a simple test to see which materials keep Teddy dry</li> <li>Investigate the transparency of materials</li> </ol>						<p><b>Seasonal Changes</b> <b>Learning Journey</b></p> <ol style="list-style-type: none"> <li>Investigate sunrise and sunset times around the world</li> <li>Observe changes and differences in the weather around the world</li> <li>Describe changes in the weather and how this affects us</li> <li>Investigate how the temperature changes in different seasons</li> <li>Investigate trees across the seasons and how they change</li> <li>Investigate sunrise and sunset times around the world</li> </ol>					
<b>Art</b>							<p><b>Spring Flowers (representing flowers through a range of media using the work of Georgia O' Keeffe as an inspiration)</b></p> <ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording their experiences;</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques;</li> <li>Evaluate and analyse creative works using the language of art, craft and design;</li> <li>Know about great artists, craft- makers and designers, and understand the historical and cultural development of their art forms.</li> </ul>					
<b>DT</b>	<p><b>Build a Bridge (use the stimulus of a toy car for a character. Can you design build and evaluate a bridge that will allow the character to drive across)</b> <b>Design</b></p> <ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing];</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Explore and evaluate a range of existing products;</li> <li>Evaluate their ideas and products against design criteria.</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>Build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>											

British Values: Tolerance and acceptance. Stories Jesus Told. Emphasise how everyone is important.	Spring 1						Spring 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>History</b>	<p><b>Toys</b></p> <p><b>Learning Journey</b></p> <ol style="list-style-type: none"> <li>1. Compare old toys and new toys</li> <li>2. Sequence toys based on our observations</li> <li>3. Describe how toys have changed over time</li> <li>4. Describe some of the ways toy making has changed</li> </ol>											
<b>RE</b>							<p><b>Stories Jesus Told</b> (What can we learn from them? How do religious stories make a difference to people's lives?)</p> <p><b>Learning Journey</b></p> <ol style="list-style-type: none"> <li>1. Recount the parables of the lost sheep and lost coin</li> <li>2. Recount the parable of the ten lepers and give reasons why it is important to be thankful</li> <li>3. Describe some of the miracles Jesus performed</li> </ol>					
<b>Geography</b>							<p><b>Weather around the World</b> (begin with local weather leading to UK weather forecast to explore capital cities and weather in different locations on a given day leading to wider world/ key weather characteristics associated with different climate zones.</p> <p><b>Learning Journey</b></p> <ol style="list-style-type: none"> <li>1. Record observations of the weather in the local area</li> <li>2. Investigate the weather in four different places</li> <li>3. Describe the location of four different places using directions and investigate the weather</li> <li>4. Describe how the weather can change when you move towards the North Pole</li> <li>5. Describe how the weather can change as you move south towards the equator</li> </ol>					

British Values: Tolerance and acceptance. Explore different beats linked to different cultures. What is similar and different.	Spring 1						Spring 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Computing</b>	<b>Unit 1.5: Maze Explorers</b> <ul style="list-style-type: none"> <li>Create and debug simple programs.</li> </ul>						<b>Unit 1.6: Animated Story Books</b> <ul style="list-style-type: none"> <li>Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>					
<b>Music</b>	<b>Music Express</b>  <b>Machines:</b>  Musical Focus: Beat  The children explore beat through movement, body percussion and instruments. They combine steady beat with word rhythms and explore changes in tempo. <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes;</li> <li>Play tuned and untuned instruments musically;</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music;</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>						<b>Music Express</b>  <b>Seasons:</b>  <b>Musical Focus: Pitch</b>  The children develop further their vocabulary and understanding of pitch movements, exploring pitch through singing, tuned percussion and listening games. <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes;</li> <li>Play tuned and untuned instruments musically;</li> <li>Listen with concentration and understanding to a range of high-quality live and recorded music;</li> <li>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>					

British Values: Democracy. Make use of pupil voice when planning the visit.	Summer 1					Summer 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Curriculum Drivers/ Enrichment</b>	<b>Cultural Diversity:</b> Exploring other faiths (Judaism, Christianity, people with no faith). Celebrating difference and common humanity. How can people who think different things get on together. <b>Aspiration:</b> During visit to place of worship/ minister/ rabbi. What is their role? How did they achieve their role?					<b>Aspiration:</b> Gibraltar Point visitor centre. Input re conservations and role played. Global citizen – caring for our world. One world we all need to share. <b>Cultural Diversity:</b> Great Fire of London. How the city responded together to fight the fire. Role of King Charles.						
<b>PE</b>	<p><b>Real PE</b></p> <p><b>Cog Focus: Applying Physical</b></p> <ul style="list-style-type: none"> <li>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</li> <li>I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together</li> <li>I can move confidently in different ways</li> </ul> <p><b>Learning Journey</b></p> <ol style="list-style-type: none"> <li>Coordination, sending and receiving. Bouncing Balls song</li> <li>Coordination, sending and receiving. Big Top Time game</li> <li>Coordination, sending and receiving. Dice Dance game</li> <li>Agility, reaction/response. Link Skills game</li> <li>Agility, reaction/response. Link Skills game</li> </ol> <p>Agility, reaction/response. Magical Shapes and Letters game</p>					<p><b>Real PE</b></p> <p><b>Cog Focus: Health and Fitness</b></p> <ul style="list-style-type: none"> <li>I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely</li> <li>I am aware of why exercise is important for good health</li> <li>I am aware of the changes to the way I feel when I exercise</li> </ul> <p><b>Learning Journey</b></p> <ol style="list-style-type: none"> <li>Agility, ball chasing. Collecting Nuts for Winter game</li> <li>Agility, ball chasing. Collecting Nuts for Winter game</li> <li>Agility, ball chasing. Develop Combinations game</li> <li>Static balance, floor work. Hungry, Hungry Casper Cat song</li> <li>Static balance, floor work. Pass the Hoop game</li> <li>Static balance, floor work. Distance Objects game</li> </ol>						
<b>Science</b>	<p><b>Let's Grow</b></p> <p><b>Learning Journey</b></p> <ol style="list-style-type: none"> <li>Know what bulbs need to start growing</li> <li>Label parts of a tree (trunk, branches, bark, leaves, roots)</li> <li>Label parts of a flowering plant</li> <li>Know the names of common plants in the local area and where these can be found</li> <li>Label pictures of grown bulbs</li> </ol>					<p><b>Coast to Country</b></p> <p><b>Learning Journey</b></p> <ol style="list-style-type: none"> <li>Locate where on the body detects each of the five senses (recap ready for visit to Gibraltar Point in week 2)</li> <li>Name and identify animals and plants at Gibraltar Point</li> <li>Classify animals from the locality of Gibraltar Point</li> <li>Classify animals as predator or prey and say whether they are herbivores, carnivores or omnivores</li> <li>Investigate where animals at Gibraltar Point were found</li> <li>Plan an investigation into which habitats woodlice prefer</li> <li>Suggest answers to what habitats woodlice prefer</li> </ol>						
<b>Art</b>	<p><b>Art (plant paintings using Monet as a stimulus)</b></p> <p><b>Aims:</b></p> <ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording their experiences;</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques;</li> <li>Evaluate and analyse creative works using the language of art, craft and design;</li> <li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p><b>Subject content</b></p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products;</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>		<p><b>Collage (linked to work on Monet)</b></p> <ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording their experiences;</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques;</li> <li>Evaluate and analyse creative works using the language of art, craft and design;</li> <li>Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</li> </ul> <p><b>Subject content</b></p> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products;</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;</li> <li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>		<p><b>Coastal Art (observational)</b></p> <ul style="list-style-type: none"> <li>Produce creative work, exploring their ideas and recording their experiences;</li> <li>Become proficient in drawing, painting, sculpture and other art, craft and design techniques.</li> </ul>							

British Values: Tolerance and Acceptance. Notice that Jewish people and Christian people have different symbols and ceremonies but can get on with each other.	<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
<b>History</b>						<p><b><u>The Great Fire of London</u></b></p> <p><b><u>Learning Journey</u></b></p> <ol style="list-style-type: none"> <li>1. Describe when the Great Fire of London took place</li> <li>2. Describe what happened during the Great Fire of London using pictures and writing from the time</li> <li>3. Explain why the fire spread so far and so fast</li> <li>4. Explain why it is harder for fire to spread today than in London in 1666</li> <li>5. Describe how London changed after the great fire</li> </ol>						
<b>RE</b>						<p><b>1.4 Symbols</b> <b>In what ways are churches / synagogues important to believers</b></p> <ol style="list-style-type: none"> <li>1. Explain what baptism is and say why many Christians are baptised</li> <li>2. Explain what different parts of the baptism service mean</li> <li>3. Identify important Jewish objects on a virtual tour of a synagogue</li> </ol>						
<b>Geography</b>						<p><b><u>Coast to Country (building to visit in week 1 summer 2 with science links)</u></b></p> <p><b><u>Learning Journey</u></b></p> <ol style="list-style-type: none"> <li>1. Use compasses to identify North, South, East and West</li> <li>2. Locate key features in the local area</li> <li>3. Identify the main features at Gibraltar Point</li> <li>4. Investigate the main features at Gibraltar Point</li> </ol>						
<b>Computing</b>						<p><b>Unit 1.7: Coding</b></p> <ul style="list-style-type: none"> <li>• Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions;</li> <li>• Create and debug simple programs;</li> <li>• Use logical reasoning to predict the behaviour of simple programs;</li> <li>• Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</li> </ul>					<p><b>Unit 1.8: Spreadsheets</b> <b>Unit 1.9: Technology outside school</b></p> <ul style="list-style-type: none"> <li>• Recognise common uses of information technology beyond school;</li> <li>• Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.</li> </ul>	

British Values: Democracy. Great Fire of London- notice that the King is in charge and makes decisions about how to fight the fire. How else could the have decided what to do?	Summer 1					Summer 2										
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7				
<b>Music</b>						<b>Water:</b> <b>Musical focus: Pitch</b> The children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion. <ul style="list-style-type: none"> <li>• use their voices expressively and creatively by singing songs and speaking chants and rhymes;</li> <li>• play tuned and untuned instruments musically;</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music;</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>							<b>Weather:</b> <b>Musical Focus: Exploring sounds</b> The children use voices, movement and instruments to explore different ways that music can be used to describe the weather. <b>Water:</b> <b>Musical focus: Pitch</b> The children use voices, movement and instruments to explore changes of pitch. They develop a performance with different vocal pitch shapes and tuned percussion. <ul style="list-style-type: none"> <li>• Use their voices expressively and creatively by singing songs and speaking chants and rhymes;</li> <li>• Play tuned and untuned instruments musically;</li> <li>• Listen with concentration and understanding to a range of high-quality live and recorded music;</li> <li>• Experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>			
<b>DT</b>																

### **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 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 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 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**

Curriculum maps are in place 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). They also highlight our curriculum drivers: standards, cultural diversity and aspiration. The Executive Senior Leadership Team 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 and maintain a strategic overview.

**Stage 2: Medium Term Planning Support & Year Group Connections**-This document builds on the content taught in previous years. It includes learning objectives, success criteria and phases of lessons for each topic. It is a working document that is designed for subject leaders and teachers in each school to access so that standards in the subject can be measured and checked. Each topic has an **A4 Learning Journey and Assessment Concept Pyramid**. The CEO, Deputy CEO and Consultant Principal (ESLT) prepared this documentation liaising with the trust's network leaders to finalise the documentation ready for September 2020. This ensured standardisation of approach in each school and ensured assessment is mirrored in each school.

We have Learning Journeys in place and we use Concept Pyramids to assess in science, history, geography and RE. Concept Pyramids include the key concepts and vocabulary covered in a topic and these form the basis for assessment (pre and end tests). Assessment involves children completing pre and end-tests in books, and teachers can then measure progress at the end of the topic. Learning Journeys give an overview of the coverage highlighted in Stage 2 planning (Medium Term Planning Support and Year Group Connections). Teachers refer to these at the beginning of every lesson. A 'reflection box' is a feature of all Learning Journeys where children can reflect on what they have learnt and what they still need help with understanding. Teachers should use this information to aid feedback and next steps.

**Stage 3: Short-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. They should use the medium term planning support to form their lesson plans, and ensure that they differentiate three ways in lessons (LA/MA/HA) so that all children are appropriately challenged.

**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, RE, History and Geography 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'

**C1. Suggested Timetable for Year 1 & Year 2**

	8.55-9am	9-9.20am	9.25-10.15am	10.20-11am	11.05-12pm	12.00-12.45	12.50-13.05pm	1-2pm	2.30 pm	2.10-2.45pm	2.45-3pm
DAY	Registration	Session 1 Phonics	Session 2 Composition	Session 3 Reading	Session 4 Maths	Lunch	Session 5 Handwriting	Session 6 Curriculum		Session 7 Curriculum	Class Story
Mon								<b>SCIENCE</b>		<b>SCIENCE</b>	
Tue								<b>PE</b>	Values Assembly	<b>N/A</b>	
Wed								<b>History / Geography / RE</b>		<b>History / Geography / RE</b>	
Thur								<b>PE</b>		<b>COMPUTING / MUSIC</b>	
Fri								<b>ART / DT</b>	Superstar Assembly (Bi-weekly)	<b>N/A</b>	

Note: In the afternoon teachers may take a 10 minute break where/if they feel it is relevant. There will not be a morning break.