

Year 5: The Forge Curriculum Topic Map

Academic Year 2023-24



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;*

British Values: democracy. Elect school councillors. Invite a local councillor into school to explain their role.	<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 the Blue John Mine: Enrichment Opportunity regarding the 3 types of rock and the effects of historic volcanic activity in contributing to the mineral wealth associated with the mine. Cultural Diversity: consider the variety of human geography associated with communities living in the shadow of a volcanos today. Consider how incidents such as "Pompei" and modern day disasters lead people from diverse backgrounds to work together to rescue inviduals and rebuild communities. Look at the work of the Hawaii Island Volcano Recovery Fund and how donations from around the world support recovery efforts. Aspiration: visiting speaker associated with the emergency rescue services (e.g. The Nottingham Mines Rescue Serice or other suitable local link). Explore the nature of the role, the rewards and challenges and career route.							Visit to the Space Centre or Visit from the Planetarium. Cultural Diversity: Consider the impact of the "Earth Rise" photo and how it reminded people of the fragility of the earth and how we all share one planet regardless of nationality and all depend on each other. Explore the lives of significant leaders associated with religions e.g. Martin Luther King or Gandi. Consider how different cultural traditions have contributed to our understanding of the world and how we should treat each other. Aspiration: Enrichment Opportunity Earth and Space. Investigate the "Hidden Histories" associated with Nasa e.g. the contribution of Katherine Johnson to the Nasa project as an African American woman.						
PE	<u>Real PE</u> Cog Focus: Cognitive <ul style="list-style-type: none"> I can review, analyse and evaluate my own and others' strengths and weaknesses and I can read and react to different game situations as they develop I have a clear idea of how to develop my own and others' work. I can recognise and suggest patterns of play which will increase chances of success and I can develop methods to outwit opponents 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 <u>Learning Journey</u> <ol style="list-style-type: none"> Coordination, ball skills. Throw Tennis Agility, reaction/response. Throw Tennis Ladder Tournament, Throw Tennis Coordination, ball skills. Endball Coordination, ball skills. Endball Agility, reaction/response. Endball Round Robin Tournament, Endball 							<u>Real PE</u> Cog Focus: Creative <ul style="list-style-type: none"> I can effectively disguise what I am about to do next. I can use variety and creativity to engage an audience I can respond imaginatively to different situations, adapting and adjusting my skills, movements or tactics so they are different from or in contrast to others 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 <u>Learning Journey</u> <ol style="list-style-type: none"> Static balance, seated. Seated Volleyball Static balance, floor work. Seated Volleyball Bump Ladder Tournament, Seated Volleyball Static balance, seated. Scorpion Handball Static balance, seated. Scorpion Handball Static balance, floor work. Scorpion Handball Round Robin Tournament, Scorpion Handball 						

British Values: Democracy. Leadership focus. What qualities should we look for in a leader?	Autumn 1							Autumn 2									
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7			
Science	<u>Rocks and Caves Learning Journey</u> <div><div>1.</div><div>Classify rocks according to physical properties</div></div> <div><div>2.</div><div>Investigate types of rock found locally</div></div> <div><div>3.</div><div>Explain why certain types of rock contain fossils</div></div> <div><div>4.</div><div>Explain why rocks and minerals found in different areas can vary</div></div> <div><div>5.</div><div>Categorise the rocks found at different levels in the caves and explain how they formed</div></div> <div><div>6.</div><div>Set up a fair test to investigate stalactite formation</div></div> <div><div>7.</div><div>Make observations and draw conclusions</div></div>							<u>Earth and Space Learning Journeys</u> <div><div>1.</div><div>Name the planets and recall features</div></div> <div><div>2.</div><div>Describe the movement of the Earth relative to the sun and other planets</div></div> <div><div>3.</div><div>Demonstrate why we have day and night</div></div> <div><div>4.</div><div>Describe the movement of the Earth in relation to the sun and the impact this has on the seasons</div></div> <div><div>5.</div><div>Describe the phases of the moon</div></div> <div><div>6.</div><div>Understand what space is and illustrate the distance between the planets and the sun to scale</div></div>									
Art & Design	Roman Pottery (using the clay artefacts from Pompeii as a stimulus for clay work. What did the pots and jugs look like? How would they have been decorated?) <div><div>•</div><div>Produce creative work, exploring their ideas and recording their experiences;</div></div> <div><div>•</div><div>Become proficient in drawing, painting, sculpture and other art, craft and design techniques;</div></div> <div><div>•</div><div>Evaluate and analyse creative works using the language of art, craft and design.</div></div> <u>Subject content:</u> <div><div>•</div><div>To create sketch books to record their observations and use them to review and revisit ideas</div></div> <div><div>•</div><div>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].</div></div>										<u>Portraits in the 20th Century (explore a range of portraits from the 20th century: Nelson Mandela portraits and the work of Matisse e.g. Woman in Hat, Andy Warhol Marylyn and representations of Martin Luther King.</u> <div><div>•</div><div>Produce creative work, exploring their ideas and recording their experiences</div></div> <div><div>•</div><div>become proficient in drawing, painting, sculpture and other art, craft and design techniques</div></div> <div><div>•</div><div>evaluate and analyse creative works using the language of art, craft and design</div></div> <div><div>•</div><div>know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.</div></div> <u>Subject content:</u> <div><div>•</div><div>To create sketch books to record their observations and use them to review and revisit ideas</div></div> <div><div>•</div><div>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]</div></div> <div><div>•</div><div>About great artists, architects and designers in history.</div></div>						

British Values: Democracy. What values did MLK express? Why did people follow Dr King?	<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	
DT						<u>Design a Balloon Rocket</u> to travel along a horizontal line guided by a straw. <u>Design</u> <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. <u>Make</u> <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], accuratelySelect from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <u>Evaluate</u> <ul style="list-style-type: none">Investigate and analyse a range of existing productsEvaluate their ideas and products against their own design criteria and consider the views of others to improve their workUnderstand how key events and individuals in design and technology have helped shape the world <u>Technical knowledge</u> <ul style="list-style-type: none">Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.									

British Values: Anti-discrimination. Are their occasions when people of faith or none might feel that they do not belong?	Autumn 1							Autumn 2						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
History	<u>Escape from Pompeii</u> <u>Learning Journey</u> 1. Recount the events that took place in Pompeii and Herculaneum 2. Interpret a written source to build a picture of the eruption of Mount Vesuvius in AD 79 3. Describe an everyday Roman scene in Pompeii													
Geography				<u>Volcanos Learning Journey</u> 1. Describe the location of five famous Volcanoes 2. Describe how volcanic islands form and a physical process that affect them 3. Use location to make predictions about climate 4. Describe the human geography of Puebla 5. Explain why people might choose to live in Pueblo so close to Mount Popocatepetl 6. Explain why people might choose to live in Pueblo so close to Mount Popocatepetl										
RE	Theme: Belief into action Key Question: How far would a Sikh go for his/her religion? Religion: Sikhism							Theme: Christmas Theme: Incarnation Key Question: Is the Christmas story true? Religion: Christianity						

British Values: Anti-discrimination/ rule of law: Discuss Rosa Parkes and why she felt the need to break the law.	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
MFL	Hobbies (Recap core units 123 as appropriate) <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. 													
Computing						Coding <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; 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. 				Online Safety <ul style="list-style-type: none"> 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; Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 				

British Values: Rule of law. Explore laws that help protect people's rights and help us live together.	<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
Music											The Solar System <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.			

British Values: Tolerance. Consider all the different peoples and cultures that have come together to make modern Britain.	<u>Spring 1</u>						<u>Spring 2</u>					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Curriculum Drivers/ Enrichment	Visit to the Jorvic Centre Cultural Diversity: discuss the diversity of Britain's past. Consider the heritage of Celtic, Saxon and Danish placenames and surnames and consider investigating the surnames in the class. Investigate words that we use today that originated in Scandinavia. Discuss how Danish and English people learned to live side by side and get along in Jorvic. Aspiration: Consider the work of the long ship craftsmen designing and building boats to withstand storms in the Northsea. Share the process of apprenticeship and becoming a skilled craftsmen. Link this to their own projects in DT and the dispositions needed to succeed e.g. work ethic and positivity, and the ability to learn from failure.						Visitor from the Hindu or Islamic tradition: Cultural Diversity: Discuss key questions about belief and explore the children's own responses to these questions. Explore similarities and differences with time to reflect are key to the human experience. Aspiration: Enrichment Opportunity: link to Music. Explore the life of Brahms. What did it take for him to succeed as a composer from young musician at the age of 7?					
PE	Real PE Cog Focus: Social <ul style="list-style-type: none"> I can involve others and motivate those around me to perform better I can give and receive sensitive feedback to improve myself and others. I can negotiate and collaborate appropriately 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 Learning Journey <ol style="list-style-type: none"> Dynamic balance, on a line. River Crossing Counter balance, with a partner. River Crossing Levelling the Playing Field Competition, River Crossing Dynamic balance, on a line. Kabadi Dynamic balance, with a partner. Kabadi Round Robin Tournament, Kabadi 						Real PE Cog Focus: Applying Physical <ul style="list-style-type: none"> I can effectively transfer skills and movements across a range of activities and sports. I can perform a variety of skills consistently and effectively in challenging or competitive situations I can use combinations of skills confidently in sport specific contexts. I can perform a range of skills fluently and accurately in practice situations 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 Learning Journey <ol style="list-style-type: none"> Dynamic balance to agility, jumping and landing. Jumpball Static balance, one leg. Jumpball Round Robin Tournament, Jumpball Dynamic balance to agility, jumping and landing. Jump, Roll, Balance Static balance, one leg. Jump, Roll, Balance Class Competition, Jump, Roll, Balance 					

British Values: Rule of Law. Discuss trial by ordeal in AS England. How do we find out if people are innocent or guilty today.	Spring 1						Spring 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Science	<u>Properties and changes of materials</u> <u>Learning Journey</u> <ol style="list-style-type: none"> Sort materials according to whether they are magnetic and/or conduct electricity Plan an investigation into the absorbency of different materials (Viking clothing) Present findings from our investigation and demonstrate which material would be best suited for Viking clothing Separate materials through evaporation Extract clean salt from dirty sea water Recognise reversible and irreversible changes Design an investigation into the effects of sugar on fermentation rates Draw conclusions about the relationship between the amount of sugar and fermentation rates 						<u>Life Cycles</u> <u>Learning Journey</u> <ol style="list-style-type: none"> Describe different stages of the human life-cycle Describe the process of reproduction in plants Compare life-cycles of different animals Compare life-cycles of plants and animals 					
Art							The Northern Lights (consider how artists have represented the night sky (Van Gogh, Starry Night, and look at representations of the Northern Lights. Progress to using stencils to provide silhouettes of landscapes to be offset by the Northern Lights http://www.thatartistwoman.org/2015/01/northern-lights.html . Link to work on Scandinavia. <u>Aims:</u> <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. <u>Subject content:</u> <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. 					

British Values: Rule of Law. Introduce the idea of Juries and Jury service. With ordinary people deciding what happens	Spring 1						Spring 2					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
DT	Design a Viking Long-ship using resistant materials (design constrains: Longship must be capable of being propelled by sail and float with stability on a safe water course in the locality) 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 											

British Values: Rule of Law. Discuss why people may have been afraid to see the Romans leave Britain.	<u>Spring 1</u>						<u>Spring 2</u>					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
History	<u>Anglo-Saxons and Vikings</u> <u>Learning Journey</u> <div><div>1.</div><div>Describe what happened in Britain after the Romans left</div></div> <div><div>2.</div><div>Describe life in an Anglo-Saxon village</div></div> <div><div>3.</div><div>Decide whether an Anglo-Saxon Kingdom was a fair place to live and give reasons</div></div> <div><div>4.</div><div>Explain why Vikings raided Anglo-Saxon Kingdoms</div></div> <div><div>5.</div><div>Describe everyday life in a Viking Settlement</div></div> <div><div>6.</div><div>Identify the distribution of Viking settlements in the school locality</div></div>											
Geography							<u>Scandinavia (a contrasting European locality)</u> <u>Learning Journey</u> <div><div>1.</div><div>Describe the extent of the locations settled and visited by the Vikings</div></div> <div><div>2.</div><div>Investigate the climate and biomes of Sweden</div></div> <div><div>3.</div><div>Investigate how land use in Sweden affects trade</div></div> <div><div>4.</div><div>Investigate population density in Sweden</div></div>					

British Values: Tolerance. Discuss how ideas of Ahimsa could help different cultures to live together.	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
RE	Theme: Beliefs and moral values Key Question: Are Sikh stories important today? Religion: Sikhism						Theme: Easter Concept: Salvation Key Question: How significant is it for Christians to believe God intended Jesus to die? Religion: Christianity					
Computing	5.3 Spreadsheets • 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.											

British Values: Tolerance. Discuss	Spring 1	Spring 2
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how ideas of Zakat could help different cultures to live together.	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
MFL					School Trip <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;• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;• Read carefully and show understanding of words, phrases and simple writing;• Appreciate stories, songs, poems and rhymes in the language.								
Music									Life Cycles (Explore the human life cycle with music by Brahms, Berio and List etc to inspire singing, performing and composing using new techniques. Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. <ul style="list-style-type: none">▪ 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.				
British Values: Democracy. Discuss	Summer 1					Summer 2							

the idea of the divine right of Kings. How is this different to ideas of democracy from Athens?	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Curriculum Drivers/ Enrichment	Visit: Magma Science Park (Enrichment Opportunity for Forces topic) Cultural Diversity: Explore the positive impacts of different religions on the charitable field. What positive impacts have they had on the world. Aspirations: Mountains: Explore the life of Sir Edmund Hillary and the race to conquer Mount Everest. Discuss his later charitable work with the Himalayan Trust. Cultural Divesity: The challenge of Everest as a multi-national effort involving local people from Nepal (links to Team Player and Work ethic.					Visit the Civil War Centre, Newark Castle and Sconce Hills (N.B or other local opportunity). Aspiration: Enrichment Opportunity linked to PE visitor with a background of achievement in sport to discuss dispositions e.g. work ethic, team player. Consider the importance of practice, rehearsal as well as careers in sport and routes into this. Cultural Diversity: Enrichment opportunity linked to the PE visitor. Consider the diversity of some of England’s successful teams e.g. England Women’s world cup and Team GB for Tokyo Olympics.’						
PE	<u>Real PE</u> Cog Focus: Health and Fitness <ul style="list-style-type: none"> I can explain how individuals need different types and levels of fitness to be more effective in their activity/role/event. I can plan and follow my own basic fitness programme I can self select and perform appropriate warm up and cool down activities. I can identify possible dangers when planning an activity 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 <u>Learning Journey</u> <ol style="list-style-type: none"> Static balance, stance. Beanbag Raid Coordination, footwork. Beanbag Raid Continuous Knockout Tournament, Neanbag Raid Static balance, stance. Dodgeball Coordination, footwork. Dodgeball Ladder Tournament, Dodgeball 					<u>Real PE</u> Cog Focus: Personal <ul style="list-style-type: none"> I can create my own learning plan and revise that plan when necessary. I can accept critical feedback and make changes I see all new challenges as opportunities to learn and develop. I recognise my strengths and weaknesses and can set myself appropriate targets 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 <u>Learning Journey</u> <ol style="list-style-type: none"> Coordination, sending and receiving. Throlf Agility, ball chasing. Throlf Handicap Tournament, Throlf Coordination, sending and receiving. Scatterball Agility, ball chasing. Scatterball Knockout tournament, Scatterball 						

British Values: Tolerance. Intolerance of different groups can lead to conflict. (Roundheads and Cavalies or people from different backgrounds moving to a new colliery.	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
Science	Forces					Sound						
	Learning Journey 1. Identify the effects of friction 2. Carry out an investigation into shoe grip 3. Describe the forces acting on a falling object 4. Describe the effects of air resistance on a falling object 5. Investigate the effects of air resistance on a falling object 6. Recognise that mechanisms allow a smaller force to have a greater effect 7. Recognise that pulleys allow a smaller force to have a greater effec					Learning Journey 1. Describe how sound travels through a medium to the ear 2. Label the parts of the ear and describe how they respond to sound 3. Investigate the relationship between pitch, volume and distance from the sound source 4. Explore how sounds travel through different media 5. Describe how sounds travel through water						

British Values: Tolerance. Different traditions have developed artwork to represent mountains. Explore how each can add value.	<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
DT	Design Make and Evaluate a Bagatelle Board (linked to Forces in Science) 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. 											

British Values: Tolerance. Different traditions have developed artwork linked to places of worship. Explore how each can add value.	<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
Art						<p>Mountains in Art (compare and contrast artistic representations of mountains from the impressionists with representations in Chinese art. Explore techniques and build to a final piece painting based on what pupils have learned.)</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><u>Subject content:</u></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. 						

British Values: Consider how in a democracy people can influence change without conflict. E.g. letters, free speech, protests/ petitions etc.	<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
History						<u>Coal Mining in the Local Area Learning Journey</u> <div>1. Describe how the history of the local colliery fits into the chronology of mining in Britain</div> <div>2. Describe some of the changes that happened during the industrial revolution</div> <div>3. Write a letter giving reasons why children should not be allowed to work in coal mines</div> <div>4. Describe the conditions experienced by miners in the 20th century</div> <div>5. Use sources to investigate the sequence in which the mining community grew up</div> <div>6. Use sources to investigate why people wanted to come to colliery villages to settle and work and describe changes that happened when the mines closed</div>						
Geography	<u>Mountains</u> <u>Learning Journey</u> <div>1. Investigate the largest mountains in the UK</div> <div>2. Locate Ben Nevis and describe the land use in the wider area</div> <div>3. Identify mountain ranges around the world</div> <div>4. Describe the topography of Mount Kilimanjaro</div>											

British Values: Tolerance. Consider how we can all appreciate artwork associated with different places of worship even if we do not belong to the groups.	<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

RE	Theme: Prayer and Worship Key Question: What is the best way for a sikh to show commitment to God? Religion: Christianity	Theme: Beliefs and Practices Key Question: What is the best way for a Christian to show Commitment to God? Religion: Christianity
Computing	<u>Game Creator</u> <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; 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. 	

British Values: Tolerance. Consider how in the UK people are free to choose which religion to follow. Explore what discrimination means.	<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
Music						Celebrations <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; 						

		<ul style="list-style-type: none">• 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.	
MFL			<p>Seasons</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;• Speak in sentences, using familiar vocabulary, phrases and basic language structures;• Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases;• Present ideas and information orally to a range of audiences;• Read carefully and show understanding of words, phrases and simple writing;• Appreciate stories, songs, poems and rhymes in the language.