



LEARNING JOURNEY OVERVIEW

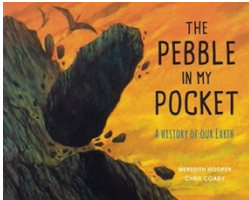
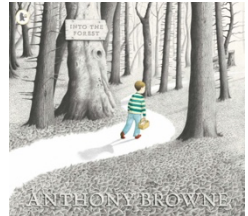
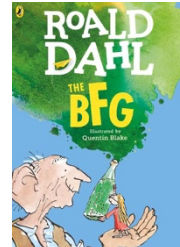
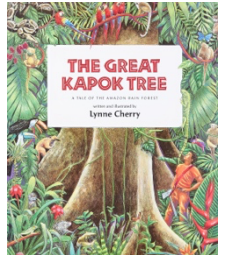
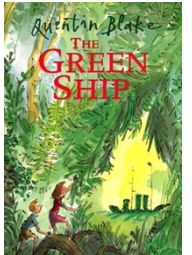
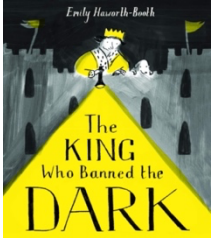
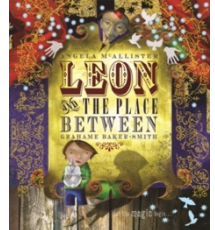
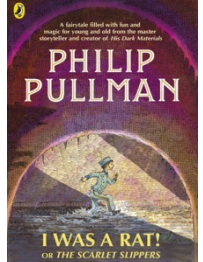
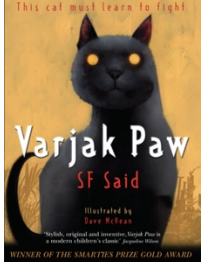
WHERE EVERY CHILD COUNTS

OUR CORE VALUES

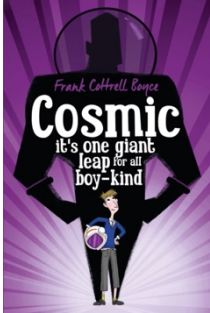
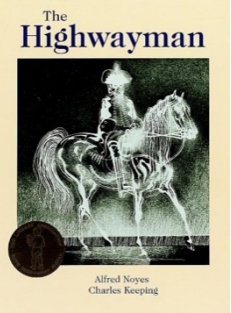
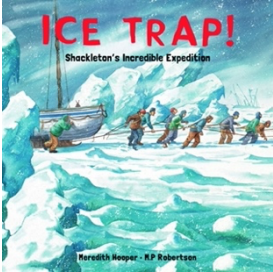
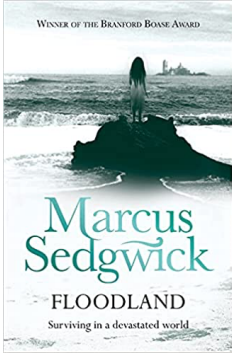
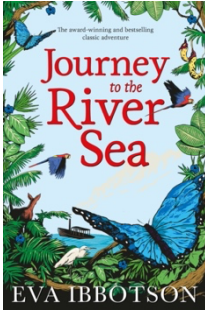
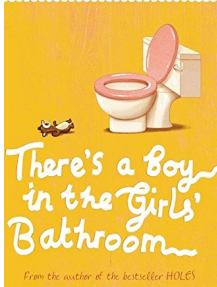
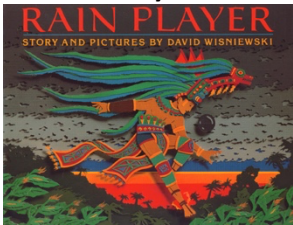
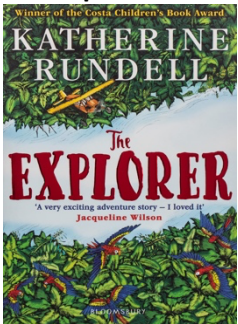
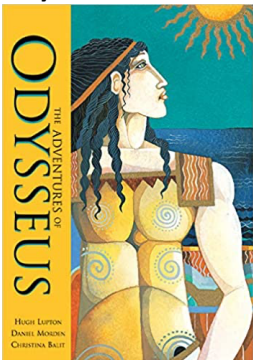
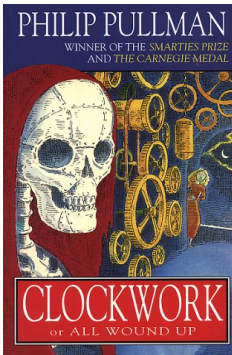
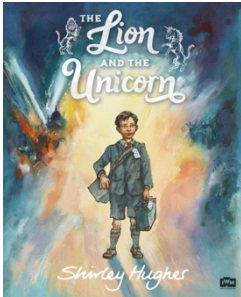
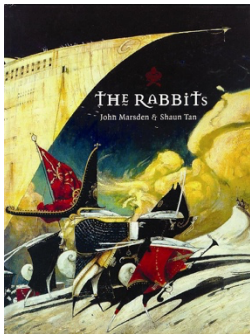
We want all of our children to BE **P.I.C.K.U.R.S.T**

<u>P</u> roud	<u>I</u> nquisitive	<u>C</u> onfident	<u>K</u> ind	<u>H</u> ealthy	<u>U</u> nderstanding	<u>R</u> espectful	<u>S</u> uccessful	<u>T</u> rustworthy
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ENGLISH

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	1	2	1	2	1	2
YEAR 3	Pebble in my pocket 	Into the Forest 	Marcy and the Riddle of the Sphinx 	The BFG 	The Great Kapok Tree 	The Green Ship 
YEAR 4	The King who Banned the Dark 	Leon and the Place Between 	The Iron Man 	The Boy at the Back of the Class 	I was a Rat 	Varjak Paw 

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YEAR 5	Cosmic 	The Highwayman 	Ice Trap 	Floodland 	The Journey to the River Sea 	There's a Boy in the Girls' Bathroom 
YEAR 6	The Rain Player 	The Explorer 	Odysseus 	Clockwork 	The Lion and the Unicorn 	The Rabbits 



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MATHS

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	1	2	1	2	1	2
YEAR 3	Number: Place Value Number: Addition and Subtraction	Number: Addition and Subtraction Number: Multiplication and Division	Number: Multiplication and Division Measurement: Money Statistics	Measurement: Length and Perimeter Number: Fractions	Number: Fractions Measurement: Time	Geometry: Properties of Shape Measurement: Mass and Capacity
YEAR 4	Number: Place Value Number: Addition and Subtraction	Number: Addition and Subtraction continued Measurement: Length and Perimeter Number: Multiplication and Division Consolidation	Number: Multiplication and Division continued Measurement: Area Number: Fractions	Number: Fractions continued Number: Decimals Consolidation	Number: Decimals continued Measurement: Money Measurement: Time	Statistics Geometry: Properties of Shape Geometry: Position and Direction Consolidation
YEAR 5	Place value Addition and Subtraction Statistics	Multiplication and Division Perimeter and Area Consolidation	Multiplication and Division Fractions	Fractions continued Decimals and percentages Consolidation	Decimals Properties of shape	Position and direction Converting units Volume Consolidation
YEAR 6	Place value Rounding Addition	Fractions Decimals Percentages	Addition/Subtraction of Fractions Weight and Time	Multiplying/dividing Decimals Graphs	Geometry Properties of shapes Consolidation	Consolidation Investigations Preparations for KS3

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	Subtraction Multiplication Division Multiplying/Dividing by 10,100,1000	3D Shapes and Construction Factors and Multiples Prime Numbers Conversions Multiplying/Dividing Fractions	Area and Perimeter Circle Theorem Capacity/Volume Negative Numbers Order of Operations (BIDMAS) Algebra	Mean Ratio and Proportion Statistics	SATs Preparation	
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SCIENCE

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	1	2	1	2	1	2
YEAR 3	Rock Detectives (Rocks & fossils) <i>Chemistry</i>	Amazing Bodies (Animals inc. humans) <i>Biology</i>	The Power of Forces (Forces and Magnets) <i>Physics</i>	Can you see me? (Light) <i>Physics</i>	How does your garden grow? (Plants) <i>Biology</i>	Rock Detectives (Rocks & fossils) <i>Chemistry</i>
YEAR 4	Good Vibrations (Sound) <i>Physics</i>	In a state (States of matter) <i>Chemistry</i>	Switched on (Electricity) <i>Physics</i>	Where does all that food go? (Animals inc. humans [teeth & eating]) <i>Biology</i>	Who am I? (All living things) <i>Biology</i>	Good Vibrations (Sound) <i>Physics</i>
YEAR 5	The Earth and Beyond (Earth & Space) <i>Physics</i>	Feel the force (Forces) <i>Physics</i>	Get Sorted / Everyday materials (Properties of materials) <i>Chemistry</i>	Marvellous Mixtures / All Change! (Changes of materials) <i>Chemistry</i>	Circle of Life (Living Things) <i>Biology</i>	The Earth and Beyond (Earth & Space) <i>Physics</i>
YEAR 6	Everything Changes (Evolution) <i>Biology</i>	Light up your world (Light) <i>Physics</i>	Body Pump (Animals inc. humans) <i>Biology</i>	Nature Library (Living Things) <i>Biology</i>	Danger! Low Voltage (Electricity) <i>Physics</i>	Everything Changes (Evolution) <i>Biology</i>

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HISTORY

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	1	2	1	2	1	2
YEAR 3	The Stone Age <i>Pupils will explore how life changed for people during different periods of the Stone Age, including the Early, Middle and New Stone Ages. They will cover why the period was called the Stone Age, and what archaeological evidence there is from the period, particularly in the form of artefacts and monuments. The main focus will be on the New Stone Age and how that contrasts with the earlier periods. The children will look in detail at the Neolithic settlement at Skara Brae and the conclusions we can reach from the evidence found at the site.</i>		The Bronze Age and the Iron Age <i>In this unit, the children will explore the key features of the Bronze and Iron Ages and come to conclusions about the developments within the periods. Links will be made to the Stone Age period. Throughout the unit, the children will use a variety of sources of evidence to investigate the period, including archaeological evidence with a focus on the Amesbury Archer, the Lindow Man, Roman written accounts of the Celts and reconstruction drawings of both periods.</i>		Local History <i>Pupils will investigate their local area, and consider which buildings are of significance and should be preserved. They will conduct their own research, using sources including recommended websites, history books, street directories and census returns. They will also have the opportunity to visit and study local listed buildings and make links to historical events from the time of the building's construction, as well as to their prior learning.</i>	

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YEAR 4	Ancient Egyptians <i>In this unit, children will explore who the Ancient Egyptians were, what they did, and discuss whether Ancient Egypt deserves its reputation as one of the most important early civilisations. The National Curriculum Programmes of Study for History require you to study Ancient Egypt in the context of three other early civilisations. These are the Shang Dynasty of Ancient China, Ancient Sumer and the Indus Valley civilisation. The first session introduces all 4 civilisations and supports the children in understanding where they were located in time and place. It looks at some of the common features that made them so successful.</i>		Roman Britain <i>Pupils will learn about the Roman invasion of Britain and its impact on the lives of the Celts. They will consider whether the Roman settlement was a positive experience for all involved, and explore the long-term legacy of the invasion. They will use a variety of sources of evidence to investigate the topic, including visual sources of artefacts (the Vindolanda Tablets) and archaeological sites (Hadrian's Wall). The children will analyse written sources from writers such as Tacitus and Dio Cassius and consider why they interpreted events as they did..</i>		Crime and Punishment <i>In this unit, the students will explore how and why Crime and Punishment has changed over time. This will support them in developing an understanding of change and development over a long period of time. They will utilise a variety of sources of evidence to develop their knowledge and understanding of the different time periods. Within this, they will look at some small case studies in more depth to understand triggers for change, including the Bloody Code of 1815, the founding of the first police force, transportation of prisoners and the activism of the suffragettes. The children will also begin to appreciate that some things remain the same over long periods of time.</i>	
YEAR 5	The Anglo-Saxons <i>In this unit, the children will learn about the world of the Anglo-Saxons. They will consider why they came to Britain and whether the period deserves to be called the 'Dark Ages'. Links will be made to prior learning, particularly to Year 4 Unit 2: Roman Britain. The children will examine archaeological evidence, such as the Sutton Hoo ship burial and the Staffordshire hoard, while using written evidence from the time, including Beowulf, to provide context for the archaeological finds. They will</i>		The Vikings <i>Students will learn about the Vikings, and consider the reasons why they raided and then settled in Britain. They will investigate the popular view of the Vikings as raiders, ruthless in their ways of obtaining wealth. They will study primary sources of evidence, such as accounts by monks of the raid on Lindisfarne, as well as archaeological finds, to understand why this interpretation of the Vikings has become so popular. They will examine King Alfred's struggle and victory over the</i>		Journeys <i>In this unit, pupils will explore the question of why people go on a journey, and look at five very different types of journey in depth. The journeys selected span from the Tudor period to those undertaken today by refugees. The children begin by studying the voyages of Walter Raleigh, then the voyage of the Irish 3rd class passengers on the Titanic, before learning about the Kindertransport in World War Two and the voyage of the Empire Windrush. Finally, they will examine why</i>	

	learn about the importance of archaeological evidence and the work of the archaeologist, as well as the accidental finds of metal detectorists.		Vikings, linking back to Year 5 Unit 1: The Anglo-Saxons. Links will also be made to Year 4 Unit 2: Roman Britain.		refugees make dangerous journeys today.	
YEAR 6	The Maya Civilisation Students will explore the world of the Maya, and debate whether they should continue to be remembered today as a significant culture. The children will begin by learning about the lives of the Maya today, before focusing on ancient Maya architectural achievements, their religion and surviving writings. They will also study the possible reasons why the Maya city states declined after 900 AD, looking at conspiracy theories and considering whether everything they read online is reliable. They will consider the issues faced when studying a culture where only limited types of evidence are available, predominantly archaeological evidence.		The Ancient Greeks In this unit, pupils will learn about aspects of political, social and cultural Ancient Greek life. They will focus on some areas in depth, such as the systems of government, religion and the importance of the Olympic Games. They will examine the legacy of the Ancient Greeks, and will have opportunities for further study of areas of interest. While they will gain an overview of the time period, the main focus will be on the Classical period. Elements of the unit can also be used in a study of post-1066 British history and the legacy of Greek culture. The children will utilise a variety of sources of evidence to develop their knowledge and understanding of the time period. Links will be made to prior learning on the nature of empires, particularly Year 4 Unit 2: Roman Britain.		The Impact of War Children will research and compare the impact of the First and Second World Wars on their locality. The unit does not aim to study the First or Second World Wars, as these are both part of the secondary school curriculum. Some context about the wars is provided for the children, but the focus of the sessions is on the Home Front and how the wars impacted on the community. In the course of the unit, the children will make a number of visits around the local community to gather or check evidence.	



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GEOGRAPHY

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	1	2	1	2	1	2
YEAR 3		Climate and Weather <i>Pupils are introduced to different ways of communicating geographical data, particularly through different styles of maps. They will learn to read weather and climate maps, and learn how weather and climate are generalised into world climate zones. The concept of biomes will be explored, each with distinctive climate, soil, flora, fauna and human activity.</i>		Our World <i>In this unit, children will begin to understand the Earth better as a sphere, learning to rotate it mentally in 3-D. They will explore its representation in 2-D maps, and learn about the imaginary lines used (Equator, latitude, longitude, tropics and the International Date Line) to pinpoint global locations.</i>		Coasts <i>Students will learn about the coast of the British Isles, the advantages and disadvantages of living by the coast, and how much of the UK's coast has changed from a focus on fishing to one on tourism. Throughout the unit they will also be introduced to a few contrasting coasts around the world, and associated environmental issues, extending their coastal and locational knowledge and encouraging critical thinking and presenting an argument.</i>
YEAR 4		The Americas <i>In this unit the children travel the North and South American continents, and distinguish between the</i>		Rivers and the Water Cycle <i>This unit focuses on rivers and introduces the water cycle and, as the key concept is</i>		Earthquakes and Volcanoes <i>Our earth is dynamic and ever-changing. In this unit children will explore the</i>

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		terms 'continent', 'region', 'country', 'state' and 'city' along the journey. Finding and using images and maps on the internet and in atlases, children will make notes on cities and record their countries and/or states. They will compare the built environments and settings of the cities and, through them, identify some key regions of the American continents		that water flows downhill, looks at mountains, the source of many rivers. It looks at how people interact with rivers as well as their geographical features. A case study features one of the UK's major rivers, the River Thames. Cameos of some of the world's great rivers and mountain environments are included to extend children's geographical general or locational knowledge.		dynamism of the earth, learning about its structure, look particularly at the causes and distribution of earthquakes and volcanoes and their effects on landscape and people. They will be introduced to the 'Pacific Ring of Fire', the most active region on earth, and consider why people choose to live on the flanks of volcanoes and in earthquake zones when both can be life-threatening. They will learn that volcanoes have existed throughout geological time, and that there are several different types
YEAR 5		Changes in our Local Environment Children will find out about the regions of the UK, discovering how some of these areas have changed over time. The pupils will research how specific areas of the UK have been affected by change, before conducting a fieldwork activity on their own area and writing a magazine article.		Europe – A Study of the Alpine Region In this unit, the children learn about the Alpine region of Europe, how the Alps were formed and how homes are adapted to the climate.		Journeys – Trade Students will find out about the UK's global trade links, investigating where everyday products come from and the journeys they take to our homes.
YEAR 6		South America – The Amazon In this unit, children find out about the Amazon region of South America, considering what it is like to live in the region as well as how it is being damaged and how it can be protected.		Global Warming and Climate Change: Protecting the Environment Pupils will consider if we are damaging our world and how we can protect it. The children will investigate energy production, the oceans and minerals, as well as conducting an enquiry into how the school can become more sustainable.		Our World in the Future In this unit, as the students move towards the end of their primary school careers and prepare to move to secondary schools, they will consider the past, present and future of their local area. This unit helps them see change as positive and to feel optimistic about the changes that lie ahead.



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ART						
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YEAR 3	Prehistoric Art <i>Learning about how and why art was created thousands of years ago, making homemade paints from natural materials and replicating painting techniques from the past</i>		Formal Elements <i>Exploring shape and tone – identifying shapes in everyday objects, using shapes as guidelines to draw accurately from observation, creating form and shape using wire and shading from light to dark</i>		Art and Design Skills: Shadow Puppets <i>Design, drawing, craft, painting and art appreciation – creating puppets, drawing from observation, learning the difference between a tint and a shade and creating a version of a cartoon drawn by a famous illustrator</i>	
YEAR 4	Sculpture <i>Learning about the works of inspirational sculptors, creating 3D works of art, working with recycled materials and making collages.</i>		Art and Design Skills <i>Developing: design, drawing, craft, painting skills – creating an optical illusion print, making a plate in the famous willow pattern, carving soap, still life drawing, painting and</i>		Every Picture Tells a Story <i>Analysing works of art, using inference and prediction to explore what might be depicted and intended by the artists. Creating photo collages</i>	

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			<i>mixing colours in the style of Paul Cézanne and learning about the role of a 'curator'</i>		<i>and abstract art inspired by the work explored</i>	
YEAR 5	Formal Elements <i>Drawing from observation, creating prints, drawing from different perspectives and learning about the role of an architect.</i>		Art and Design Skills: Puppets <i>Developing design, drawing, craft, painting and art appreciation skills – creating an invention, expanding on an observational drawing, using a poem to create a portrait and painting an enlarged section of a drawn collage</i>		Every Picture Tells a Story <i>Exploring the meaning behind art – analyse the work of Banksy; making symmetry prints inspired by Rorschach, telling a story using emojis, reenacting a poignant war scene and taking inspiration from ceramic artist Odundo.</i>	
YEAR 6	Still Life Drawing <i>Creating a variety of still life pieces influenced by different artists, using a range of mediums and showcasing work in the form of a memory box.</i>		Make My Voice Heard <i>Exploring art with a message, looking at the works of Pablo Picasso and Käthe Kollwitz and through the mediums of graffiti, drawing, painting and sculpture, creating artworks with a message</i>		Photography <i>Developing photography skills – composition, colour, light, abstract image, underlying messages and capturing and presenting images in different ways.</i>	



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DESIGN & TECHNOLOGY

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	1	2	1	2	1	2
YEAR 3		Structures: Castles <i>Identify and learn about the key features of a castle, before designing and making a recycled-material castle (structure).</i>		Cooking and Nutrition: Eating Seasonally <i>Learn about various fruits and vegetables, and when, where and why they are grown in different seasons. Discover the relationship between colour and health benefits.</i>		Textiles: Cushions <i>Learn and apply two new sewing techniques – cross-stitch and appliqué. Utilise these new skills to design and make a cushion.</i>
YEAR 4		Cooking and Nutrition: Adapting A Recipe <i>Work in groups to adapt an existing biscuit recipe, whilst taking into account the cost of the ingredients and other expenses against a set budget.</i>		Digital World: Mindful Moments Timers <i>Explore what is meant by mindfulness and write design criteria to fulfil a brief to develop a programmed product for timing a mindful moment.</i>		Structure: Pavilions <i>Investigate and model frame structures to improve their stability, then apply this research to design and create a stable, decorated pavilion.</i>

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YEAR 5		Electrical Systems: Electronic Greetings Cards <i>Learn about the development of exchanging personal messages, to the invention of the Penny Black stamp. Develop an electronic greeting card, using paper-applicable circuit components.</i>		Textiles: Waistcoats <i>Using a combination of textiles skills such as attaching fastenings, appliqué and decorative stitches, design, assemble and decorate a waistcoat for a chosen purpose.</i>		Cooking and Nutrition: What Could be Healthier? <i>Discover the farm to fork process, understand the key welfare issues for rearing cattle. Compare the nutritional value of existing sauces and develop a healthier recipe.</i>
YEAR 6		Textiles: Stuffed Toys <i>Design a stuffed toy and make decisions on materials, decorations and attachments (appendages), after learning how to sew a blanket stitch.</i>		Cooking: Come Dine with Me <i>Develop a three-course menu focused on three key ingredients, as part of a paired challenge to develop the best class recipes. Explore each key ingredient's farm to fork process.</i>		Electrical Systems: Steady Hand Games <i>Understand what is meant by fit for purpose design and form follows function. Design and develop a steady hand game using a series circuit, including housing and backboard.</i>



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<u>P</u> roud	<u>I</u> nquisitive	<u>C</u> onfident	<u>K</u> ind	<u>H</u> ealthy	<u>U</u> nderstanding	<u>R</u> espectful	<u>S</u> uccessful	<u>T</u> rustworthy
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COMPUTING

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	1	2	1	2	1	2
YEAR 3	Computing Systems and Networks 1: Networks and the Internet <i>(How devices communication and how information is shared)</i> Online Safety 1: Fake news and not believing everything you come across on the internet.	Programming: Scratch <i>(Use the advanced app called 'Scratch' and to use loops and repetition to programme)</i> Online Safety 2: What to do if online content upsets you.	Computing Systems and Networks 2: Emailing <i>(How to send emails with attachments and being a responsible digital citizen)</i> Online Safety 3: Privacy settings and what personal information is shared by devices.	Computing Systems and Networks 3: Journey Inside a Computer <i>(To consolidate understanding of how a computer works)</i> Online Safety 4: Privacy settings and what personal information is shared by devices.	Creating Media: Video Trailers <i>(Developing filming and editing skills)</i> Online Safety 5: Personal information and how to protect ourselves on social media platforms.	Data Handling: Comparison Cards Databases <i>(Understand what a database by learning the meaning of records, fields, and data)</i> Online Safety 6: Personal information and how to protect ourselves on social media platforms.
YEAR 4	Computing Systems and Networks: Collaborative Learning <i>(Working collaboratively in a responsible and considerate way)</i>	Programming 1: Further Coding with Scratch <i>(Using variables in coding)</i> Online Safety 2: How companies encourage	Creating Media: Website Design <i>(Learning how websites are created and how to change layouts, embed</i>	Skills Showcase: HTML <i>(Editing the HTML and CSS of a webpage to change the layout)</i>	Programming 2: Computational Thinking <i>(Plugged and unplugged activities to develop the 4</i>	Data Handling: Investigating Weather <i>(Researching, storing, and recording data using spreadsheets)</i>

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	Online Safety 1: Judging the accuracy of information from a search engine.	people to buy things online.	<i>images and videos and link between pages)</i> Online Safety 3: Information online isn't always true and can be an opinion.	Online Safety 4: The benefits and risks of both that impersonate living things.	<i>areas of computational thinking)</i> Online Safety 5: The positive and negative distractions of technology.	Online Safety 6: To respect the thoughts and beliefs of others and to recognise unhealthy online behaviours.
YEAR 5	Computing Systems and Networks: Search Engines <i>(Identifying inaccurate information)</i> Online Safety 1: How apps can access your personal information.	Programming 1: Music <i>(Applying programming skills to create sounds and melodies)</i> Online Safety 2: How to communicate online positively, safely and respectfully.	Data Handling: Mars Rover 1 <i>(Data transfer and binary code)</i> Online Safety 3: Information online is not always factually true.	Programming 2: Micro:bit <i>(Meaning and purpose of programming)</i> Online Safety 4: Difference between online and offline bullying and what to do if anyone should experience online bullying.	Creating Media: Stop Motion & Animation <i>(Taking photographs and editing to create a video animation)</i> Online Safety 5: How technology can affect mental health and wellbeing.	Skills Showcase: Mars Rover 2 <i>(3D design skills)</i> Online Safety 6: How technology can affect mental health and wellbeing.
YEAR 6	Computing Systems and Networks: Bletchley Park <i>(Codebreaking and password hacking)</i> Online Safety 1: Positive and Negative Effects of the internet.	Programming: Intro to Python <i>(Language of python)</i> Online Safety 2: Impact and consequences of sharing information online and privacy settings.	Data Handling 1: Big Data 1 <i>(Barcodes, QR codes and RFID)</i> Online Safety 3: Being positive online and positive online behaviour.	Data Handling 2: Big Data 2 <i>(Data usage and smart schools)</i> Online Safety 4: Online bullying and how to report it.	Creating Media: History of Computers <i>(How computers have evolved over time and to design a computer for the future.)</i> Online Safety 5: Password management and hacking.	Skills Showcase: Inventing a Product <i>(Designing a product using software and creating websites and video adverts.)</i> Online Safety 6: Scams, phishing emails and malware.



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PSHE						
	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	1	2	1	2	1	2
YEAR 3	Me and My Relationships: Co-operation, Friendships	Valuing Difference: Recognising and Respecting Diversity, Being Respectful and Tolerant	Keeping Myself Safe: Managing Risks, Drugs and their Risks, Staying Safe Online	Rights and Responsibilities: Skills we Need to Develop as we Grow Up, Helping and Being Helpful	Being My Best: Keeping Myself Health, Celebrating and Developing my Skills	Growing and Changing: Relationships, First Aid, Keeping Safe
YEAR 4	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
YEAR 5	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing
YEAR 6	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing

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PE						
	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	1	2	1	2	1	2
YEAR 3	Sports: Football Indoor PE: Invasion Games, Bench Ball	Sports: Tag Rugby Indoor PE: Invasion Games, Bench Ball	Sports: Netball Indoor PE: Dance, Shape and Movement	Sports: Hockey Indoor PE: Gymnastics	Sports: Cricket Indoor PE: Tennis	Sports: Athletics Indoor PE: Tennis
YEAR 4	Sports: Football Indoor PE: Invasion Games, Handball	Sports: Tag Rugby Indoor PE: Indoor PE: Invasion Games, Handball	Sports: Netball Indoor PE: Dance, Modern and Contemporary	Sports: Hockey Indoor PE: Circuit Training	Sports: Cricket Indoor PE: Swimming	Sports: Athletics Indoor PE: Swimming
YEAR 5	Sports: Football Indoor PE: Invasion Games, Dodgeball	Sports: Tag Rugby Indoor PE: Invasion Games, Dodgeball	Sports: Netball Indoor PE: Dance, Culture	Sports: Hockey Indoor PE: Yoga	Sports: Cricket Indoor PE: Tennis	Sports: Athletics Indoor PE: Tennis
YEAR 6	Sports: Football Indoor PE: Invasion Games	Sports: Tag Rugby Indoor PE: Invasion Games	Sports: Netball Indoor PE: Dance, WWII	Sports: Hockey Indoor PE: Gym and Fitness	Sports: Cricket Indoor PE: Tennis	Sports: Athletics Indoor PE: Tennis

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RE						
	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	1	2	1	2	1	2
YEAR 3	What Makes a Building Sacred?		Can Anywhere be Sacred?		What Happens if we do Wrong?	
YEAR 4	How do we know what is Right and Wrong? (Judaism, Christianity, Sikhism)		Why does there have to be good and bad in the world? (Christianity, Buddhism, Zoroastrianism)		Is there evidence of God? (Hinduism, Baha’I, Judaism, Islam)	
YEAR 5	Who is to blame if we do wrong? (Judaism, Christianity, Islam)		Is commitment to same as sacrificed (Hinduism, Islam, Judaism)		Why do Christians worship in different ways? (Protestant vs Catholic)	
YEAR 6	Why do we need suffering in the World? (Christianity, Buddhism, Islam, Zoroastrianism)			Why don’t we all get on? (Judaism, Christian denominations)		

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MUSIC

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	1	2	1	2	1	2
YEAR 3	Let Your Spirit Fly <i>R&B</i> <i>Historical context of musical styles.</i>	Glockenspiel Stage 1 <i>Learning basic instrumental skills by playing tunes in varying styles.</i>	Three Little Birds <i>Reggae</i>	The Dragon Song <i>Funky and music from around the world</i>	Bringing Us Together <i>Disco</i>	Reflect, Rewind and Replay <i>Western Classical Music</i>
YEAR 4	Mamma Mia <i>ABBA – Pop 70s</i>	Glockenspiel Stage 2 <i>Learning basic instrumental skills by playing tunes in varying styles</i>	Stop! <i>Grime, Rap</i>	Lean on Me <i>Soul/Gospel 70s</i>	Blackbird <i>Pop/Rock The Beatles 60s</i>	Reflect, Rewind and Replay <i>Western Classical Music</i>
YEAR 5	Livin' on a Prayer <i>Rock 80s</i>	Classroom Jazz 1 <i>Jazz</i>	Make Your Feel My Love <i>Pop 90s</i>	The Fresh Prince of Bel-Air <i>Hip-Hop 90s</i>	Dancing in the Street <i>Motown 60s</i>	Reflect, Rewind and Replay <i>Western Classical Music</i>
YEAR 6	Happy <i>Pop/Motown Contemporary 2013</i>	Classroom Jazz <i>Jazz</i>	A New Year Carol <i>Benjamin Britten (Western Classical Music), Gospel, Bhangra.</i>	You've Got a Friend <i>Carole King 70s</i>	Music and Me <i>Contemporary</i>	Reflect, Rewind and Replay <i>Western Classical Music</i>

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P4C and CITIZENSHIP

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	1	2	1	2	1	2
YEAR 3	Citizenship: Democracy P4C: Introduction to P4C, I Love to Laugh – Mary Poppins, Beauty and the Beast, Invisible Guest	Citizenship: Rule of Law P4C: The Box of Ambitions, John Lewis Christmas Advert	Citizenship: Individual Liberty P4C: Window, Animals vs Humans, Adopt a Grandparent	Citizenship: Individual Liberty P4C: Pay it Forward, What Do You See? There's an Orangutan in my Bedroom	Citizenship: Mutual Respect, Tolerance and Diversity P4C: The National Anthem, 1940s School Life, Conscience – Jiminy Cricket	Citizenship: Economics, Money and Managing Resources P4C: These are a Few of my Favourite Things, Misunderstandings, giving Up Your Dreams, Record Breakers
YEAR 4	Citizenship: Democracy Democracy for all Support the Crayons P4C: Lonesome George, The Last Tortoise, Fables, Not Now Bernard, and The Giving Tree	Citizenship: Rule of Law Games without Rules P4C: Jackson Pollock Art and John Lewis Christmas Advert	Citizenship: Individual Liberty Plan to be Good Encouraging Differences P4C: The Ship of Theseus, The Present and Zoo by Anthony Browne	Citizenship: Individual Liberty Free to Be Me Express Yourself P4C: Time Travel, The Mirror of Erised – Harry Potter and You've Got a Friend in Me	Citizenship: Mutual Respect, Tolerance and Diversity Welcoming New People We Are Britain P4C: The Balloon Debate, Imagine by	Citizenship: Economics, Money and Managing Resources How Payments are Changing How We Pay for Things P4C: Dog Computers – Communicating with

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					John Lennon and Can You Keep Up	our pets, Piper – Disney Pixar, Pets and Fireworks and Read the Instructions Challenge
YEAR 5	Paraplegic Extreme Sports, Body Art, Feeling Good (versions of music), I Am a Rock (loneliness) Democracy	Dove Beauty Campaign, Childhood – Christmas Hardware Store Advert Rule of Law	The ‘No Rules’ Family, Ed Sheeran’s Digital Detox, Artificial Intelligence Individual Liberty	The Lorax, Light bulb, The Piano by Aiden Gibbons Individual Liberty	King George’s Thank You Letter, Happy by Pharrel Williams, I want my Hat Back by Jon Kassen Mutual Respect, Tolerance and Diversity	Jealousy, Planet Child Independence, Modern Slavery, Space Tourism Economics, Money and Managing Resources
YEAR 6	Citizenship: Democracy P4C: The Pig of Happiness, Signpost, Women Inventors, The Legend of Kobe Bryant.	Citizenship: Rule of Law P4C: The Lion and The Mouse, John Lewis Christmas Advert.	Citizenship: Individual Liberty P4C: The Silence Seeker, Dreamcatcher, Warning: When I am Old I Shall Wear Purple by Jenny Joseph	Citizenship: Individual Liberty P4C: Could you work for Google? All You Need is Love, The Argument Clinic.	Citizenship: Mutual Respect, Tolerance and Diversity P4C: Sunscreen, Altruistic Animals, Monstrous – The Importance of Monsters.	Citizenship: Mutual Respect, Tolerance and Diversity P4C: Ah Ha! Multiple Intelligences, Love, Trust Me.



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MFL						
	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	1	2	1	2	1	2
YEAR 3	Introduction of France, Greetings, Introducing Yourself + Age, Family Members	Animal Names, Numbers to 20, French Christmas Traditions	Physical descriptions of pets, Colours, Hungry Caterpillar/La Chenille qui faisait des trous	Days of the Week, Months of the Year, French Carnival	Parts of the Body, Descriptions of People, French Story: Un Elephant dans la Ville/ Rosa Goes to the City	Songs, Family Members Consolidation
YEAR 4	Introduce Other People Telling the Time Using a French Dictionary	Numbers 1-20 Alphabet Letters to Santa	Classroom Objects Dates and birthdays Weather and places in France	Household Items Special Occasions including Easter	Food Preferences and Prices Numbers 41-59 Items of Clothing	Animals French Cities
YEAR 5	Greeting Time Weather	Places in Town Directions Numbers from 60-80	Family The Home Daily Routines	The Weekend Activities and Hobbies	Transport Numbers up to 100	Sports Culture in the French Language Consolidation
YEAR 6	On Holiday		My House		Consolidation	

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WELLBEING

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	1	2	1	2	1	2
YEAR 3: GETTING TO KNOW ME	Wonderful me! Who am I? <i>Children explore their identity by considering the groups and communities that they are a part of and what they like, before using this to write a kenning style poem about themselves.</i>	People around me: Communication <i>Children reflect on different ways of communicating and investigate what makes a good listener and why this is important.</i>	Meaning and purpose: My superpowers <i>By thinking about real and fictional superheroes, children identify and celebrate their strengths as well as consider ways that they can help other people.</i>	Resilience: Breaking down barriers <i>Following the example of a well-known book character, pupils look at how they can break problems down into small, achievable goals.</i>	Healthy body, healthy brain: My healthy diary <i>Reflecting on the importance of diet, exercise and rest on the body, children create their own healthy diary for the week.</i>	Relaxation: Stretches <i>By imitating the shapes of animals, children explore different stretches to help to ease tension in the body and aid relaxation.</i>
YEAR 4: MY PLACE IN THE WORLD	Wonderful me! My happiness <i>Children begin to take responsibility for their own happiness by identifying what's important to them and setting achievable goals.</i>	People around me: A positive difference <i>Considering their impact on the world around them, pupils explore how to help make other people happy and the results of doing this.</i>	Meaning and purpose: My role <i>By examining personal strengths and passions, children decide on the perfect job within the school and the skills needed to carry it out.</i>	Resilience: Celebrating mistakes <i>Adopting a growth mindset is explored to develop a more positive perspective on making mistakes, seeing them as</i>	Healthy body, healthy brain: Diet and dental health <i>Explore the importance of a healthy, balanced diet, looking at what each food group does for the body</i>	Relaxation: Visualisation <i>Within a calming, visualisation activity, children are talked through a relaxing environment before creating their own version.</i>

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				<i>learning opportunities rather than barriers.</i>	<i>and how this can impact mood.</i>	
YEAR 5: BEING RESPONSIBLE	Wonderful me: Taking responsibility for my feelings <i>Investigate the different ways of responding to situations with a consideration of the possible outcomes by exploring the 'Choose your destiny' story approach.</i>	People around me: Good friends <i>Reflecting on the qualities that make a good friend in preparation to create a set of instructions for building positive friendships.</i>	Meaning and purpose: Going for goals <i>Explore looking into the future and setting personal specific, achievable goals for the short-term, medium-term and long-term.</i>	Resilience: Embracing failure <i>Focus on trial-and-error maths problems to think about the positive side of failure, as well as learning about the achievements of some inspirational individuals whose failures led them to great successes.</i>	Healthy body, healthy brain: Importance of rest <i>Consider the factors that affect sleep to help create a comedy video guide on how to get the best night's sleep possible.</i>	Relaxation: Yoga <i>After going through a relaxing yoga session, consider when, where and how to use relaxation techniques within our daily lives.</i>
YEAR 6: LOOKING FORWARD	Wonderful me! Our social media selves <i>Learn and consider why people may present their life in a different way on social media and the impact this can have on other people.</i>	People around me: Resolving conflict and compromising <i>Learn about how conflict can arise and the steps that can be taken to resolve it or prevent it by creating a resolution guide.</i>	Meaning and purpose: What can I be? <i>By pondering the different meanings of the question 'What do I want to be when I grow up?', focus on what is important to make this possible.</i>	Resilience: Resilience toolbox <i>Reflecting on the different resilience strategies that stem from past experiences to help create a resilience toolbox to help prepare for any challenges in the future.</i>	Healthy body, healthy brain: Taking responsibility for my health <i>Consider how to look after an individual's physical and emotional well-being, along with the other aspects that need to be maintained to stay healthy.</i>	Relaxation: Mindfulness <i>Understand how different relaxation strategies can be used in differing situations by completing a mindfulness activity that involved creating a booklet with useful tips and advice.</i>



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TRIPS & EXPERIENCES

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	1	2	1	2	1	2
YEAR 3	RE: Visit a local place of worship – Hayes Church		History: Iron and Bronze Age		Geography: Coasts – Trip to the Beach	
YEAR 4	Egyptian Day		Roman Britain Crofton Roman Villa		Place of Worship	
YEAR 5	The Royal Observatory: The Planetarium		A Visit from a Viking		Place of Worship Visit Gallery Visit Theatre Visit	
YEAR 6			Ancient Greek Immersive Theatre Experience		Y6 Residential to Norfolk	



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PARENTS WORKSHOPS

	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	1	2	1	2	1	2
YEAR 3	Welcome to Year 3 Parent Workshop					
YEAR 4	Year 4 Expectations		Multiplication Check			
YEAR 5	Meet the Teacher Head of Year Workshop Parent's Evening Work Share Wednesday		Parents Evening Work Share Wednesday		Work Share Wednesday	
YEAR 6	Year 6 Overview Workshop		SATs Workshop		Residential Workshops	

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