



YEAR 3 LEARNING JOURNEY OVERVIEW

WHERE EVERY CHILD COUNTS

OUR CORE VALUES

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

Proud **I**nquisitive **C**onfident **K**ind **H**ealthy **U**nderstanding **R**espectful **S**uccessful **T**rustworthy

CULTURAL CAPITAL

Pickhurst Academy is committed to ensuring all of our pupils are equipped with the knowledge and cultural capital they need to succeed in life.

Our curriculum and provision ensure that all our pupils acquire the essential knowledge they need to be educated citizens. We ensure that we are introducing them to the best that has been thought and said, and it is our mission to engender an appreciation of human creativity and achievement. We want all of our pupils to leave Pickhurst, by the end of KS2, with aspirational goals for their future, without any limitations.

We have carefully considered four domains for promoting and improving each child's level of cultural capital, based on research by Bourdieu (1986). We believe that the more cultural capital a child has, the more likely they are to succeed in life and reach their potential.

KNOWLEDGE (what we know)	SKILLS (what we do)	APPRECIATION (what we value)	ASPIRATION (who we want to be)
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INTENT	IMPLEMENTATION	IMPACT
Year 3 marks the foundation of a pupil's Key Stage 2 journey. As such, it is crucial that all children understand the value and importance of the knowledge and skills delivered to them, so as to continually strive to be the very best version of themselves. It is our intention that children will not simply 'be taught', but will grow to actively seek out learning opportunities and experiences, which the Year 3 curriculum will encourage and enrich. They will understand where and how to find knowledge	Our curriculum acknowledges and nurtures the fundamentals from Key Stage 1, whilst challenging pupils to explore, discuss and develop their understanding of new ideas within the context of the learning and experiences we offer. Pupils are immersed in a broad range of carefully selected, planned and resourced core and foundation subjects. Highly-skilled staff question and assess learners in order to tailor objectives and content so that it is	As they approach Year 4, pupils have established a solid grounding in Key Stage 2 learning and life at Pickhurst Academy. They understand the expectations of them as learners and members of the wider school community; from how to present their learning, to building independence, to effectively achieving or exceeding their own personal targets. Teachers routinely record, assess and evaluate the progress of all students through relevant and informative

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of the world around them, and have the skills to utilise this productively and proactively. The opportunities in Year 3, both within and out of the classroom, will develop resilient, open-minded and confident pupils who enjoy learning in all its forms. They can engage with others articulately and knowledgeably in a variety of scenarios; applying themselves to problem-solve and address current, relevant issues in the wider community. All children are provided with a wealth of high-quality learning experiences as they embark on this new phase of academic life.	accessible, meaningful and impactful. Core reading, writing and math skills are consolidated then stretched using a blend of challenges, real-life contexts and engaging projects such as Enterprise Week. Through the use of technology including iPads and laptops, learning is brought to life, experienced and recorded in memorable ways. Different learning styles are recognised and accommodated to allow every child to learn in the way that is most beneficial to them. Cultural capital is woven throughout the curriculum to further ensure that every single child - regardless of background, ability or need - is catered for and given the optimum environment for them to not only achieve, but thrive. Staff recognise the value of extra-curricular experiences to expose all students to the arts, sciences and other cultural aspects of the world they will increasingly take ownership of. These opportunities include trips to theatres, places of religious worship and even the beach in a bid to add a whole new dimension to a child's understanding of what it means to be an educated and mindful global citizen.	assessments, which include verbal, evidence-based and summative data. Termly reports foster vital communication and a developmental triangle between the school, parents/carers and the child, which enhances attainment and underpins pupil wellbeing and success. Pupils are aware of how to perform to the best of their ability in different subject areas. They will have a secure knowledge of each area of the curriculum as a whole, ready to build on this during the remainder of their primary school journey and beyond. They will demonstrate how to communicate effectively, and model strong academic and personal values to get the most out of their learning and ultimately, the most out of themselves.
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ENGLISH					
AUTUMN		SPRING		SUMMER	
The Pebble in my Pocket	Into the Forest	Marcy and the Riddle of the Sphinx	The BFG	The Great Kapok Tree	The Green Ship

MATHS					
AUTUMN		SPRING		SUMMER	



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 Shapes Measurement: Mass and Capacity
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SCIENCE					
AUTUMN		SPRING		SUMMER	
Rocks	Animals	Forces and Magnets	Light	Plants	Consolidate

HISTORY					
AUTUMN		SPRING		SUMMER	
The Stone Age		The Bronze Age and the Iron Age		Local History	

GEOGRAPHY					
AUTUMN		SPRING		SUMMER	
	Climate and Weather		Our World		Coasts

ART					
AUTUMN		SPRING		SUMMER	
Prehistoric Art		Formal Elements		Art and Design Skills – Shadow Puppets	



DESIGN & TECHNOLOGY

AUTUMN		SPRING		SUMMER	
	Structures - Castles		Cooking and Nutrition – Eating Seasonally		Textiles - Cushions

COMPUTING

AUTUMN		SPRING		SUMMER	
Networks and the Internet Online Safety	Programming: Scratch	Emailing	Programming: Journey Inside a Computer	Digital Literacy: Video Trailers	Comparison Cards Databases

PSHE/RHE

AUTUMN		SPRING		SUMMER	
Me and My Relationships: Cooperation, 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 Healthy, Celebrating and Developing my Skills	Growing and Changing: Relationships, First Aid, Keeping Safe

PE

AUTUMN		SPRING		SUMMER	
Football	Tag Rugby	Netball	Hockey	Cricket	Athletics



Benchball	Invasion Games	Gymnastics	Dance, Shape and Movement	Tennis	Rounders
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RE					
AUTUMN		SPRING		SUMMER	
What Makes a Building Sacred?		Can Anywhere be Sacred?		What Happens if we do Wrong?	

MUSIC					
AUTUMN		SPRING		SUMMER	
Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay

P4C and Citizenship					
AUTUMN		SPRING		SUMMER	
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



MFL					
AUTUMN		SPRING		SUMMER	
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 éléphant dans la ville/ Rosa Goes to the City	Songs, Family members, Consolidation

WELLBEING/MINDFULNESS					
AUTUMN		SPRING		SUMMER	
Nature	Quiet Spaces	Silent Nights	Sparkling Meditations	Up, up and Away	Wizards

TRIPS & EXPERIENCES					
AUTUMN		SPRING		SUMMER	
RE: Visit a local place of worship – Hayes Church		History: Iron and Bronze Age		Geography: Coasts – Trip to the Beach	

Parent Workshops					
AUTUMN		SPRING		SUMMER	
Welcome to Year 3 Parent Workshop					



YEAR 4 LEARNING JOURNEY OVERVIEW

WHERE EVERY CHILD COUNTS

OUR CORE VALUES

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

P roud	I nquisitive	C onfident	K ind	H ealthy	U nderstanding	R espectful	S uccessful	T rustworthy
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CULTURAL CAPITAL

Pickhurst Academy is committed to ensuring all of our pupils are equipped with the knowledge and cultural capital they need to succeed in life.

Our curriculum and provision ensure that all our pupils acquire the essential knowledge they need to be educated citizens. We ensure that we are introducing them to the best that has been thought and said, and it is our mission to engender an appreciation of human creativity and achievement. We want all of our pupils to leave Pickhurst, by the end of KS2, with aspirational goals for their future, without any limitations.

We have carefully considered four domains for promoting and improving each child's level of cultural capital, based on research by Bourdieu (1986). We believe that the more cultural capital a child has, the more likely they are to succeed in life and reach their potential.

KNOWLEDGE (what we know)	SKILLS (what we do)	APPRECIATION (what we value)	ASPIRATION (who we want to be)
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INTENT

At Pickhurst we passionately believe that our children have the right to a rich, engaging and relevant curriculum that will help them to thrive in the modern world. The richness is derived from both creative thinking around how we build learning experiences and a drive to deepen learning through connecting both the content of the curriculum and the contexts in which learning is applied. The Pickhurst curriculum embodies our core values and places the child at the centre of their own personal and academic development. We endeavour to give children opportunities that will equip

IMPLEMENTATION

During the course of the week children have a full and balanced curriculum. In Year 4, teachers nurture and encourage the feelings of independent thinking, learning and decision making. We believe that an 'immersive' approach to learning through thematic topics and core texts, allows children to understand how learning is connected across subjects, topics and core concepts. In the same way, skills are taught and lessons are designed to challenge children to apply their knowledge and skills to solve problems both together and independently. The cornerstone of the Year 4 planning is pupil voice and

IMPACT

By the end of Year 4, children will not only have met the academic requirements, they will have a positive view of education and a lively, inquisitive nature. At Pickhurst, we assess and measure outcomes in line with the starting points of each child, checking that they are taught, supported and challenged to make the best progress possible and to reach at least the expected national standards or beyond. At Pickhurst, we encourage the 'Every Child Matters' agenda. Therefore, exposure to enriching provisions in Year 4 such as stimulating educational visits, exploration of the forest



them with the tools and knowledge to thrive in an ever changing and complex society as valuable contributors. In Year 4, our children learn to hone skills and knowledge learned in Year 3 and use this prior knowledge to develop new understanding. Our aim is to foster a love for learning and for children to apply taught skills across all subjects. We seek for all children to access their learning and make progress in all areas of the curriculum. An engaging and inspirational curriculum can foster curiosity and a passion for learning so that children may develop into life-long learners.	allowing engagement in the form of discussion. We believe this is vital in enhancing cultural capital. P4C allows us to share topical stimuli and provides children with the opportunity to debate. Children share their viewpoint and respect the opinions of others. P.E. lessons are anchored within real world sporting events and inspirational figures. Children have the opportunity to explore our forest school and use this experience to inform creative writing. Each week children have the opportunity to listen to others, including teachers, read as well as read aloud. This enhances not only the range of stories being heard by each child but also in the way that they are read to them. In addition to our rich curriculum, we have guest speakers visiting the school to compliment the curriculum and broaden children's horizons.	school and topic-based emersion days allows us to place an increased emphasis on personalisation of the curriculum. Our curriculum aims to develop and encourage every child and to nurture their personal growth through our core school values. All children have an opportunity to develop the ability to make confident choices between right and wrong and to understand the ways in which they can make a positive difference to both their local community and the wider world. The children will be fully prepared to embrace the challenges of their next stage with confidence, determination and valuable knowledge.
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ENGLISH					
AUTUMN		SPRING		SUMMER	
<i>The King Who Banned the Dark</i> Writing Outcomes: Character description Setting description Persuasive writing Letter writing Writing narrative	<i>Leon and the Place Between</i> Writing Outcomes: Character description Setting description Persuasive writing Letter writing Writing narrative	<i>The Iron Man</i> Writing Outcomes: Character description Newspaper report Instructions Letter writing Writing narrative	<i>The Boy at the Back of the Class</i> Writing Outcomes: Setting description Recount/Personal profile Persuasive writing Poetry	<i>I was a Rat</i> Writing Outcomes: Diary entry Playscripts Writing in role Persuasive letter Writing narrative	<i>Varjak Paw</i> Writing Outcomes: Diary entry Character and setting description Explanation text Letter of advice Writing narrative

MATHS		
AUTUMN	SPRING	SUMMER



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
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SCIENCE					
AUTUMN		SPRING		SUMMER	
Sound	States of Matter	Electricity	Animals Including Humans	Living things and their habitats	Human Impact

HISTORY					
AUTUMN		SPRING		SUMMER	
Ancient Egyptians		Roman Britain		Crime and Punishment	

GEOGRAPHY					
AUTUMN		SPRING		SUMMER	
	The Americas		Rivers and the Water Cycle		Earthquakes and Volcanoes

ART					
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AUTUMN		SPRING		SUMMER	
Collage: Shape, form and colour	3D: Portraiture		Drawing: Light and Shadow	Painting and Colour Theory: Control, layering and colour matching	

DESIGN & TECHNOLOGY					
AUTUMN		SPRING		SUMMER	
		Food: Adapting A Recipe			Structure: Pavilions

COMPUTING					
AUTUMN		SPRING		SUMMER	
Collaborative learning	Website design	HTML	Investigating weather	Online Safety	Google Classroom Consolidate

PSHE/RHE					
AUTUMN		SPRING		SUMMER	
Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing

PE					
AUTUMN		SPRING		SUMMER	
Football	Tag Rugby	Netball	Hockey	Cricket	Athletics



Invasion games, Handball	Invasion games, Handball	Dance, Modern and Contemporary	Circuit Training	Tennis	Orienteering
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RE					
AUTUMN		SPRING		SUMMER	
How do we know what is right and wrong? (Judaism, Christianity, Sikhism)	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)	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)	Is there evidence of God? (Hinduism, Baha'I, Judaism, Islam)

MUSIC					
AUTUMN		SPRING		SUMMER	
Mamma Mia	Glockenspiel Stage 2	Stop!	Lean On Me	Blackbird	Reflect, Rewind and Replay

P4C and Citizenship					
AUTUMN		SPRING		SUMMER	
Citizenship: <u>Democracy</u> Democracy for all Support the Crayons P4C: Lonesome George, the last tortoise, Fables, Not Now, Bernard and The Giving Tree	Citizenship: <u>Rule of Law</u> Games Without Rules P4C: Jackson Pollock Art and John Lewis Christmas Advert	Citizenship: <u>Individual Liberty</u> Plan to be Good Encouraging Differences P4C: The Ship of Theseus, The Present and Zoo by Anthony Browne	Citizenship: <u>Individual Liberty</u> Free to Be Me Express Yourself P4C: Time Travel, The Mirror of Erised – Harry Potter and You've Got a Friend in Me	Citizenship: <u>Mutual respect, tolerance and diversity</u> Welcoming New People We Are Britain P4C: The Balloon Debate, Imagine by John Lennon and Can You Keep Up?	Citizenship: <u>Economics, Money and Managing Resources</u> How Payments are Changing How We Pay For Things P4C: Dog Computers – Communicating with our Pets, Piper – Disney Pixar, Pets and Fireworks and Read the Instructions Challenge



MFL					
AUTUMN		SPRING		SUMMER	
Autumn 1 1. Introduce other people 2. Telling the time 3. Using a French dictionary	Autumn 2 1. Numbers 21-40 2. Alphabet 3. Letters to Santa	Spring 1 1. Classroom objects 2. Dates and birthdays 3. Weather and places in France	Spring 2 1. Household items 2. Special occasions including Easter	Summer 1 1. Food preferences and prices 2. Numbers 41 - 59 3. Items of clothing	Summer 2 1. Animals 2. French cities

WELLBEING/MINDFULNESS					
AUTUMN		SPRING		SUMMER	
Nature	Quiet Spaces	Silent Nights	Sparkling Meditations	Up, up and Away	Wizards

TRIPS & EXPERIENCES					
AUTUMN		SPRING		SUMMER	
Egyptian Day		Roman Britain Crofton Roman Villa		Place of worship	

Parent Workshops					
AUTUMN		SPRING		SUMMER	
Year 4 Expectations		Multiplication check			



YEAR 5 LEARNING JOURNEY OVERVIEW

WHERE EVERY CHILD COUNTS

OUR CORE VALUES

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Proud **I**nquisitive **C**onfident **K**ind **H**ealthy **U**nderstanding **R**espectful **S**uccessful **T**rustworthy

CULTURAL CAPITAL

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KNOWLEDGE (what we know)	SKILLS (what we do)	APPRECIATION (what we value)	ASPIRATION (who we want to be)
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INTENT	IMPLEMENTATION	IMPACT
At Pickhurst, we place great importance on a curriculum which develops the whole child. Predominantly, our curriculum builds progressive core knowledge and key curriculum concepts by using a range of learning and subject skills. In effect, this allows pupils to recall and describe the knowledge and concepts in familiar, unfamiliar, local and global contexts. In particular, the curriculum is designed to enable pupils to	In Year 5, the class teachers are responsible for creating and planning a full, balanced and enriched curriculum for their class. They make decisions about what resources and materials they use, and how they differentiate them appropriately. They do this by using their professional knowledge and expertise, sharing best practice and providing support for each other whilst focused on outcomes for individual pupils.	Across the year, the class teachers routinely evaluate the progress of pupils within and across lessons using the curriculum frameworks to make judgements. They use this information to analyse how effectively pupils are achieving or exceeding expectations and to adapt their planning accordingly. Teachers provide Subject Leaders with timely summative information about the outcomes of pupils in their class. They use this analysis to identify any necessary actions that develop the

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make connections between their developing knowledge and concepts, their prior learning, and their lived experiences. Pupils are empowered to use their literacy, oracy, and communication skills to purposefully share and articulate their learning with others. Fundamentally, this enables our pupils to be successful, confident, and responsible individuals. Through our core values, we foster an environment where the emotional, physical, academic, social, moral, spiritual and cultural development of each child is considered. We firmly believe that everyone is entitled to an ambitious curriculum and our curriculum design is accessible for all, including children with SEND and disadvantaged backgrounds.	Our curriculum is designed to enable learners to acquire relevant subject knowledge which underpins the application of skills. Skills are carefully and progressively mapped across the year and subject area. Knowledge is consolidated and built upon to support retention and recall and is addressed in all lessons. This ensures that pupils have learned, and are able to recall and apply the key information that we feel is important in order for them to be successful in the future. We see cultural capital as the accumulation of knowledge, attitudes, habits, language and possessions that enables individuals to demonstrate their cultural competence and social status. Our school plays a crucial role in developing this through immersing children in music, visiting theatres, galleries and historic sites and by introducing them to literature and art. Embedding cultural capital into our curriculum is a way of closing the gap between children from differing socio-economic backgrounds by ensuring that children from all backgrounds have the same opportunities in society to achieve their full potential. The opportunities offered aims to provide our children with unique experiences outside of the National Curriculum. We broaden horizons by developing global learners, which underpins all of our values, by planning for opportunities to be aware of the wider world and its current issues and to understand and respect cultural diversity and differences with an understanding of how the world works and encourage	quality of provision in their subject, to moderate assessments, and to benchmark outcomes against expectations beyond the school. Our objective is for children to leave Year 5 with a secure understanding of the academic content; with the understanding of how to be socially, morally, spiritually and culturally responsible and aware; how to make positive contributions to the local community and how to endeavour to be the best that they can be.
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	participation in the community at a range of levels, from the local to the global.	
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ENGLISH

AUTUMN

Cosmic

The Highwayman

SPRING

Ice Trap

Floodland

SUMMER

The Journey to the
River Sea

There's a Boy in the Girls'
Bathroom

MATHS

AUTUMN

Place Value
Addition and Subtraction
Statistics

Multiplication and
division
Perimeter and area
Consolidation

SPRING

Multiplication and
division
Fractions

Fractions continued
Decimals and
Percentages
Consolidation

SUMMER

Decimals
Properties of shape

Position and direction
Converting Units
Volume
Consolidation

SCIENCE

AUTUMN

Earth and Space

Forces

SPRING

Properties of Materials

Changes of Materials

SUMMER

Living Things and their
Habitats

Animals Including Humans

HISTORY

AUTUMN

The Anglo-Saxons

SPRING

The Vikings

SUMMER

Journeys



GEOGRAPHY

GEOGRAPHY					
AUTUMN		SPRING		SUMMER	
	Changes in our Local Environment		Europe- A Study of the Alpine Region		Journeys- Clothes

ART

ART					
AUTUMN		SPRING		SUMMER	
Formal elements		Art and Design skills (puppets)		Every picture tells a story	

DESIGN & TECHNOLOGY

DESIGN & TECHNOLOGY					
AUTUMN		SPRING		SUMMER	
	Electrical systems (greeting cards)		Textiles (waistcoats)		Cooking and Nutrition (What could be healthier?)

COMPUTING

COMPUTING					
AUTUMN		SPRING		SUMMER	
Computing systems and networks: Search engines	Programming 1: Music	Data handling: Mars Rover 1	Programming 2: Micro:bit	Creating media: Stop motion animation	Skills showcase: Mars Rover 2 Online safety



PSHE/RHE

PSHE/RHE					
AUTUMN		SPRING		SUMMER	
Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing

PE

PE					
AUTUMN		SPRING		SUMMER	
Football	Tag Rugby	Netball	Hockey	Cricket	Athletics
Invasion Games, Dodgeball		Circuit training	Dance, Culture	Tennis	Volleyball

RE

RE		
AUTUMN	SPRING	SUMMER
Who is to blame if we do wrong? (Judaism, Christianity, Islam)	Is commitment the same as sacrificed? (Hinduism, Islam, Judaism)	Why do Christians worship in different ways? (Protestant vs Catholic)

MUSIC

MUSIC					
AUTUMN		SPRING		SUMMER	
Livin' on a Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind and Replay



P4C and Citizenship					
AUTUMN		SPRING		SUMMER	
Paraplegic Extreme Sports, Body Art, <i>Feeling Good</i> (versions of music)', I Am a Rock (loneliness)	Dove Beauty Campaign, Childhood – Christmas Hardware Store Advert	The 'No Rules' Family, Ed Sheeran's Digital Detox, Artificial Intelligence	The Lorax, Light bulb, The Piano by Aidan Gibbons	King George's Thank You Letter, Happy by Pharrel Williams, I Want my Hat Back by Jon Klassen	Jealousy, Planet Child Independence, Modern Slavery, Space Tourism
Democracy	Rule of Law	Individual Liberty		Mutual respect, tolerance and diversity	Economics, Money and Managing Resources

MFL					
AUTUMN		SPRING		SUMMER	
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

WELLBEING/MINDFULNESS					
AUTUMN		SPRING		SUMMER	
Zentangles	Meditation/ Mindful breathing	Colour Breathing	Attitude of Gratitude	Outdoor Mindfulness	Outdoor Mindfulness



TRIPS & EXPERIENCES

AUTUMN	SPRING	SUMMER
The Royal Observatory: The Planetarium	A visit from a Viking	Place of worship visit Gallery visit Theatre visit

Parent Workshops

AUTUMN	SPRING	SUMMER
Meet the Teacher HoY workshop Parents' Evening Work Share Wednesday	Parents' Evening Work Share Wednesday	Work Share Wednesday



YEAR 6 LEARNING JOURNEY OVERVIEW

WHERE EVERY CHILD COUNTS

OUR CORE VALUES

We want all of our children to BE **P.I.C.K.H.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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KNOWLEDGE (what we know)	SKILLS (what we do)	APPRECIATION (what we value)	ASPIRATION (who we want to be)
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INTENT	IMPLEMENTATION	IMPACT
The Pickhurst curriculum embodies our core values and places the child at the centre of their own personal and academic development. We endeavour to give them opportunities that will equip them with the tools and knowledge they will require to thrive in an ever changing and complex society as valuable contributors. In Year 6 children are given the opportunity and the tools to discuss important social matters in order to prepare them to think independently and approach discussions in a mature and educated way. Children are to use	During the course of the week children have a full and balanced curriculum. They are taught by a range of teachers and are in lessons with diverse groups of children (streamed) to allow them to mix with a broader set of ideas and experiences which allows them to extend cultural capital. The cornerstone of the Year 6 planning is pupil voice and allowing engagement in the form of discussion we believe this is vital in enhancing cultural capital. P4C allows us to share topical stimuli and replicate debate that some children may have been	By the end of Year 6 children will not only have met the academic requirements of Key Stage 2, they will have a positive view of education and a lively and inquisitive nature. All pupils will have been equipped with the tools to express their independent opinions in a clear and appropriate way. Their experiences will have inspired their futures and set them on a path to achieve success. The opportunities offered to all pupils and the memories of these opportunities will go on to inform the work that they produce in the next stage of their education. The

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experiences to inform learning and produce work. The wide range of reading opportunities in Year 6 ensures that all pupils are given the same equal opportunities in school as some children may have outside of the school setting. Year 6 will take part in enrichment days, being taught by professionals from outside of school, building upon and developing their aspirations for the future.	more exposed to than others. P.E. lessons are anchored within real world sporting events and inspirational figures. Children have the opportunity to explore our forest school and use this experience to inform creative writing. Each week children have the opportunity to listen to others, including teachers, read as well as read aloud. This enhances not only the range of stories being heard by each child but also in the way that they are read to them. In addition to our rich curriculum we are offering a residential trip to foster independence and expose children to new experience. Visitors are arranged to compliment the curriculum and broaden children's horizons.	independence gained from the Year 6 residential will prepare them for the independence gained when beginning secondary school. They will be fully prepared to embrace the challenges of their next stage with confidence, determination and valuable knowledge.
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ENGLISH					
AUTUMN		SPRING		SUMMER	
The Rain Player - Non-fiction	The Explorer - Fiction	Odysseus – Fiction	Clockwork – Fiction	The Lion and The Unicorn – Fiction	The Rabbits – Fiction

MATHS					
AUTUMN		SPRING		SUMMER	
Place value Addition, Subtraction, Multiplication and Division	Fractions A and B Converting Units Ratio	Algebra Decimals Fractions, decimals and percentages	Area, perimeter and volume Statistics Shape Position and direction	Consolidation	Investigations Preparations for KS3

SCIENCE					
AUTUMN		SPRING		SUMMER	



Evolution and Inheritance	Light	Animals including Humans	Living Things	Electricity	Animals including Humans
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HISTORY

AUTUMN		SPRING		SUMMER	
The Maya Civilisation		The Ancient Greeks		The Impact of War	

GEOGRAPHY

AUTUMN		SPRING		SUMMER	
	South America – The Amazon		Global Warming and Climate Change		Our World in The Future

ART

AUTUMN		SPRING		SUMMER	
Drawing; Be Different, Be You	Digital Photography: The Landscape		Painting and Colour Theory: Scale and Effort	3D: Old vs New	

DESIGN & TECHNOLOGY

AUTUMN		SPRING		SUMMER	
		Electrical Systems: Steady Hand Games			Coooking: Come Dine with Me

COMPUTING



AUTUMN		SPRING		SUMMER	
Turing	Tech4Maths and Tech4SPAG	Binary	Data	Infographic	Coding Re-visited

PSHE/RHE					
AUTUMN		SPRING		SUMMER	
Me and My Relationships	Valuing Differences	Keeping Myself Safe	Rights and Responsibilities	Being My Best	Growing and Changing

PE					
AUTUMN		SPRING		SUMMER	
Indoor: Invasion Games	Invasion Games	Dance	Gym and Fitness	Tennis	Tennis
Outdoor: Football	Tag Rugby	Netball	Hockey	Cricket	Athletics

RE			
AUTUMN		SPRING	
Why do we need suffering in the world? (Christianity, Buddhism, Islam, Zoroastrianism)		Why do we need suffering in the world? (Christianity, Buddhism, Islam, Zoroastrianism)	Why don't we all get on? (Judaism, Christian denominations)

MUSIC					
AUTUMN		SPRING		SUMMER	
Happy	Classroom Jazz	A New Year Carol	You've Got a Friend	Music and Me	Reflect, Rewind and Replay

P4C					
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AUTUMN		SPRING		SUMMER	
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.

MFL					
AUTUMN		SPRING		SUMMER	
On Holiday		My House		Consolidation	

WELLBEING/MINDFULNESS					
AUTUMN		SPRING		SUMMER	
Nature	Quiet Spaces	Silent Nights	Sparkling Meditations	Up, up and Away	Wizards

TRIPS & EXPERIENCES					
AUTUMN		SPRING		SUMMER	
		Ancient Greek Immersive Theatre Experience		Year 6 Residential to Norfolk	

Parent Workshops					
AUTUMN		SPRING		SUMMER	



Year 6 Overview Workshop	SATs Workshop	Residential Workshop
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