

# Harriers Banbury Academy School Curriculum Overview 2022/23 Year

TERM	Autumn 1 As geographers		Autumn 2 As historians		Spring 1 As scientists		Spring 2 As designers		Summer 1 As entrepreneurs		Summer 2 As environmentalists	
Conditions	BELONGING FUN & EXCITEMENT		HEROES		SPIRIT OF ADVENTURE		CURIOSITY & CREATIVITY		LEADERSHIP & RESPONSIBILITY		CONFIDENCE TO TAKE ACTION SENSE OF ACCOMPLISHMENT	
Learning Skill Focus	TEAMWORK		RESPECT		INDEPENDENCE		RESILIENCE		COMMUNICATION		SELF-MOTIVATION	
AAT Skills Focus	COMPLEX PROBLEM SOLVING		PRODUCTIVITY & ACCOUNTABILITY		INITIATIVE		RESILIENCE		COMMUNICATION & INTERPERSONAL SKILLS		CRITICAL THINKING	
ATL Curriculum Focus	(1 week) PSHE	(6 weeks) Geography,	(5 weeks) History,	(2 weeks) RE	(6 weeks) Science,	(1 week) RE	(5 weeks) DT/STEM,	(1 week) RE	(5 weeks) Enterprise,	(5 weeks) Science,		
	Belonging								Enterprise: To create a meal that you can sell			
Driving Question		What do I see on my walk home.	Can we prove which dinosaur is the greatest, of all?		How would an astronaut get back home?		What makes you a hero?		If you were an explorer how would you survive without buying food from a shop?		Where in our world, is the best place for animals to live?	
Employability link *Gatsby 2,4,5		Painter decorator / Artist Can the vision screen nurses do a talk?	Lifeguard		Space Studio visit Careers advisor Photographer Morrisons - how to shop		Nurse - parents Doctor -Richard Carer		Gardener - community gardener Musician (get lady from nursery music to do a talk)		Dentist from OCC Vet	
Cultural capital (including trips & visitors)	Local walk to Easington park		Swimming at Spiceball		Morrisons Shopping		Library visit		Trip to Crouch Hill		Cotswold Wildlife Park	
Reading	English: The three little pigs Beekle A new house for mouse Let's build a house Topic: In every house in every street. Poetry: "A great big cuddle" collection:		English: There's a trex in town Goodnight dinosaur Dave's cave If I had a dinosaur Dinosaur bones- Bob Barner Topic: Poetry: "A great big cuddle" collection: Just Reading project:		English: Beegu The Way Back Home Aliens love underpants Whatever Next (for rocket design) Moon Man Toys in Space - Mini Grey Topic: Poetry: "A great big cuddle" collection		English: Traction Man Topic: Elliot Midnight Superhero Poetry: "Here's a little poem" collection Just Reading Project: People Who Help Us		English: On sudden hill Bog baby Stanley's stick: Topic: Ana Hibiscus Poetry: "Here's a little poem" collection:		English: Owl Babies Rumble in the Jungle Topic: Usborne Fact book of Animals Poetry: "Here's a little poem" collection:	
Writing purpose (Explicitly taught) (entertain, inform or persuade)	To entertain (describe): To make a list		To inform: descriptive dinosaur facts		To entertain: Poem about space		To entertain: Description in science		To persuade: Letter to persuade to buy product		To inform: Fact file - description.	
Oracy	Poetry: Y EYU 1 / 2 - Robert Louis Stevenson "Autumn Fires" Y3/4 - John Clare - Pleasant sounds. Y5/6 - Keats "To Autumn"		Debate: Y EYU, 1, 2 - You only have to wear a coat if you get told to... Y3,4,5,6 All school pupils should wear a smart uniform including a blazer, shirt and tie...		Debate: Y EYU, 1, 2 - Eating sweets stops me being hungry. Y3,4,5,6 Children should not be allowed sweets, chocolate or sugary drinks until they are 10 years old.		Poetry: Y Eyu, 1, 2 Y 3,4 Y5,6 The owl and the pussycat: Edward Lear		Poetry: My shadow: Robert Louis Stevenson		Debate: Children come to school to learn. They should spend less time playing at break times and more time learning in class.	
Maths	Number recognition, Prepositions, shape, measurement, Beginning to form numbers. Recite numbers to 10. Represent numbers with marks and use numbers in play.		Counting to 20, identifying maths problems based on own interests. Says the number that is one more or one less than a given number. Identifying and ordering teen numbers		Find a total of two numbers by counting all of them. Count irregular arrangements of objects. Orders two or three objects by length or height. Measures short periods of time in simple ways, Begin to understand o'clock.		2D Shape and properties. Placing numbers in order and saying what is one more and one less. Beginning to write number sentences. Begin to use quantities to add and subtract amounts. Begin to understand how to estimate. Use non-standard units to measure.		Independently adding and subtracting amounts. Making amounts to 10 and to 20. Estimating accurately. Creating own problems for peers to solve. Repeating patterns Doubling and halving. Weight, space and capacity. Begin to understand how to use money, different coins and how to make amounts with a range of coins.		Count reliably to 20 and beyond. Using quantities and objects to add and subtract two single-digit numbers and count on or back to find the answer. Solve problems, including doubling, halving and sharing. Use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. Explore characteristics of everyday objects and shapes and use mathematical language to describe them.	
Understanding the world	My house, my school, my local area. Materials for the three little pigs. Our local area. Where do we live? Look on a map at the local area. Trip in the local area.		Develop understanding of growth and change over time. (Life cycles, seasons etc). Use understanding and speaking to explain, reason and question		Look closely at the world around us and the solar system. Look at similarities and differences of planets. Continue to develop language skills when		Discuss people who help us in our local community (local heroes – link to value), visit fire station and talk about other professionals who help us.		Sharing similarities and differences, celebrating each other. Looking at change over time (short and long term). Continue to investigate, predict, perform and report back on scientific findings both in		Discuss past events in their lives, reflect upon the year and what their successes have been. Role play opportunities to recreate what we have learnt.	

	Role play opportunities to recreate what we have learnt.	why things happen. Children to talk about how world history is discovered; dinosaurs through fossil finding - Mary Anning Relay information to others and record for a purpose: children to talk about prehistoric life. Role play opportunities to recreate what we have learnt.	reporting back on what we already know, what we want to find out and what have found out	Children choose ways to do things, begin to use language to report back what they have observed and why things happen.	Lessons and independently	Discuss the weather around the world and look at similarities and differences. Look at our weather each day.
PE	Term 1 i) Being a good sportsperson and building individual character • A sportsperson can use precise movements (agility) to move around space	Term 2 iii) Ensure children lead a healthy and active lifestyle by developing strength and skills • I know how my body changes when I exercise.	Term 3 i) Being a good sportsperson and building individual character • I know how my body movements express my feelings and how dancers use music to express themselves. • I can begin to build a repertoire of dances.	Term 4 iii) Ensure children lead a healthy and active lifestyle by developing strength and skills • A sportsperson uses different movements • A sportsperson can use balance to move safely. • A sportsperson uses different movements for different tasks and on different equipment. • A sportsperson keeps safe when moving into space and landing.	Term 5 ii) Build their understanding of the rules of a range of sports • A sportsperson uses their eyes and hands to help them catch. • A sportsperson is able to keep control of a ball • A sportsperson has to move in different ways.	Term 6 ii) Build their understanding of the rules of a range of sports • A sportsperson uses their eyes and hands to help them catch. • A sportsperson is able to keep control of a ball • A sportsperson has to move in different ways.
EAD	<b>Making houses</b>  <b>Local artist study: Peter Dorey: Red Night</b>	<b>Artist study: Dinosaurs- fossils?</b>	<b>Study: Ancient cave paintings</b>	<b>Artist study: Piet Mondrian</b>	<b>Artist study: Henri Matisse</b>	<b>Artist study: Gustav Klimt</b>
Music	Me! Charanga	My stories (charanga) Nativity	My stories Charanga	Everyone! Charanga	<b>Our World Charanga</b>	Big Bear Funk Charanga
PSED	All about me Families – similarities and differences Being a good friend	Routine, Rules, Playing, tidying, sanctions, friends, respect, challenges. Selecting resources independently. Understand rights, introducing voting (best dinosaur).	Routine, Rules, Playing, tidying, sanctions, friends, respect, challenges. Selecting resources independently. Understanding others emotions, respect for all	Routine, Rules, Playing, tidying, sanctions, friends, respect, challenges. Sharing similarities and differences, celebrating each other (celebrating heroes; showing respect).	Routine, Rules, Playing, tidying, sanctions, friends, respect, challenges. Understand rights, re-cap voting through discussions of right and wrong choices.	Teamwork, acceptance. Moving forward. Resolving conflict independently.