



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,		
	RE Focus: Belonging								Enterprise: Plant and Cake Sale			
Driving Question	<p>Me and Others: What makes me unique/different? To recognise what makes you special.</p> <p>Big Questions:What would the world be like if everyone was the same?</p>	How can we encourage people to visit Banbury?	What can we tell others about the lives of kings and queens?		How does the weather affect us?		Can we invent and produce a moving toy?		Like Florence Nightingale, how can we help others?		How do we know how plants survive?	
Employability link *Gatsby 2,4,5	Builder Mayor Town planner Estate agent Librarian		Historian Butler from Buckingham Palace Chef/Cake maker Dressmaker/dress designer/milliner Events planner		Weather reporter Farmer Meteorologist Town planner		Toy designer Marketing/Advertising Museum Coder/programmer - Wykham students?		Nurse Doctor Emergency services - paramedic, police, fire service		Gardener Garden centre/Herb centre Tree surgeon	
Cultural capital (including trips & visitors)	Walk around Banbury. Initial Library visit, then rolling visits for the year.		Visit to Church. Possible castle/palace trip?		Atomic Tom - Weather Workshop		Banbury Museum - Toys Workshop		Visitors linked to Topic - e.g. Vet, doctor, nurse, builder etc.		Harcourt Arboretum	
Reading	<p>English: PoR - The Jolly Postman Topic: Home by Carson Ellis, Funnybones, Town and Country (A turnaround book) Poetry: The Puffin Book of Fantastic First Poems</p>		<p>English: PoR - The Dark Topic: The Queen's Knickers, Paddington at the Palace, The Queen's Hat. Poetry: The Puffin Book of Fantastic First Poems Just Reading project: The Owl who was afraid of the dark by Jill Thomlinson</p>		<p>English: PoR - The Storm Whale Topic: Tree: Seasons Come, Seasons Go, Squirrel's Busy Year, Lila and the Secret of Rain, The Storm Whale in Winter. Poetry: Out and About</p>		<p>English: PoR - The Everywhere Bear Topic: Mr Underbed, On Sudden Hill, Old Bear Stories. Poetry: Out and About Just Reading Project: Fantastic Mr Fox by Roald Dahl</p>		<p>English: PoR - Between Tick and Tock Topic: The Smartest Giant in Town, Emergency! Poetry: I am the seed that grew the tree</p>		<p>English: PoR - Errol's Garden Topic: Tiny Seed, Oliver's Fruit Salad, Eddie's Garden and how to make things grow, non-fiction: trees. Poetry: I am the seed that grew the tree</p>	
Writing purpose (Explicitly taught) (entertain, inform or persuade)	To inform: Write a letter to inform parents about Banbury and invite them to see our model town.		To entertain (describe): Poem		To entertain: A description of a stormy day/sunny day to go with a piece of artwork.		To entertain: A story about 'The Everywhere Bear'		To entertain: Using onomatopoeia to describe what you would do if the clocks stopped		To inform: Instruction for planting a sunflower seed and information on how to care for it (gardening booklet).	
Oracy	Poetry: Y EYU 1 / 2 - Robert Louis Stevenson "Autumn Fires"		Debate: Y EYU, 1, 2 - You only have to wear a coat if you get told to...		Debate: Y EYU, 1, 2 - Eating sweets stops me being hungry.		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	Place Value to 10 (4 weeks) Addition to 10 (3 weeks)		Subtraction to 10 (2 weeks) Shape (1 week) Place Value to 20 (2 weeks)		1 week consolidation Addition and subtraction to 20 (3 weeks) Number and Place Value to 50 (3 weeks)		Measurement - Length and Height Weight and Volume (4 weeks) Money (1 week) 1 week of consolidation		Multiplication and Division (3 weeks) Fractions (2 weeks)		Position and Direction Place Value to 100 (2 weeks) Time (2 weeks)	
Science	<p>Animals including humans Senses Human body</p> <p>SCIENTIST: EDWARD JENNER</p> <p>(Teach Science alongside 'belonging' in the first week - how to look after our bodies)</p>		NO SCIENCE THIS TERM		<p>Seasonal changes Science Story - The storm whale in winter</p> <p>SCIENTIST: ANDERS CELSIUS</p>		<p>Materials including wood, plastic, glass, metal, water, and rock. Physical properties. Compare and group a variety of everyday materials.</p> <p>SCIENTIST: DANIEL FARENHEIT</p> <p>Link to Art – know how textiles create things – curtains, clothing, decoration</p>		<p>Animals including humans Classifying animals</p> <p>SCIENTIST: ALFRED RUSSEL WALLACE</p>		<p>Plants SCIENTIST: BEATRIX POTTER</p>	

<p>Humanities (Hist/Geog/RE)</p>	<p>Geography: Locational knowledge Locate and investigate the local environment using a range of resources including maps: (basic symbols) and aerial photographs. Name, locate and identify characteristics of the four countries of the United Kingdom and its surrounding seas.</p> <p>Place knowledge Understand geographical similarities and differences between the local area and a smaller area of the UK (Town:Banbury and Village: Kings Sutton) e.g. factories, farms, towns, villages, forest, hill, mountain.</p> <p>History: Significant places Changes within living memory. What was Banbury famous for? (Banbury cakes, nursery rhyme, hobby horse festival)</p> <p>Where appropriate, these should be used to reveal aspects of change to Banbury town</p> <p>Changes to crime and punishment (linked to past day and present time, in their own locality.)</p>	<p>History: Significant people Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life (crime and punishment)</p> <p>Family History - Compile a Royal family tree. Compare to own family tree</p>	<p>RE: Inspiration: What are the beliefs of those around us? Responding to others in a respectful way.</p> <p>Expression, Places and Symbols: Why are symbols important? Christianity focus - recognise some religious symbols and words (e.g. cross).</p> <p>CHRISTMAS STORY/ NATIVITY</p>	<p>Geography: Human and physical geography Identify seasonal and daily weather patterns in the UK</p> <p>Hot/Cold countries (locations covered in depth in Yr 2)</p>	<p>RE: Stories: Does it matter what people believe about creation? Retell the Christian creation story.</p>	<p>History: Changes within living memory - Toys Life of a child/ Toys now/toys from the past (parents/Grandparent)</p> <p>Look at photos pictures and artefacts to find out about their own past</p> <p>RE: Celebrations: How should Christians celebrate Easter? Retell the Easter story and the religious practice of Easter celebrations. Should we always forgive?</p>	<p>History: Significant individual Florence Nightingale - the lives of a significant individual in the past</p> <p>I can explain how some people have helped us to have better lives</p> <p>RE: Big Questions: What would the world be like if everyone was the same?</p>
<p>Computing</p>	<p>Digital Literacy</p> <p>Technology should be used safely and respectfully.</p> <p>IT</p> <p>Laptop – mouse and keyboard skills Exploring Purple Mash</p> <p>Unit 1.1 Online Safety and Exploring PurpleMash</p>	<p>IT</p> <p>I can use technology to collect and sort information including photos, videos and sound. Children use iPads to collect the different forms of media about shape/object/people etc</p> <p>Unit 1.2 and 1.3 are useful</p>	<p>Computer Science</p> <p>Encourage children to begin to think logically about scenarios. Children will be introduced to the term ‘algorithm’. This concept is at the core of coding. The next unit (Maze Explorers), builds upon this, linking logical thought processes to the way that computers are programmed.</p> <p>Unit 1.4 and 1.5 you can condense these somewhat if needs be.</p>	<p>IT</p> <p>Combine text and image</p> <p>Format and edit text I pads –Take photos (old/new toys) and videos (designed working toy)</p> <p>Digital Literacy</p> <p>Self image and identity</p> <p>Privacy and security</p>	<p>Computer Science</p> <p>Coding</p> <p>Introduction to 2code</p> <p>To master coding skills, children need to have the opportunity to explore program design and put computational thinking into practice. The lesson plans incorporate designing before coding in some lessons</p> <p>Unit 1.7</p>	<p>IT</p> <p>Children take a picture or an object and then use either seesaw of purplemash to annotate it with information</p> <p>Can use unit 1.6 - animating a story</p> <p>Digital Literacy</p> <p>Children are able to identify uses of technology</p> <p>Unit 1.9</p> <p>Safety online</p> <p>Online relationships</p>	
<p>Creator Space</p>			<p>VR: Look at extreme weather.</p>				
<p>PE</p>	<p>Cross Country-warm up Invasion unit Fundamentals unit Encouragement</p>	<p>Gymnastics unit Ball skills unit Communication</p>	<p>Team building unit Dance unit Resilience</p>	<p>Send and receive unit Strike and field unit Concentration</p>	<p>Yoga unit Athletics unit Responsibility</p>	<p>Fitness unit Net and wall unit Fairness</p> <p>Cross year group competition – buried treasure</p>	
<p>Art</p>	<p>Local artist study: Peter Dorey: Red Night</p>	<p>Artist study: Mix colours and paint strips of paper to weave paper - Ellen Jackson Portraits</p> <p>Mood and emotion Explore and evaluate how artists show emotions in paintings and drawings (including portraits of kings and queens). Show how people feel in paintings.</p> <p>Colour mixing primary and secondary colours</p> <p>Explore and evaluate the impact of different thicknesses of line.</p> <p>Extend the variety of drawings tools to include charcoal and felt tips.</p> <p>Christmas cards - Simple paper and/or material weaving using a card loom.</p>	<p>Artist Study: Turner and Van Gogh Landscapes Drawing from observation - landscape, seascape or stormscape</p> <p>Turner and Van Gogh</p> <p>Using different tools to make different marks (including charcoal)</p> <p>Work on a small and large /collaborative scale</p> <p>Different colours can create different moods - light/dark/warm/cold</p> <p>Collage Different materials and objects have different textures - create landscape collages</p>	<p>Artist study: Different materials Link to Science</p> <p>Select textiles based on their characteristics (puppets/toys)</p> <p>Running stitch puppets</p> <p>Know how textiles create things – curtains, clothing, decoration</p>	<p>Artist study: Andy Goldsworthy Stand alone unit</p> <p>Different textures Explore colour Sort items according to specific qualities e.g. warm, cold, shiny, smooth etc.</p> <p>Complex weaving/ Nature weaving - Add objects to the weaving, buttons, twigs, dried flowers.</p>	<p>Artist study: Laura Bethmann Printing</p> <p>Patterns are all around us(nature/plants) Know that you can create a pattern/image once and print it multiple times - why might you want to do this?</p> <p>Develop plant themed impressed images with some added pencil or decorative detail (styrofoam? Plasticine? Real plants Laura Bethmann?).</p> <p>Sketch from life first.</p> <p>Relief printing - string, card, etc.</p> <p>Texture (Forest School) Rubbings</p>	

		Mix colours and paint strips of paper to weave paper - Ellen Jackson				
Music	Kerry Andrews - No Place Like (Ten Pieces)	Introducing Beat: How can we make friends when we sing together? (Charanga) Nativity Performance	Adding Rhythm and Pitch: How does Music tell us stories about the Past? (Charanga)	Blown Away (Recorder Book 1) (Charanga)	Introducing Tempo and Dynamics: How does Music make the World a better place? (Charanga)	Combining Pulse, Rhythm and Pitch: How does Music help us to understand Our Neighbours? (Charanga)
DT/STEM	No DT this term	No DT this term	Design a purposeful, functional and appealing wind chime (link to music), product using a range of materials. Evaluate against the design Use a range of materials and components Select textiles based on their characteristics (linked to Art)	Explore and use mechanisms in their toy products. Select a range of tools and equipment Evaluate their ideas and products against the design.	No DT this term	No DT this term
PSHE RSE	Me and my relationships	Valuing difference	Keeping myself safe	Rights and responsibilities	Being my best	Growing and changing