

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:			
Driving Question	What makes where I live special? How can we care for our world and the environment?	If you were an explorer, where in the UK would you visit and why?	How can we demonstrate the changes in Britain from the Stone Age to the Iron Age?	Can stories change people? (Christianity - Bible, Islam - Qu'ran)	How can we discover, from rocks, the history of our coasts?	Expression, Places and Symbols: How do the 5 pillars of Islam affect a Muslim's life?	How can we design, make and test a car to ensure it is safe and effective?	Celebrations : Should believers give things up?	How can we, as philosophers, use artefacts to learn about life in Ancient Egypt?	How can we compare the effects of pollution on different climate zones?		
Employability link *Gatsby 2,4,5		Travel agents, cartographers, architects, geospatial analyst, surveyor	Archeologist, Craftsmen, Historian		Archeologist, Explorer		Engineer, designer, technician		Script writer, actor, presenter	Environmentalist, climatologist, sustainability expert		
Cultural capital (including trips & visitors)	Trip to Farm		Explore the Rollright stones (Minibus)		Visit: Avon Dassett (minibus) Visit: Coast - not until term 6.		Visitor: Car manufacturing/engineering		Egyptian Day - Ox Museums Workshop Visit: Ashmolean museum		Visit: Coastal visit from term 3. Visitor: Local MP - what is being done in the local area about climate change? Visit: market trip	
Reading	English: Letters from Felix Topic: Range of Atlases/ Big book of the UK Poetry: Pleasant sounds, Three Limericks,		English: King Coe by Adam Stower Topic: UG - boy genius of the Stone Age Poetry: My Shadow, The Wind, Friends Just Reading project: Podken one M by Kieran Loward		English: Oliver and the Seawigs Topic: Stig of the dump Poetry: The Caterpillar, Bed in Summer, The Star		English: The Iron man by Ted Hughes Topic: The Tin Forest by Helen Ward Poetry: Ears, Queue for the Zoo, Joy at the sound Just Reading Project: The Borrowers by Mary Naughton		English: Marcy and the Riddle of the Sphinx Topic: Diary of Dorkius Maximus in Egypt by Tim Collins and Andrew Pinder Poetry: Special Telescope, The Puddle, Question Time		English: Fire girl, forest boy by Chloe Daykin Topic: World Whizzing facts: Awesome Earth Questions Answered. Poetry: Give and Take, The Rhythm of Life, Gregory Gruber,	
Writing purpose (Explicitly taught) (entertain, inform or persuade)	To entertain (describe): SPAG: Capital letters Full stops Exclamation marks Question marks Commas Apostrophes Reading comprehension: Retrieval and fluency Ordering		To entertain: SPAG: Speech marks (inverted commas) Clauses Conjunctions for co-ordination and subordination Paragraphs Reading comprehension: Inference		To entertain: SPAG: Paragraphs Fronted adverbials A or an Reading comprehension: Predict		To entertain: SPAG: Conjunctions for time, place and cause Prepositions for time, place and cause Adverbs for time, place and cause Reading comprehension: Summarise		To persuade: SPAG: Present perfect tense Word families Nouns and pronouns Using dictionaries Reading comprehension: skills: words that mean		To inform: SPAG: Plural possessive apostrophes Recap of grammar Reading comprehension: comprehension skills	

Oracy	<p>Poetry: Y EYU 1 / 2 - Robert Louis Stevenson "Autumn Fires" Y3/4 - John Clare - Pleasant sounds. Y5/6 - Keats "To Autumn"</p>	<p>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...</p>	<p>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.</p>	<p>Poetry: Y Eyu, 1, 2 Y 3,4 Y5,6 The owl and the pussycat: Edward Lear</p>	<p>Poetry: My shadow: Robert Louis Stevenson</p>	<p>Debate: Children come to school to learn. They should spend less time playing at break times and more time learning in class.</p>		
Maths	<p>Place value Addition Subtraction</p>	<p>Subtraction Multiplication Division</p>	<p>Multiplication Division</p>	<p>Fractions Mass and Capacity</p>	<p>Fractions Money Time</p>	<p>Time Shape Statistics</p>		
Science		<p>Light SCIENTIST: PATRICIA BATH</p>	<p>Rocks Significant person: Mary Anning SCIENTIST: MARY ANNING</p>	<p>Forces and Magnets SCIENTIST: MICHAEL FARADAY</p>	<p>Plants - where does our food come from? SCIENTIST: CARL LINNEUS Recap - seasonal changes (KS1)</p>	<p>Animals including humans – nutrition SCIENTIST: JANE GOODALL</p>		
Humanities (Hist/Geog/RE)	<p>Geography: Locational knowledge: Re-cap cities and countries of the UK. Place Knowledge: human physical features. Impact humans have on the planet. Field work: Use fieldwork to observe and record human and physical features of the area.</p>	<p>History: Stone age /Bronze Age Life of child Impact: Hunter/gathers Bronze age/ Iron Age Life of a child Impact: Tools and farming</p>	<p>RE: Can stories change people? (Christianity - Bible, Islam - Qu'ran)</p>	<p>Geography: Coasts in the UK Place knowledge: similar and differences Location knowledge: Changes over time (erosion) British History: How has Banbury changed over time?</p>	<p>RE: Expressi on, Places and Symbols: How do the 5 pillars of Islam affect a Muslim' s life?</p>	<p>RE: Celebration s: Should believers give things up?</p>	<p>History : Egyptians Life of a child: farming on River Nile Social history, crime and punishment.</p>	<p>Geography Climate zones – Describes and understand key aspects of physical geography: climate zones, distribution of natural resources (food). World History: How has the Earth's climate changed over the past fifty years?</p>
Computing	<p>Computer Science To master coding skills, children need to have the opportunity to explore program design and put computational thinking into practice. Unit 3.1 Digital Literacy Why technology should be used safely and respectfully. Unit 3.2 Online safety: Unit 3.2</p>	<p>IT Learning to type Unit 3.4 Using slides/keynote, pupils can create their own Stone Age Timeline. Using the tools in slides/keynote/2publish they can use hyperlinks/videos/gifs to make their timelines interactive. Learn about how Stonehenge was built, speculating its purpose but also allowing pupils to recreate their own version using 2pai Online safety</p>	<p>Digital Literacy The need to keep personal information private. Where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Privacy and security Online relationships Computer Science Use 2Sequence to create a simple 8 quaver musical score using different instruments. Online safety:</p>	<p>IT Students are introduced to spreadsheets and how they can use spreadsheets to both present and evaluate information. Unit 1.8 Unit 2.3 Unit 3.3 Online safety:</p>	<p>Computer Science Children are introduced to microbit and coding a solid object for the first time. Work through nature art unit of work. Can also create a moisture sensor to link with plants science topic. Digital Literacy Self image and identity Online safety:</p>	<p>IT Collecting and organising information using IT. IT can be used to create different graphs (eg temperature; rainfall) that show data comparisons of climate zones and global warming or comparisons of heights of mountains. Unit 3.8 Online safety:</p>		
Creator Space				<p>Car design fundamentals workshop</p>				
PE	<p>Cross Country-warm up Football unit Ball skills unit Concentration</p>	<p>Yoga unit Fundamentals unit Imagination</p>	<p>Gymnastics Netball unit Encouragement</p>	<p>Handball Dance Resilience Leadership: Lead a dance lesson for year 1</p>	<p>Tennis unit Rounders unit -Self-belief Year group competition rounders</p>	<p>Dodgeball unit Athletics unit Problem solving</p>		
Art	<p>Mixed media montage of UK (using the following techniques:) Artists can draw in a variety of ways Experiment with different sketching techniques.</p>	<p>Artist study: Andrew Soria - collage pop art cityscapes</p>	<p>Study: Ancient cave paintings</p>	<p>Artist study: Pointillism - Seurat and Signac</p>				

	Local artist study: Peter Dorey: Red Night					
Music	Glockenspi el Stage 1 (Charanga)	Hans Zimmer 'Earth' (Ten Pieces)	Developing Notation Skills: How Does Music Bring Us Closer Together? (Charanga)	Enjoying Improvisation: What Stories Does Music Tell Us about the Past? (Charanga)	Composing Using Your Imagination: How Does Music Make the World a Better Place? (Charanga)	Sharing Musical Experiences: How Does Music Help Us Get to Know Our Community? (Charanga)
DT/STEM		Disassemble and evaluate familiar products: Make willow baskets for gathering fruits. Select from and use a wide range of materials including construction materials, according to their characteristics.		Select from wide range of materials Select from and use a wide range of materials and components Design, make and test a car to ensure it is safe and effective.		
PSHE	Me and My Relationships - SCARF	Valuing difference - SCARF	Keeping Safe - SCARF	Rights and Respect - SCARF	Being my Best - SCARF	Growing and Changing - SCARF
RSE						
MFL: Spanish	To communicate about themselves, their lives and their local community Greetings and saying your name Spanish names Saying how you feel • ¿qué tal? • 4 answers to the question Phonics: h, ll, ñ, a, o, e, i, u, qu	To communicate about themselves, their lives and their local community. To have a toolkit of phrases and subject specific vocabulary (e.g. numbers) Counting to 15 and saying your age numbers 1-15 ¿Cuántos años tienes? años Phonics: ce / ci / z, b/v, cu, ñ	To communicate about themselves, their lives and their local community To celebrate creativity, diversity and cultural identity through language To have a toolkit of phrases and subject specific vocabulary (e.g. numbers) Los colores 12 colours ¿De qué color es? de color	To communicate about themselves, their lives and their local community. To have a toolkit of phrases and subject specific vocabulary (e.g. numbers) En mi estuche (in my pencil case) Gender of singular nouns Singular indefinite articles 6 x school equipment sí/no Phonics: ce / ci / z, b/v, cu, ce / ci / z, b/v, cu, ñ	To communicate about themselves, their lives and their local community. To celebrate creativity, diversity and cultural identity through language. To have a toolkit of phrases and subject specific vocabulary (e.g. numbers) Mi familia y yo: members of the family, their names and ages, pets, their names and ages. Possessive adjective mi Notion of gender Plurals of nouns Use of no to make verb negative Members of the family Numbers 1-15 ¿Cómo se llama? ¿Cuántos años tiene? Names 9 x pet words Phonics: h, ll, ñ, z, j.	To have a toolkit of phrases and subject specific vocabulary (e.g. numbers) To celebrate creativity, diversity and cultural identity through language Mi bandera - my flag use of conjunction y Possessive adjective mi Plurals of nouns Adjectival agreement (fem. sing.) Phonics: j, ci, a