To BS	Autumn 1	Autumn 2	Spring 1	ole School Curriculum Overvie Spring 2	Summer 1	Summer 2
iding Principles	Self V	/orth	Engag	ement	Pur	pose
	Belonging		Spirit of adventure			
onditions of learning	Fun & excitement	Heroes	Sense of accomplishment	Curiosity & creativity	Leadership & responsibility	Confidence to take action
reskills	Teamwork (Think, pair, share)	Respect (Engaged learning)	Independence (Responsible for own learning)	Resilience	Communication	Self-motivation (Improving work)
riving question	What do I see on my way to school?	How can you show me which is the greatest dinosaur?	As Scientists, can you help an astronaut get home from	How can you identify a Hero? What "makes" you a hero?	If you were an explorer how would you survive without	Where in our world is the best place for animals to live?
signment	To be able to share a map and talk through the way to	To create a model and be able to speak about the	To create a discussion about how to get home	The children will work to set their own goal and review		To present ideas about habitats
yability focus: Gatsby 2		Postman	Librarian	Firefighter	Retail worker	Vet
r Learning			Collaboration Work individually towards given group	Students are receptive to being given personal		
al Capital	Local walk to Easington park	Trip to the post office	Libary trip	Visitor- firefighter	Peoples park	Zoo lab
Text Type	To entertain (describe):	To inform:	To entertain:	To entertain: *instructions in science POR: What the	To inform:	To persuade:
У	Schedule story time and encourage: Repeat words	During intervention: Notice some print, such as the	Understand the five key concepts about print: - print	Directly teach them to use some of their print and		
	Take part in finger rhymes with numbers. React to	Develop fast recognition of up to 3 objects, without	Develop fast recognition of up to 3 objects, without	Solve real world mathematical problems with numbers	Positional language	Talk about and explore 2D and 3D shapes (for
	bodies as well as brushes and other tools. Express		conflicts. Notice children who are not taking part in	Draw with increasing complexity and detail, such as		
	ideas and feelings through making marks, and	Explore different materials, using all their senses to	pretend play, and help them to join in.	representing a face with a circle and including details.	Explore colour and colour mixing.	
	sometimes give a meaning to the marks they make	investigate them. Manipulate and play with different				
	·····, ···, ···,	materials.	Explore different materials freely in order to develop	Use drawing to represent ideas like movement or loud	Show different emotions in their drawings -	
	Help children to develop their pretend play by	indicitator	their ideas about how to use them and what to make.	noises.	happiness, sadness, fear etc.	
	modelling, sensitively joining in and helping them to	Encourage young children to explore materials/	their locas about now to use them and what to make.	10/303.	happiness, sauress, rear etc.	
	elaborate it. Suggestion: help to develop a child's	resources finding out what they are/what they can do,	Develop their own ideas and then decide which	Show different emotions in their drawings and	Remember and sing entire songs. Sing the pitch of a	
						Diau instruments with insuranting control to surger
	home corner play of feeding a 'baby', by suggesting a	and decide how they want to use them.	materials to use to express them.	paintings, like happiness, sadness, fear etc.	tone sung by another person ('pitch match').	Play instruments with increasing control to express
ART; MUSIC, D&T	nappy-change and then a song as you settle the 'baby'	Cafely symplete exections have ad their as the second	Calast and use activities and recovered with he b	Through quided intercention	In a second s	their feelings and ideas.
	Begin to show 'effortful control'. For example, waiting	Safely explore emotions beyond their normal range	Select and use activities and resources, with help	Through guided intervention:	Increasingly follow rules, understanding why they are	Talk about their feelings using words like 'happy',
t; D&T,	Multi-syllabic words such as 'banana' and 'computer' Pass things from one hand to the other. Let go of	Sing a large repertoire of songs Develop manipulation and control, – playdough.	Sing a large repertoire of songs Use large and small motor skills to do things	Develop their pronunciation but may have problems Use large and small motor skills to do things	Promote and model active listening skills: "Wait a Use large and small motor skills to do things	Promote and model active listening skills: "Wait a Use large and small motor skills to do things
ι, υαι,	Explore materials with different properties.		Use all their senses in hands on exploration of natural	Provide children with opportunities to change	Plant seeds and care for growing plants. Understand	
	PE: PE Fundamentals unit 1	PE: Balls skills unit 1	PE Dance Unit 1	PE: Fundamentals Unit 1	Plant seeds and care for growing plants. Orderstand PE: Games unit 1	Plant seeds and care for growing plants. Orderstand PE: Gymnastics unit 1
		Self-confidence and Self-awareness			Managing feelings and behaviours: To understand how to	Managing feelings and behaviours To be able to work as a

3 Guiding Principles	Autumn 1	Autumn 2	Early Years - Harriers Banbury Acade Spring 1	my Whole School Curriculum Overview: 2023-24 Spring 2	Summer 1
		Self Worth	Engagemen	t	Summer 1
8 Conditions of learning	Belonging Fun & excitement	Heroes	Spirit of adventure Sense of accomplishment	Curiosity & creativity	Leadership & responsibility
Future skills	Teamwork (Think, pair, share) What do I see on my walk home?	Respect (Engaged learning)	Independence (Responsible for own learning)	Resilience	Communication
ATL Driving question		Can we prove which dinosaur is the greatest, of all?	How would an astronaut get back home?	What makes you a hero? Fairy tales The children will work to set their own goal and review what they	If you were an explorer how would you survive without buying food from a shop?
ATL Assignment	To be able to share a map and talk through the way to school naming features.	To create a model and be able to speak about the process	To create a discussion about how to get home	have achieved - banquet dressing up as the fairy tale character from their castle	With support, students use scaffolded strategies to meet the demands of a task
Employability focus: Gatsby 2 & 4 (Linking curriculum learning to careers) Employability: Gatsby 5	Photograhper - family link (JJ Dad)	being a lifeguard	working in a supermarket	How to be a fireman	IV.1.A
(Encounters with	someone to get in	Lifeguard	(Jesse's mum)	fireman (Aria Dad)	
emplovers/emplovees) Deeper Learning Competencies	Students understand that people have different strengths.	With support, students use scaffolded strategies to meet the demands of a task	Collaboration Work individually towards given group goals and follow given		The children will work collaboratively to create a meal and be able to tell you
-		Swimming at Spiceball	incremental small steps to acheive them	individual learning tasks	where all of the food came from Trip to Crouch Hill
Cultural Capital	Local walk to Easington park Allberg - Starting school, A new house for mouse		Morrisons Shopping Beegu	Fire station	
Reading texts / topic texts	Allocity - Starting School, A new incluse for hiduse Three's a monster under my bed! Three little pigs The Three Little Wolves And The Big Bad Pig The House That Jack Built	There's a trex in town Goodnight Dinosaur Dave's Cave If I had a dinosaur - Dinosaur Bones	The Way Back Home Aliens love underpants Whatever NextMoon Man Toys in Space - Mini Grey	Fairy Tales; Castles! Sit Charlie Stinky socks collection	On Sudden Hill Bog Baby Staneys Stick
	Just reading -		Just reading: Write short sentences with words with known letter-sound correspondences	Comprehension	Comprehension
	Develop their phonological awareness, so that they can: - spot		using a capital letter and full stop.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced
4	and suggest rhymes - count or clap syllables in a word -		Comprehension	introduced vocabulary.	vocabulary.
	recognise words with the same initial sound, such as money and mother	Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during	Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions
	Engage in extended conversations about stories, learning new vocabulary.	correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the	Anticipate (where appropriate) key events in stories.	discussions about stories, nonfiction, rhymes and poems and during role play.	about stories, nonfiction, rhymes and poems and during role play. Word Reading
	Use some of their print and letter knowledge in their early	school's phonic programme	Word Reading	Word Reading	-Say a sound for each letter in the alphabet and at least 10 digraphs.
Reading comprehension	writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these	Simple cvc		
	Write some or all of their name	books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly	Can identify tricky words	Say a sound for each letter in the alphabet and at least 10 digraphs.	-Read words consistent with their phonic knowledge by sound-blending. Writing
		Write short captions with words with known letter-sound correspondences using a	Writing	Read aloud simple sentences and books that are consistent with	, i i i i i i i i i i i i i i i i i i i
5	Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of	capital letter and full stop.	What is a sentence? How to we create one orally for writing?	their phonic knowledge, including some common exception words	Full stops Write recognisable letters, most of which are correctly formed.
t t	known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read		Caption writing	Writing Full stops	Spell words by identifying sounds in them and representing the sounds
	a few common exception words matched to the school's phonic programme		Labelling	Spell words by identifying sounds in them and representing the	with a letter or letters.
			Use of sound card independelty	sounds with a letter or letters.	Write simple phrases and sentences that can be read by others.
Writing text type	To entertain (describe): To make a list	To inform: descriptive dinosaur facts	To entertain: Poem about space	To entertain: *instructions in science; Writing to inform - how to build a catapult	To inform: worm fact file
-				bullu a catapuit	
	East recognition of up to 2 objects without bouing to count them				Subitise recap
	-Fast recognition of up to 3 objects, without having to count them individually ('subitising').			Subitise no's 10-15	Subitise recap Have a deep understanding of number to 10, including the composition
	individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5.	Subitise no's 5-10	Subilise no's 5-10	Subitise no's 10-15 Number bonds to 5	
	individually (sublitsing). Recite numbers past 5. Say one number for each item in order: 1,2,3,4,5. Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal	Subitise no's 5-10 Compare numbers.	Number bonds to 5		Have a deep understanding of number to 10, including the composition of each number. Automatically recall (without reference to rhymes, counting or other aids)
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(PoR) Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Number bonds to 5 Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–10 Shape: Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity. Study: Ancient cave painting KAPOW - Sculpture and 3D - Creation station My stories Charanga Routine, Rules, Playing, tidying, sanctions, friends, respect, challenges. Selecting resources independently. Understanding others emotions, respect for al Engage in non-fiction books. (how to ask good questions) Help children be aware of different voice sounds by using a mirror to see what their mouth and tongue do as they make different sounds. Set up collaborative tasks Listen to and talk about selected non-fiction to develop a deep familiarity with	Number bonds to 5 Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–10 Shape: Select, rotate and manipulate shapes in order to develop spatial reasoning skills. Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity. Artist study: Piet Mondrian Get crafty Everyonef Charanga Routine, Rules, Playing, tidying, sanctions, friends, respect, challenges. Sharing similarities and differences, celebrating each other (celebrating heros; showing respect). Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Play games which involve listening for a signal, such as 'Simon Says', and use 'ready, steadygo!' Set up collaborative tasks Plan activities listening carefully to different speech sounds, e.g. a signt fright copying the voice sound around the circle, or identifying other children's voices on tape.	Have a deep understanding of number to 10, including the composition of each number. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Artist study: Henri matisse KAPOW (Art) Seasonal crafts Our World Charanga Routine, Rules, Playing, tidying, sanctions, friends, respect, challenges. Understand rights, re-cap voting through discussions of right and wrong choices. Make comments about what they have heard and ask questions to clarify their understanding. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfliction, rhymes and poems when
EAD - ART, DT EAD - Music PSED	individually (sublishing'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total (cardinal principle') Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. • Count objects, actions and sounds. Count beyond 10 • Subitise: no's 1-10 Making houses Local artist study: Peter Dorey: Red Night Artist study: Dinosaurs- fossils? KAPOW (Art)- Drawing marvellous marks Me! Charanga All about me Families – similarities and differences Being a good friend Engage in story times Understand how to listen carefully and why listening is important. (phase 1 phonics) Learn new vocabulary. – build word banks Use new vocabulary through the day. (picture cards, videos, sound tracks)	Subitise no's 5-10 Compare numbers. • Understand the 'one more than/one less than' relationship between consecutive numbers Shape: Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity. Artist study: Dinosaurs- fossils? KAPOW (Art) - paint my world My stories (charanga) Nativity Routine, Rules, Playing, tidying, sanctions, friends, respect, challenges. Selecting resources independently. Understand rights, introducing voting (best dinosaur). Listen carefully to rhymes and songs, paying attention to how they sound. (song of the week). Learn rhymes, poems and songs Listen to and talk about stories to build familiarity and understanding. (PoR) Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Describe events in some detail. (story or event sequencing cards) Use talk to help work out problems and organise thinking and activities explain	Number bonds to 5 Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–10 Shape: Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity. Study: Ancient cave painting KAPOW - Sculpture and 3D - Creation station My stories Charanga Routine, Rules, Playing, tidying, sanctions, friends, respect, challenges. Selecting resources independently. Understanding others emotions, respect for al Engage in non-fiction books. (how to ask good questions) Help children be aware of different voice sounds by using a mirror to see what their mouth and tongue do as they make different sounds. Set up collaborative tasks Listen to and talk about selected non-fiction to develop a deep familiarity with	Number bonds to 5 Explore the composition of numbers to 10. • Automatically recall number bonds for numbers 0–10 Shape: Select, rotate and manipulate shapes in order to develop spatial reasoning skills. • Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can. • Continue, copy and create repeating patterns. • Compare length, weight and capacity. Artist study: Piet Mondrian KAPOW - craft and design - Get crafty Everyone! Charanga Routine, Rules, Playing, tidying, sanctions, friends, respect, chalenges. Sharing similarities and differences, celebrating each other (celebrating heros; showing respect). Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Play games which involve listening for a signal, such as 'Simon Says', and use 'ready, steadygol' Set up collaborative tasks Plan activities listening carefully to different speech sounds, e.g. a sound chain copying the voice sound around the circle, or identifying other children's voices on tape.	Have a deep understanding of number to 10, including the composition of each number. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Artist study: Henri matisse KAPOW (Art) Seasonal crafts Our World Charanga Routine, Rules, Playing, tidying, sanctions, friends, respect, challenges. Understand rights, re-cap voting through discussions of right and wrong choices. Make comments about what they have heard and ask questions to clarify their understanding. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when

	Summer 2 Purpose
	Confidence to take action
	Self-motivation (Improving work)
n	Where in our world is the best place for animals to live?
of	To present ideas about habitats
	tv presenter - david attenborough
	Role play and drama tv presetner
u	evidence of completing a collaborative task
	Cotswold Wildlife Park
	Owl Babies Rumble in the Jungle
	Comprenension
g	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.
าร	Word Reading
	-Say a sound for each letter in the alphabet and at least 10 digraphs.
	-Read words consistent with their phonic knowledge by sound-blending.
g.	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words
	Writing
s	Capital letter, full stop. Write recognisable letters, most of which are correctly formed.
s	Spell words by identifying sounds in them and representing the sounds with a letter or letters.
	Write simple phrases and sentences that can be read by others.
	To persuade: Come to the zool.
1	Subitise recap
s)	Have a deep understanding of number to 10, including the composition of each number.
	Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
/.	Verbally count beyond 20, recognising the pattern of the counting system. • Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. • Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
	and new quantities can be distributed equality.
s	Artist study: Gustav Klimt
	Big Bear Funk
	Charanga
9	Teamwork, acceptance. Moving forward. Resolving conflict independently.
ily en	Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher

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			Kapow - structures - boats. Revise and refine the		
	KAPOW - structures and junk modelling. Revise and refine the fundamental movement skills they have already acquired: rolling - crawling – walking	KAPOW - Textiles, bookmarks. Revise and refine the fundamental movement skills they have already acquired: - jumping - running – hopping Develop their small motor skills so that they can use a range of tools competently,	fundamental movement skills they have already acquired: skipping – climbing Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons	Kapow - seasonal projects. Develop their small motor	
	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons	safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene	Further develop the skills they need to manage the school day successfully:- lining up and queuing - mealtimes - personal hygiene Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. – large chalks, crayons, balls in PE, benches in	skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Further develop the skills they need to manage the school day	KAPOW - cooking and nutrition, soup. evelop their small motor skills so that they can use a range of tools competently, safely and confidently.
PD - Art; D&T,	Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.	Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group. – large chalks, crayons, balls in PE, benches in PE	PE.	successfully: - lining up and queuing - mealtimes - personal hygiene	Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Further develop the skills they need to manage the school day
	Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian	Know and talk about the different factors that support their overall health and wellbeing: - regular physical activity - healthy eating - toothbrushing - sensible	Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (target practice)	throwing, catching, kicking, passing, batting, and aiming. Begin to show accuracy and care when drawing. – real life drawings using varied techniques	successfully: - lining up and queuing - mealtimes - personal hygiene
	Basic pencil grip. Tri pod. Drawing lines up and down	amounts of 'screen time' - having a good sleep routine - being a safe pedestrian. Cursive writing	Oral health eating Know and talk about the different factors that support their overall health and		
			wellbeing: - regular physical activity - healthy eating – tooth brushing - sensible amounts of 'screen time' - having a good sleep routine - being a safe pedestrian		
	During dedicated talk time, listen to what children say about their family. Share information about your own family, giving children time to ask questions or make comments. Encourage children to share pictures of their family and listen to what they say about the pictures. Using examples from real life and from books, show children how there are many different families.	Present children with pictures, stories, artefacts and accounts from the past, explaining similarities and differences. Offer hands-on experiences that deepen children's understanding, such as visiting a local area that has historical	Culture and Community: Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.	animais and plants Observe and interact with natural processes, such as ice melting,	Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible Take children to places of worship and
UTW	Talk about people that the children may have come across within their community, such as the police, the fire service, doctors and teachers. Listen to what children say about their own experiences with people who are familiar to them.	experiences that are familiar to them and how these may have differed in the	Name and explain the purpose of places of worship and places of local importance to the community to children, drawing on their own experiences where possible Take children to places of worship and places of local importance to the community.	a sound causing a vibration, light travelling through transparent material, an object casting a shadow, a magnet attracting an object and a boat floating on water. Guide children's understanding by drawing children's attention to the weather and seasonal features.	places of local importance to the community. TO DO Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside
	Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.				Model the vocabulary needed to name specific features of the natural world, both natural and manmade
Computnig	Exploring Bee Bots – what are they? How do they work? Program them using simple algorithms.	Developing mouse and keyboard skills. Use paint program to create pictures and to present ideas.	Computing systems and networks – Technology around us	Scratch Jnr – exploring block coding. Create simple programs using coding blocks.	Unplugged sorting activities using given criteria and choosing criteria
company	Debug errors in algorithms.	Take and edit photos of themselves	Take photos of technology around school	Motion blocks, creating and adding characters and backgrounds, sound	Collect data and present as a pictogram – ask and answer questions.
Forest school	rules and boundaries Me and Others: Who is important to me? (Our Values)	den building Celebrations: How do Christians celebrate Christmas? (Christianity - Nativity).	art and crafting Expression, Places and Symbols: How can I show how I feel? (Our Values)	cooking	cooking Stories: If you had 1 wish, what would it be? (Our Values)
PE	Term 1 i) Being a good sportsperson and building individual character • A sportsperson can use precise movements (agliity) 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.	Figure 2014, Figure 2014 Start Figure 100 Figure 2014 Figure 2014 Start Figure 2014 Figure 2014 Start Start Figure 2014 Figure 2014 Start S	Big Questions: How can we make people happy? (Our Values) Iiii) Ensure children lead a healthy and active lifestyle by developing strength and skills • A sportsperson uses different movements • A sportsperson uses different movements for different taxis and on different equipment.	 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
	Making Helationships		 I can begin to build a repertoire of dances. 	A sportsperson keeps safe when moving into space and landing.	
PSHE/RSE	to others.	Self-confidence and Self-awareness To know how to express needs, wants, interests and opinions through communication. For example, asking for help, talking about things they like, explaining why they like something. To know what they are good at doing and understand positive behaviours.	To understand turn taking within a circle time to be able to express ideas. To be aware of activities and resources available and access these independently e.g. making a 3D shape model in the Art area. To understand own capabilities and be confident to try activities sometimes	Managing Feelings and Behaviour Becomes upset or tries to comfort another child when they realise they have upset them. To know the class rules and expectations of behaviour and be able to follow these e.g. "I can see you are in the yellow zone what	Managing feelings and behaviours: To understand how to negotiate problems with sharing e.g. when someone has taken their toy communicating how they could both use the toy fairly. To use the zones of regulation to explain feelings and discuss
	To be aware of different feelings (happy, sad, upset, angry, worried) and how these can be displayed. Use this knowledge to recognise how others may be feeling and how to interact appropriately.	To be confident in their learning environment to explore all activities and use communication to express what they have enjoyed.	without an adult when help isn't needed.	do you think you should do to help yoursell?? "Spend time in the thinking zone to calm down."	
Financial Education	Coins and notes	Safe places for money	Feelings around money	Use of money	Choices on spending
RSE Safeguarding in the curriculum	AUP	Pants Rule	Safe adults	safety within school grounds	1st Aid
Saleguarding in the curriculum		V	1	1	1

ll nd	Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene	
s. al	Natural world: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	
	Use cameras, iPads to capture still images. Features of a good photo. Manipulate images using iPad app or computer program.	
	Review Scratch Ir - sound and characters mini beasts and exploring	
	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.	
	Managing feelings and behaviours To be able to work as a team with the class to achieve class rewards through following the rules and making the right choices. To be able to behave appropriately in different situations e.g. P.E. lessons in the hall and assembly.	
_	Choices on saving	
-	Whole year recap	
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Ô			Year 1 - Harriers Banbury Academy W	hole School Curriculum Overview: 2023-24		
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Guiding Principles		Self Worth	Engagement	nt Purpose		urpose
Conditions of learning	Belonging Fun & excitement	Heroes	Spirit of adventure Sense of accomplishment	Curiosity & creativity	Leadership & responsibility	Confidence to take action
ture skills	Teamwork (Think, pair, share)	Respect (Engaged learning)	Independence (Responsible for own learning)	Resilience	Communication	Self-motivation (Improving work)
L Drivina auestion	As storytellers, can I tell others what makes me unique?	As structural engineers, how were castles designed to protect kings and queens?	As film makers, can we share our pride in Banbury?	As a weather forecaster, how does the weather affect us?	As event planners, how can we help others?	As zoo keepers, how can we plan a new zoo?
L Assianment	Use a box to tell a story.	Person in trouble - design a castle to overcome the problem	Record a film with our best bits of 'Brilliant Banbury'	Weather forecast	Run an event to raise money	Sort animals to make a proposal for a zoo
nplovability focus: Gatsby 2	Geneologist. storvteller. librarian.	Builder, roval family, architect, structural engineer, historian, interior designer, gardener,	Town Mavor, shop keepers. St Marv's church, canal worker, taxi driver.	Meteorologist. weather forecaster. scientist. clothing designer.	Nurse, doctor, dentist, teacher, event planner.	Zoo keepers. dog walkers. vets.
ployability: Gatsby 5	James Carter - poet and story teller, Wee Small Folk -	Mr Acreman - builder and carpenter, JJ's dad (carpenter)	Parents - Forrest's dad/JJ's dad - filming equipment	Farmer James, gardener.	Fire engine/Fire station	Animal visitors
eeper Learning competencies	Learning to Learn: Students understand that people have different strengths, weaknesses and goals Child speak: I can begin to identify my own strengths and weaknesses	Critical Thinking. Communicate information or ideas and/or solutions with others in oral and/or written forms using models, drawings, writing, or numbers. Child speak: I can share the information I have learnt by taking, writing, drawing and using numbers.	Communication: Show an awareness that digital tools can be used for communication Child speak: I can use digital resources to record my voice	Collaboration: Work individually towards given group goals and follow given incremental small steps to acheive them. Child speak: I can finish the tasks an adult gives me which will help my group.	Critical thinking - identify and explain a problem and some ways in which people are trying to address it Child speak: I can spot and explain a problem and some ways in which people are trying to fix it.	Communication: communicates concepts to others orally Child speak: I can talk to an adult or small group about something I am learning.
tural Capital, trips and	Initial library visit, and then rolling visits for the year.	Broughton Castle	Walk to the canal	Atomic Tom: Weather Workshop	Fire engine/Fire station, Arboretum	Woburn Safari Park
ding comprehension	Just reading project: The Owl who was afraid of the	Retrieval + Sequencing	Just reading project: Fantastic Mr Fox	Retrieval + Prediction	Inference + Vocabulary	Inference + Prediction
aG Iting	Capital letters, finger spaces, full stops, using 'and', +	visit: Capital letters, finger spaces, full stops, using 'and'. + question marks, exclamation mark	risit: Capital letters, finger spaces, full stops, using 'and', + syllables, sequencing sentences to tell a To Inform (Letter): Write a letter to invite our parents to see our film about Banbury/Book and a Brev	stavisit: Capital letters, finger spaces, full stops, using 'and'. + adding s and es to wor	apital letters, finger spaces, full stops, using 'and'. + prefix un- and suffixes -ed and -in	Capital letters, finger spaces, full stops, using 'and'. + editing our writing.
ting	To Entertain (Description): Write a description of your	To Entertain (Description): Poem about 'The Dark'	To Inform (Letter): Write a letter to invite our parents to see our film about Banbury/Book and a Brev	I To Entertain (Description): Description of a stormy/sunny day to go with a piece of	To Inform (Instructions): Instructions for planting a seed and how to care for a	To Entertain (Story): Write an animal story.
ts/Reading	Topic Text: Home by Carson Ellis PoR: The Adventures	Topic Text: The Queen's Knickers, Paddington at the Palace. The Queen's Hat, PoR: The	Topic Text: Funny Bones, Town and Country, PoR: The Jolly Postman.	Topic Text: Tree: Seasons Come, Seasons Go, The Storm Whale in Winter, Lila	Topic Text: The Smartest Giant in Town, Emergency, PoR; Errol's Garden	Topic Text: Other books by Catherine Rayner, PoR: Augustus and his Smile
ev .	Poetry:	Debate:	Debate:	Poetry:	Poetry: My shadow: Robert Louis Stevenson	Debate: Children come to school to learn. They should spend less time playing at break
าร	Place Value to 10Addition to 10	Subtraction to 10. Shape. Place value to 20	Addition and subtraction to 20. Number and place value to 50.	Measurement- length and height. Weight and volume. Money.	Poetry: My shadow: Robert Louis Stevenson Multiplication. Division. Fractions	Debate: Children come to school to learn. They should spend less time plaving at break Position and direction. Place value to 100. Time
d alone Science	Materials				Plants	
Science				Seasonal changes		Animals
Science History		Kings and Queens, Broughton Castle (features of a castle), local historical events - Battle	Changes within living memory in Banbury, lives of local significant people, using a timeline.		Lives of significant historical individuals - Florence Nightingale and Mary Seacole.	
. Geography			Locate and investigate the local environment using a range of resources (including maps and aerial	Weather patterns. Compare and look at the similarities and differences between		
gious Education	Who am I? BelongingChristianity and Judaism	Important people and placesChristianity and Hinduism	Special thingsChristianity and Judaism	Sacred booksChristianity and Judaism	Natural worldChristianity and Hinduism	Special occasionsChristianity and Hinduism
nputing	Creating media – Digital photography (from Y2)	Programming A – Moving a robot	Creating media – Digital painting	Computing systems and networks - Technology around us	Data and information – Grouping data	Programming B – Introduction to animation
sic	Kerry Andrews - No Place Like (Ten Pieces)	ing Beat: How can we make friends when we sing together?(Charanga) Nativity Performand	Adding Rhythm and Pitch: How does Music tell us stories about the Past?(Charanga)	Blown Away (Recorder Book 1)(Charanga)	cing Tempo and Dynamics: How does Music make the World a better place?(Chara	Pulse, Rhythm and Pitch: How does Music help us to understand Our Neighbours?(Charang
		Drawing: Make your mark		Blown Away (Recorder Book 1)(Charanga) Paining and mixed media: Colour splash		Craft and design: Woven wonders
-	Mechanisms: story books		Structures: windmills		Mechanisms: wheels and axels	Food technology: smoothies
M (Creator Space)						
st school		With Mrs Bell				
	try-warm up Invasion unit Fundamentals unit Encourage	Gvmnastics unit	Team building unit	Send and receive unit	Yoga unit	Fitness unit
IE/RSE	Me and my relationships	Valuing difference	Keeping myself safe	Rights and respect	Being my best	Growing and changing
ancial Education	Value of money	Saving	The safest place for money	Wants and needs	Young enterprise	Earning money
rent workshops	First phonics workshop October					
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(Carlos		Year 2 - H	larriers Banbury Academy Who	ole School Curriculum Overview	w: 2023-24
Vo FN	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
3 Guiding Principles	Self \	Worth	Engac	gement	
8 Conditions of learning	Belonging Fun & excitement	Heroes	Spirit of adventure Sense of accomplishment	Curiosity & creativity	Leadership & responsibility
Future skills	Teamwork (Think, pair, share)	Respect (Engaged learning)	Independence (Responsible for own learning)	Resilience	Communication
ATL Driving auestion	As geographers, how can I express my opinion on the	As presenters, how can I collaborate to accurately	As zoologists, how can I improve the habitat of an	How can I compare different locations?	As personal trainers, how can we lead
ATL Assignment	Debate	Newsround episode	Problem solving poster	Presentation	Video
Employability focus: Gatsby 2 & 4	Estate agents, travel agent, geography teacher.	Firefighter, architect,	Zoologists, vets, conservation, animal rescue centre.	Travel writer. TV news anchor, iournalist	Personal trainers. TV presenters. nutrit
Employability: Gatsby 5	Visit from a parent estate agent or travel agent. Talk	Local Firemen come to visit	Visits from vets or animal experts.	Visit from a travel agent.	Tour from Personal fitness trainer at
Deeper Learning Competencies	Communication: Students are supported to understand	Collaboration: Through direction, students are	Critical thinking: Use information from observations	Communication: Students recognise that there are	Collaboration: With support, recogni
Cultural Capital. trips and visitors	Kings Sutton trip	Talk to firemen - show us their fire engine.	Sea life centre	Visit a travel agents in Banbury	Trip to Woodgreen Gym.
Reading comprehension	Just reading project- The Guardians of Magic- Chris	Fluency and retrieval	Just reading project	Inference and sequencing	
SPaG	Punctuation- questions. exclamations. commands.	Word Classes. Noun phrases.	Commas, apostrophes, conjunctions.	Suffixes and tenses.	Punctuation: commas. apostro
Writing	Claude in the City- To Entertain- description of	Pattan's Pumpkin- To Entertain- create own myth	To inform: Recount from our trip. POR Text- Wild.	To entertain: Story based on text. Zeraffa Giraffa.	Text, Secret Sky Garden - To entertain:
Oracy		Autumn Fires- Rober Louis Stepenson	Debate- eating sweets helps me to feel full.		-
Maths	Place value, addition, subtraction.	Finish addition and subtraction, shape.	Money, Multiplication and division.	Finish Multiplication and division, length and height, mas	Fractions, time, revision
Stand alone Science	Materials	Lifecycles		Living, non-living, never lived	
ATL Science			Animals		Humans
ATL History		Events beyond living memory.			
	Name, locate and identify capital cities. Identify the key			Naming continents and oceans. Naming capital cities.	
Religious Education		Important people and places	Special things	Sacred booksChristianity and Judaism	Natural worldChristianity and Hinduism
Computing		Creating media – Making music	Scratch Jnr - Using programming blocks to create a	Computing systems and networks – IT around us	Data and information – Pictograms
Music	The lark ascending- BBC Ten pieces.		How Does Music Teach Us About the Past?- Charanga	haranga: How does music make the world a better place	Recorder book 1: Charanga
Art		Drawing: Tell a story	T 10 1	Painting and mixed media: Life in colour	5 II I I 5 I
	Structures: Baby bear's chair		Textiles: pouches		Food technology: Balanced of
STEM (Creator Space)				1	
Forest school	Enders and P. Della March	Eitaaa unit taraata unit			
	Fundamentals unit, Ball skills unit.	Fitness unit, targets unit.	Dance. Send and retrieve.	Gymnastics. Team building.	Strike and Field. Net and Wi
PSHE/RSE Financial Education	Me and my relationships	Valuing difference	Keeping myself safe	Rights and respect	Being my best
Financial Education	Value of money	Keeping track of money	Choices around money	Where does money come from?	Raising money

	Summer 2	
Pur	pose	
lity	Confidence to take action	
	Self-motivation (Improving work)	
ad our school to	As historians, can we explain what our life would be Leaflet	
tritionists. chefs. at local ovm.	Historians, journalists, authors, advertisers, Granparents speak to children about their childhoods.	
nise different m.	Learn to Learn: Students care about the quality of Victorian Day.	
	Prediction and summarising.	
trophes. n: Advert to	To inform: Letter from Victorian Times. Text: Orion in	
n	Statistics, position and direction. Re-cap.	
	Plants	
	Changes from the Victorian Times.	
n	Special occasionsChristianity and Hinduism	
	Combine text, images, shapes and audio in	
nga.	ranga: How does music teach us about our neighbourho Structure: Clay houses	od.
d diet		
	Plants	
Wall.	Athletics. Invasion games.	
	Growing and changing	
	Forms of money	

TANING	Year 3 - Harriers Banbury Academy Whole School Curriculum Overview: 2023-24						
· Vorse	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1		
3 Guiding Principles	Self V	North	Enga	gement			
8 Conditions of learning	Belonging Fun & excitement	Heroes	Spirit of adventure Sense of accomplishment	Curiosity & creativity	Leadership & responsibility		
Future skills	Teamwork (Think, pair, share)	Respect (Engaged learning)	Independence (Responsible for own learning)	Resilience	Communication		
ATL Driving guestion	As palaeontologists, what have the discoveries of		As presenters, How can we show how important	As artists, how can we demonstrate the impact that	Would we, as children today, survive		
ATL Assignment	Presentation	Create a forces/magnetics based game	Horrible Histories Show	Art Exhibition. Production of Sketchbook	Debate/Survival Guide		
Employability focus: Gatsby 2 & 4	Archeologist, Explorer	Engineer, designer, technician	Script writer, actor, presenter	Artists, designers, historians, authors, poets,	Archeologist, Craftsmen, Histo		
Employability: Gatsby 5	Historian, Outdoor Adventure Leader	Car Engineer, Games Designer	Hands on Oxfordshire Heritage historians.	Potters, graphic designers, games designers	Survivalist		
Deeper Learning Competencies	Critical thinking: Gather relevant information from	Critical thinking:Explain different strategies and	Collaboration: With support, recognise different	Learn to Learn: Students care about the quality of	Communication: With guidance, stud		
Cultural Capital, trips and visitors	Visit to site of fossils - dig for fossils. Trip to Farm.	Visit to the British Motor Museum	Visit from Egyptian workshop - Enigmatic	Ashmolean Visit and Workshop	Visit to Rollright Stones		
Reading comprehension	Just reading project - Podkin One Ear		Just reading project - The Borrowers				
SPaG	Capital letters	Speechmarks, Clauses, Conjunctions for	Paragraphs, Fronted Adverbials, Prepositional	Conjunctions for time, place and cause	Present perfect tense Word fam		
Writing	To Inform	To Entertain (describe)	To persuade:	To Entertain	To Inform		
Oracy	Poetry:	Y3.4.5.6 All school pupils should wear a smart	Y3,4,5,6 Children should not be allowed sweets,	The owl and the pussycat: Edward Lear	Poetry: My shadow: Robert Louis St		
Maths	Place Value / Addition and Subtraction	Addition and Subtraction/ Multiplication and Division	Multiplication and Division / Fractions	Fractions / Length and perimeter / mass and capacity / Shape			
Stand alone Science			Plants	Light	Animals		
ATL Science	Rocks and fossils	Forces and magnets					
ATL History			Ancient Egypt		Stone Age		
ATL Geography							
Religious Education	WorshipChristianity and Islam	Religious BuildingsChristianity and Sikhism	Religion in the Community	Symbolism Christianity and Islam	Sacred texts		
		Programming A – Sequence in music	Creating media – Animation	Computing systems and networks – Connecting	Data and information – Branching databa		
Music	Glockenspiel Stage 1	Hans Zimmer (Earth)	Developing Notation Skills, How does music bring	Enjoying Improvisation, What does music tell us	Composing using your imagination, How		
Art		Painting and mixed media: Pre-historic painting	Craft and design: Ancient Egyptian scrolls				
DT	Mechanims: pneumatic toys	Food technology: Eat seasonally			Textiles: cross stitch		
STEM - Creator space		• • •					
Spanish	Phonetics	Animals	Instruments	I am able	Ice-creams		
Forest school	Rocks and fossils	Vara uzit	Ourse anti-se	l la calla a ll			
PE	Cross Country-warm up	Yoga unit	Gymnastics	Handball	Tennis unit		
PSHE/RSE Financial Education	Me and my relationships	Valuing difference	Keeping myself safe	Rights and respect	Being my best		
Financial Education	Different ways to pay	Prioritising needs	Accounts	A range of jobs	Young Enterprise		
			1	1	1		

	Summer 2
Purp	DOSE
у	Confidence to take action
	Self-motivation (Improving work)
e in the stone	As advertisers, where in the UK would you
)	Advert
storian	Travel agents, cartographers, architects,
	Travel Agent
udents target	Communication: Students begin to demonstrate an
S	Visit to beach, trip to a village, zoom call to other
amilies	Plural possessive apostrophes
	To Entertain
Stevenson	Debate: Children come to school to learn. They should
	Time/ Statistics
	UK Locations
	CelebrationsIslamSikhismChristianity
bases	Programming B – Events and actions
ow does music	Sharing Musical Experiences: How does music help us
	Drawing: Growing artists
	Fruit or vegetables
	Athletics and dodgeball
	Growing and changing Saving and spending

(LARNING)		Year 4 - Ha	arriers Banbury Academy Who	le School Curriculum Overview	v: 2023-24	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Guiding Principles	Self		Engag		Pur	pose
Conditions of learning	Belonging Fun & excitement	Heroes	Spirit of adventure Sense of accomplishment	Curiosity & creativity	Leadership & responsibility	Confidence to take action
uture skills	Teamwork (Think, pair, share)	Respect (Engaged learning)	Independence (Responsible for own learning)	Resilience	Communication	Self-motivation (Improving work)
Driving question	Driving question: As travel agents, how can we	Driving question:	Driving question: As environmentalists, why should	Driving question: As electricians, how can we use our	Driving question:	Driving question: As actors, how can we bring the
L Assignment	Presentation	Youtube Video	Peaceful Protest with leaflets	Poster to present solution	Assignment: Creating a new chocolate bar	Assignment: Re-enactment
ployability focus: Gatsby 2	Tourism	Historical Expert	Naturalist	Science	Advertising/Marketing	Literature studies
ployability: Gatsby 5	Advertiser	Historian	Scientist	Electrician	Chef	Actor/ Actress
eper Learning	Learning to learn: Students seek solution-based	Communication: With guidance, students target their	Critical thinking	Critical thinking: Generate and compare multiple	Critical thinking: Evidence of completion of prolonged	Collaboration Students are developing as supportive.
tural Capital, trips and	Travel Agent Visit	Ancient Greece Artefacts	Safari Guide Video Call	Electrician Visit	Cadbury's World Visit	Camp Out
ding comprehension	English: The Boy at the Back of the Class	English: Adventures of Odvsseus	English: The Explorer by Katherine Rundell	English: The Accidental Rockstar	English: The Great Kapok Trees	English: The Great Kapok Trees
aG	Ready to Write: Punctuation. Conjunctions.	Possessive Pronouns	Apostrophes	Noun Phrases	Standard English	Consolidation
ting	Persuade:	Inform:	Entertain (describe):	Entertain:	Persuade:	To inform:
cv		Poetry:		Poetry: Talking turkeys: Benjamin Zephanjah	Debate: It should no longer be allowed to buy products	Poetry: Poetry for Children: William Shakespeare
hs	Number and Place Value	Number: Multiplication and Division	Number: Multiplication and Division	Number: Fractions	Number: Decimals	Statistics
nd alone Science	Sound	Humans: Digestive system				Recap
Science			Habitats	Electricity	States of Matter	
History						The Tudors
'L Geography	Locational knowledge Place knowledge		The impact humans have on the planet Human and Physical Geography			
ligious Education	WorshipChristianity and Islam	Religious BuildingsChristianity and Sikhism	Religion in the Community	Symbolism Christianity and Islam	Sacred Texts	CelebrationsIslamSikhismChristianity
nputing	Creating media – Know how to add text boxes, format	Video Editina	Programming B – Repetition in games	Computing systems and networks – The Internet	Data and information – Data logging	Creating media – Photo editing
	Johannes Brahms - Hungarian Dance No. 5 in G Minor	Glockenspiel Stage 2	Interesting Time Signatures: How Does Music Bring	Combining Elements to Make Music: How Does Music	Developing Pulse & Groove Through Improvisation:	Creating Simple Melodies Together: How Does Music
sic	(Ten Pieces)	(Charanga)	Us Together?	Connect Us with Our Past?	How Does Music Improve Our World?	Teach Us about Our Community?
	((e · · · · · · · · · · · · · · · · · ·	(Charanga)	(Charanga)	(Charanga)	(Charanga)
anish	Phonetics	Vegetables	Presenting Myself	My Family	In the Classroom	At the Cafe
	Drawing: Power Prints	, Cooldbios	Sculpture and 3D: Mega materials		Craft and design: Eabric of nature	
		Structures: Pavilions	Food technology: Adapt a Recipe	Digitial: Mindful Timer		Mechanisms: Slingshot Cars
M (Creator Space)						
est school			Habitats			
	Cricket	Hockey	Dance	Tag Bugby	Bounders	Athletics
HE/RSE	Me and My Relationships	Valuing Difference	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
ancial Education	Tracking money	Influences around money	Borrowing money	Helping others	Young enterprise	Bills and tax

(LARNING		Year 5 - H	larriers Banbury Academy Who	ole School Curriculum Overvie	w: 2023-24	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Guiding Principles	Guiding Principles Self Worth		Engagement		Pu	rpose
Conditions of learning	Belonging Fun & excitement	Heroes	Spirit of adventure	Curiosity & creativity	Leadership & responsibility	Confidence to take action
ture skills	Teamwork (Think, pair, share)	Respect (Engaged learning)	Independence (Responsible for own learning)	Resilience	Communication	Self-motivation (Improving work)
Driving question	As Radio Djs how can we demonstrate how the Romans made		As teachers, how does our solar system define time?		As archeologists How can we use artefacts to show the impact	As influencers, how can we positively impact climate chan
Assignment		Create a settlement with river and a canal plan - present as a	Create an orary and use this to teach a class of younger pupils	Debate on whether you would prefer to be a viking or an anglo	s Powerpoint	A viral video
loyability focus: Gatsby 2 & 4	Radio DJ, Historians, Activists, History Teacher, Events	Land developer, Engineers, councillors, property developer,	Astronaut, astronomer, meterologist, electrician, pilot	Historian, Archivist, gallery curator, talk show host	Museum curator, veteran, archeologist	Renewable energy engineer, influencers, climate chang
oloyability: Gatsby 5	Radio DJ	Land developer into school to share job role	Interview a teacher (secondary science?)	Museum representative	Archeologist	Influencer
er Learning Competencies			A Communication: With guidance, students target their message	Critical thinking: Identify the evidence that supports particular	Learning to learn: Students begin to use digital tools in a	Communication: Use a given apppropriate tool for
ural Capital, trips and visitors	ite, Roman day, Oxfordshire museum visit, Virtual visit to Roman		Go stargazing, perform to an audience, Space centre	Viking day	Banbury Museum	Science Oxford pond dipping, Sutton Courtney,
try		Sensational poems inspired by the 5 senses			Dark sky dark	Peoms the wind blew in
ic text	Escape to Pompeii	Once upon a raindrop	Planetarium	Beowulf	The forest of the moon and the sword	From the forest to the sea
ding comprehension	Just reading project - Who let the Gods out?		Just reading project - Odyssey			
3	Punctuation, Prefixes and suffixes and clauses	Speech, Modal verbs and adverbs	Fronted adverbials and conjunctions for cohesion	Adverbials and expanded noun phrases	Parenthesis and tenses	Alliteration, metaphors, similies
ting	There's a boy in the girl's bathroom (PoR) To inform - Autobiography (Point of view of character in the	Floodland (PoR) To entertain (Description of settlement) ATL based	Cosmic disco (PoR) To persuade (Speech/presentation as teacher to children)	The viewer (PoR) To inform (Reports on Viking/Anglo Saxon)	The London Eye mystery (PoR) - To entertain (Mystery Narrative based on story)	Varmints (PoR) To discuss (Newspaper on climate change)
cy	book)	give well-structured descriptions, explanations and narratives for	Cain maintain and manitar the interact of the listener	Participate in discussions and debates Ask relevant questions	listen and respond appropriately to adults and their peers	Gain, maintain and monitor the interest of the listener
S S	Place Value, addition and subtraction, negative numbers	Multiplication and division. Fractions A	Multiplication and division. Fractions B	Decimals and percentages, perimeter and area, statistics	Shape, position and direction, decimals	Decimals, converting units, volume
s d alone Science	Forces	Living things (plants, lifecycles)	Multiplication and division, mactions b	Properties of materials	Animals	Changes of materials
cience	101063	Living tilligs (plants, mecycles)	Space	r ioperties of materials	Animais	Changes of materials
listorv	Romans		opace	Vikings and Anglo Saxons	Civil war	
Geography	Tiomana	Canals and rivers		Viningo and Angio Gazono	Givii wdi	1
ious Education	Rites of passage ChristianityIslamHinduism	Pilgrimage ChristianityIslam	DiversityChristianity Islam Humanism	Founders prophets and rootsChristianity IslamBuddhis	Creation and EnvironmentChristianity IslamHumanism	Ethics
outing	Audacity audio recording for radio show	Programming A – Selection in physical computing	Computing systems and networks – Sharing information	Creating media – Vector drawing	Scratch – make a maze game, draw and code sprites	Creating media – Video editing
lating	Started with Music Tech: How Does Music Bring Us Together? (c		Gustav Holst 'Mars' from 'The Planets' (ten pieces)		h Exploring Key & Time Signatures: How Does Music Improve Or	
, ish	PhoneticsMy family	The date	The weather	Do you have a pet?	Home	Romans/Habitats
511	i nonotoowy runny	ine date	Drawing: I need space	Do you nave a per:	Sculpture: Interactive installation	Painting and mixed media: Portraits
	Food technology: what could be healthier?	Structures: bridges	Drawing. Theed space		oodiptore. Interdetive installation	Mechanisms: Pop up books
(Creator Space)	r ood teennology, what could be nealthier:	otructures, proges		Protect the Egg! engineering challenge		
t school				riotect the Lyg: engineering challenge	Animals	
	Fitness and hockey	Yoga and basketball	OAA and football	Tennis and dodgeball	Dance and badminton	Gymnastics and athletics
E/RSE	Me and my relationships	Valuing difference	Keeping myself safe	Rights and respect	Being my best	Growing and changing
ancial Education	Calculations	Valuing difference Value for money	Financial risks	Choosing jobs	Young enterprise	Food and money