



Nursery - Harriers Banbury Academy Whole School Curriculum Overview: 2023-24

3 Guiding Principles

8 Conditions of learning

Future skills

ATL Driving question

ATL Assignment

Employability focus: Gatsby 2

Deeper Learning

Cultural Capital

Writing Text Type

Literacy

Maths

EAD - ART; MUSIC, D&T

PSED

C&L

PD - Art; D&T,

UTW

PE

PSHE

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self Worth		Engagement		Purpose	
Belonging Fun & excitement	Heroes	Spirit of adventure Sense of accomplishment	Curiosity & creativity	Leadership & responsibility	Confidence to take action
Teamwork (Think, pair, share)	Respect (Engaged learning)	Independence (Responsible for own learning)	Resilience	Communication	Self-motivation (Improving work)
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?
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	With support, students use scaffolded strategies to	To present ideas about habitats
Students understand that people have different	With support, students use scaffolded strategies to	Collaboration Work individually towards given group	Students are receptive to being given personal	The children will work collaboratively to create a meal	Evidence of completing a collaborative task
Local walk to Easington park	Trip to the post office	Librarian	Visitor- firefighter	Peoples park	Zoo lab
To entertain (describe):	To inform:	To entertain:	To entertain: "instructions in science POR: What the	To inform:	To persuade:
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	Write some letters accurately, (see PD document too)	Write some letters accurately, (see PD document too)
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 ideas and feelings through making marks, and sometimes give a meaning to the marks they make	Explore different materials, using all their senses to investigate them. Manipulate and play with different materials.	conflicts. Notice children who are not taking part in pretend play, and help them to join in.	Draw with increasing complexity and detail, such as representing a face with a circle and including details.	Explore colour and colour mixing.	
Help children to develop their pretend play by modelling, sensitively joining in and helping them to elaborate it. Suggestion: help to develop a child's home corner play of feeding a 'baby', by suggesting a nappy-change and then a song as you settle the 'baby'	Encourage young children to explore materials/ resources finding out what they are/what they can do, and decide how they want to use them.	Explore different materials freely, in order to develop their ideas about how to use them and what to make.	Use drawing to represent ideas like movement or loud noises.	Show different emotions in their drawings – happiness, sadness, fear etc.	Play instruments with increasing control to express 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',
Multi-syllabic words such as 'banana' and 'computer'	Sing a large repertoire of songs	Sing a large repertoire of songs	Develop their pronunciation but may have problems	Promote and model active listening skills: "Wait a	Promote and model active listening skills: "Wait a
Pass things from one hand to the other. Let go of	Develop manipulation and control. – playdough,	Use large and small motor skills to do things	Use large and small motor skills to do things	Use large and small motor skills to do things	Use large and small motor skills to do things
Explore materials with different properties.	Encourage toddlers and young children to enjoy and	Use all their senses in hands on exploration of natural	Provide children with opportunities to change	Plant seeds and care for growing plants. Understand	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	PE: Games unit 1	PE: Gymnastics unit 1
Making Relationships	Self-confidence and Self-awareness	To understand turn taking within a circle time to be able to	Managing Feelings and Behaviour	Managing feelings and behaviours: To understand how to	Managing feelings and behaviours To be able to work as a

Early Years - Harriers Banbury Academy Whole School Curriculum Overview: 2023-24						
3 Guiding Principles 8 Conditions of learning Future skills	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Belonging Fun & excitement Teamwork (Think, pair, share)	Self Worth Heroes Respect (Engaged learning)	Spirit of adventure Sense of accomplishment Independence (Responsible for own learning)	Engagement Curiosity & creativity Resilience	Leadership & responsibility Communication	Purpose Confidence to take action Self-motivation (Improving work)
ATL 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? Fairy tales	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?
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	The children will work to set their own goal and review what they 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	To present ideas about habitats
Employability focus: Gatsby 2 & 4 (Linking curriculum learning to careers) Employability: Gatsby 5 (Encounters with employers/employees)	Photographer - family link (JJ Dad)	being a lifeguard	working in a supermarket	How to be a fireman	IV.1.A	tv presenter - david attenborough
Deeper Learning Competencies	someone to get in	Lifeguard	(Jesse's mum)	fireman (Aria Dad)		Role play and drama tv presenter
Cultural Capital	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 incremental small steps to achieve them	Students are receptive to being given personal learning goals for individual learning tasks	The children will work collaboratively to create a meal and be able to tell you where all of the food came from	evidence of completing a collaborative task
Reading texts / topic texts	Local walk to Easington park	Swimming at Spiceball	Morrisons Shopping	Fire station	Trip to Crouch Hill	Cotswold Wildlife Park
	Allberg - Starting school, A new house for mouse There'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	Beegu The Way Back Home Aliens love underpants Whatever Next/Moon Man Toys in Space - Mini Grey	Fairy Tales; Castles! Sit Charlie Stinky socks collection	On Sudden Hill Bog Baby Staney's Stick	Owl Babies Rumble in the Jungle
Reading comprehension	Just reading - Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. Write some or all of their name 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 correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme	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 correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Form lower-case and capital letters correctly Write short captions with words with known letter-sound correspondences using a capital letter and full stop.	Just reading: Write short sentences with words with known letter-sound correspondences using a capital letter and full stop. Comprehension 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. Word Reading Simple cvc Can identify tricky words Writing What is a sentence? How to we create one orally for writing? Caption writing Labelling Use of sound card independently	Comprehension 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. Word Reading Say a sound for each letter in the alphabet and at least 10 digraphs. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words Writing Full stops Spell words by identifying sounds in them and representing the sounds with a letter or letters.	Comprehension 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. 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. Writing Full stops Write recognisable letters, most of which are correctly formed. 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.	Comprehension 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. 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. Writing Capital letter, full stop. Write recognisable letters, most of which are correctly formed. 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.
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	To persuade: Come to the zoo!
Maths	-Fast recognition of up to 3 objects, without having to count them individually ('subitising'). • 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 numbers 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	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.	Subitise no's 5-10 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.	Subitise no's 10-15 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.	Subitise recap 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.	Subitise recap 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.
EAD - ART, DT	Making houses Local artist study: Peter Dorey: Red Night Artist study: Dinosaurs- fossils? KAPOW (Art)- Drawing marvellous marks	Artist study: Dinosaurs- fossils? KAPOW (Art) - paint my world	Study: Ancient cave painting KAPOW - Sculpture and 3D - Creation station	Artist study: Piet Mondrian KAPOW - craft and design - Get crafty	Artist study: Henri matisse KAPOW (Art) Seasonal crafts	Artist study: Gustav Klimt
EAD - Music	Me! Charanga	My stories (charanga) Nativity	My stories Charanga	Everyone! Charanga	Our World Charanga	Big Bear Funk Charanga
PSED	All about me Families – similarities and differences Being a good friend Enjoys listening to longer stories and seeing what happens (plan in longer texts)	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.
C&L	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) Listen carefully to rhymes and songs, paying attention to how they sound. (Select a song of the week.) Learn rhymes, poems and songs Use sand timers to help extend concentration for children who find it difficult to focus their attention on a task.	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 how things work and why they might happen. (talk frames lessons)	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 new knowledge and vocabulary.	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, steady...go' 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. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	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 appropriate.	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

PD - Art; D&T,	<p>KAPOW - structures and junk modelling. Revise and refine the fundamental movement skills they have already acquired: rolling - crawling - walking</p> <p>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</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene.</p> <p>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 Basic pencil grip. Tri pod. Drawing lines up and down</p>	<p>KAPOW - Textiles, bookmarks. Revise and refine the fundamental movement skills they have already acquired: - jumping - running - hopping</p> <p>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</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</p> <p>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</p> <p>Oral Health - brushing</p> <p>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. Cursive writing</p>	<p>Kapow - structures - boats. Revise and refine the fundamental movement skills they have already acquired: skipping - climbing</p> <p>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</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</p> <p>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.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (target practice)</p> <p>Oral health eating</p> <p>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</p>	<p>Kapow - seasonal projects. 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</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Begin to show accuracy and care when drawing. - real life drawings using varied techniques</p>	<p>KAPOW - cooking and nutrition, soup. Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently.</p> <p>Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons</p> <p>Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene</p>
	<p>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.</p> <p>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.</p> <p>Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.</p>	<p>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 importance. Show images of familiar situations in the past, such as homes, schools, and transport. Look for opportunities to observe children talking about experiences that are familiar to them and how these may have differed in the past. Offer opportunities for children to begin to organise events using basic chronology, recognising that things happened before they were born.</p>	<p>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.</p> <p>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.</p>	<p>Natural world: Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Observe and interact with natural processes, such as ice melting, 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.</p> <p>Guide children's understanding by drawing children's attention to the weather and seasonal features.</p>	<p>Culture and community: - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.</p> <p>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. TO DO</p> <p>Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside</p> <p>Model the vocabulary needed to name specific features of the natural world, both natural and manmade</p>	<p>Natural world: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p>
UTW						
Computing	<p>Exploring Bee Bots - what are they? How do they work? Program them using simple algorithms. Debug errors in algorithms.</p>	<p>Developing mouse and keyboard skills.</p> <p>Use paint program to create pictures and to present ideas.</p> <p>Take and edit photos of themselves</p>	<p>Computing systems and networks - Technology around us</p> <p>Take photos of technology around school</p>	<p>Scratch Jr - exploring block coding.</p> <p>Create simple programs using coding blocks.</p> <p>Motion blocks, creating and adding characters and backgrounds, sound</p>	<p>Unplugged sorting activities using given criteria and choosing criteria</p> <p>Collect data and present as a pictogram - ask and answer questions.</p>	<p>Use cameras, iPads to capture still images.</p> <p>Features of a good photo.</p> <p>Manipulate images using iPad app or computer program.</p>
Forest school	rules and boundaries	den building	art and crafting	cooking	cooking	Review Scratch Jr - sound and characters
RE	Me and Others: Who is important to me? (Our Values)	Celebrations: How do Christians celebrate Christmas? (Christianity - Nativity).	Expression, Places and Symbols: How can I show how I feel? (Our Values)	Big Questions: How can we make people happy? (Our Values)	Stories: If you had 1 wish, what would it be? (Our Values)	mini beasts and exploring
PE	<p>Term 1</p> <p>i) Being a good sportsperson and building individual character</p> <ul style="list-style-type: none"> A sportsperson can use precise movements (agility) to move around space 	<p>Term 2</p> <p>iii) Ensure children lead a healthy and active lifestyle by developing strength and skills</p> <ul style="list-style-type: none"> I know how my body changes when I exercise. 	<p>Term 3</p> <p>i) Being a good sportsperson and building individual character</p> <ul style="list-style-type: none"> 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. 	<p>Term 4</p> <p>iii) Ensure children lead a healthy and active lifestyle by developing strength and skills</p> <ul style="list-style-type: none"> 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. 	<p>Term 5</p> <p>ii) Build their understanding of the rules of a range of sports</p> <ul style="list-style-type: none"> 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 	<p>Term 6</p> <p>ii) Build their understanding of the rules of a range of sports</p> <ul style="list-style-type: none"> 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.
PSHE/RSE	<p>Making Relationships</p> <p>To be able to initiate and hold conversations by asking questions and responding to peers and adults.</p> <p>To understand right and wrong behaviour and being able to listen to others.</p> <p>To be able to share, listen to ideas and communicate with peers for example working together to construct something.</p> <p>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.</p>	<p>Self-confidence and Self-awareness</p> <p>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.</p> <p>To know what they are good at doing and understand positive behaviours.</p> <p>To be confident in their learning environment to explore all activities and use communication to express what they have enjoyed.</p>	<p>To understand turn taking within a circle time to be able to express ideas.</p> <p>To be aware of activities and resources available and access these independently e.g. making a 3D shape model in the Art area.</p> <p>To understand own capabilities and be confident to try activities sometimes without an adult when help isn't needed.</p>	<p>Managing Feelings and Behaviour</p> <p>Becomes upset or tries to comfort another child when they realise they have upset them.</p> <p>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 do you think you should do to help yourself?" "Spend time in the thinking zone to calm down."</p>	<p>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.</p> <p>To use the zones of regulation to explain feelings and discuss consequences of feelings.</p>	<p>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.</p> <p>To be able to behave appropriately in different situations e.g. P.E. lessons in the hall and assembly.</p>
Financial Education	Coins and notes	Safe places for money	Feelings around money	Use of money	Choices on spending	Choices on saving
RSE	AUP	Pants Rule	Safe adults	safely within school grounds	1st Aid	Whole year recap
Safeguarding in the curriculum						



Year 1 - Harriers Banbury Academy Whole School Curriculum Overview: 2023-24

Table with columns for Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1, Summer 2 and rows for various subjects like English, Maths, Science, History, etc.



Year 2 - Harriers Banbury Academy Whole School Curriculum Overview: 2023-24

3 Guiding Principles

8 Conditions of learning

Future skills

ATL Driving a question

ATL Assignment

Employability focus: Gatsby 2 & 4

Employability: Gatsby 5

Deeper Learning Competencies

Cultural Capital, trips and visitors

Reading comprehension

SPaG

Writing

Oracy

Maths

Stand alone Science

ATL Science

ATL History

ATL Geography

Religious Education

Computing

Music

Art

DT

STEM (Creator Space)

Forest school

PE

PSHE/RSE

Financial Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Self Worth		Engagement		Purpose	
	Belonging Fun & excitement	Heroes	Spirit of adventure Sense of accomplishment	Curiosity & creativity	Leadership & responsibility	Confidence to take action
	Teamwork (Think, pair, share)	Respect (Engaged learning)	Independence (Responsible for own learning)	Resilience	Communication	Self-motivation (Improving work)
As geographers, how can I express my opinion on the Debate	As presenters, how can I collaborate to accurately Newsround episode	As zoologists, how can I improve the habitat of an Problem solving poster	How can I compare different locations? Presentation	As personal trainers, how can we lead our school to Video	As historians, can we explain what our life would be Leaflet	
Estate agents, travel agent, geography teacher	Firefighter, architect	Zoologists, vets, conservation, animal rescue centre	Travel writer, TV news anchor, journalist	Personal trainers, TV presenters, nutritionists, chefs	Historians, journalists, authors, advertisers	
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 local gym	Granparents speak to children about their childhoods	
Communication: Students are supported to understand Kings Sutton trip	Collaboration: Through direction, students are Talk to firemen - show us their fire engine.	Critical thinking: Use information from observations Sea life centre	Communication: Students recognise that there are Visit a travel agents in Banbury	Collaboration: With support, recognise different Trip to Woodgreen Gym.	Learn to Learn: Students care about the quality of Victorian Day	
Just reading project- The Guardians of Magic- Chris	Fluency and retrieval	Just reading project	Inference and sequencing		Prediction and summarising.	
Punctuation- questions, exclamations, commands	Word Classes, Noun phrases	Commas, apostrophes, conjunctions	Suffixes and tenses	Punctuation: commas, apostrophes		
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: Advert to	To inform: Letter from Victorian Times, Text: Orion in	
Autumn Fires- Rober Louis Stephenson	Autumn Fires- Rober Louis Stephenson	Debate- eating sweets helps me to feel full		Fractions, time, revision	Statistics, position and direction. Re-cap.	
Place value, addition, subtraction	Finish addition and subtraction, shape	Money, Multiplication and division	Finish Multiplication and division, length and height, ma		Plants	
Materials	Lifecycles		Living, non-living, never lived	Humans		
	Events beyond living memory	Animals			Changes from the Victorian Times	
Name, locate and identify capital cities. Identify the key			Naming continents and oceans, Naming capital cities			
Who am I? Belonging Christianity and Hinduism	Important people and places	Special things	Sacred books Christianity and Judaism	Natural world Christianity and Hinduism	Special occasions Christianity and Hinduism	
Programming A - Robot algorithms	Creating media - Making music	Scratch Jnr - Using programming blocks to create a	Computing systems and networks - IT around us	Data and information - Pictograms	Combine text, images, shapes and audio in	
The lark ascending- BBC Ten pieces	haranga- How does music help us make friends. Nativity	How Does Music Teach Us About the Past?- Charanga	haranga: How does music make the world a better place	Recorder book 1: Charanga	ranga: How does music teach us about our neighbourhood.	
	Drawing: Tell a story		Painting and mixed media: Life in colour		Structure: Clay houses	
Structures: Baby bear's chair		Textiles: pouches		Food technology: Balanced diet		
					Plants	
Fundamentals unit, Ball skills unit	Fitness unit, targets unit	Dance, Send and retrieve	Gymnastics, Team building	Strike and Field, Net and Wall	Athletics, Invasion games	
Me and my relationships	Valuing difference	Keeping myself safe	Rights and respect	Being my best	Growing and changing	
Value of money	Keeping track of money	Choices around money	Where does money come from?	Raising money	Forms of money	



Year 3 - Harriers Banbury Academy Whole School Curriculum Overview: 2023-24

3 Guiding Principles
 8 Conditions of learning
 Future skills
 ATL Driving question
 ATL Assignment
 Employability focus: Gatsby 2 & 4
 Employability: Gatsby 5
 Deeper Learning Competencies
 Cultural Capital, trips and visitors
 Reading comprehension
 SPaG
 Writing
 Oracy
 Maths
 Stand alone Science
 ATL Science
 ATL History
 ATL Geography
 Religious Education
 Computing
 Music
 DT
 STEM - Creator space
 Spanish
 Forest school
 PE
 PSHE/RSE
 Financial Education

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Self Worth		Engagement		Purpose	
Belonging Fun & excitement	Heroes	Spirit of adventure Sense of accomplishment	Curiosity & creativity	Leadership & responsibility	Confidence to take action
Teamwork (Think, pair, share)	Respect (Engaged learning)	Independence (Responsible for own learning)	Resilience	Communication	Self-motivation (Improving work)
As palaeontologists, what have the discoveries of Presentation	As inventors, how can we design a game using Create a forces/magnetics based game	As presenters, How can we show how important Horrible Histories Show	As artists, how can we demonstrate the impact that Art Exhibition, Production of Sketchbook	Would we, as children today, survive in the stone Debate/Survival Guide	As advertisers, where in the UK would you Advert
Archeologist, Explorer	Engineer, designer, technician	Script writer, actor, presenter	Artists, designers, historians, authors, poets.	Archeologist, Craftsmen, Historian	Travel agents, cartographers, architects.
Historian, Outdoor Adventure Leader	Car Engineer, Games Designer	Hands on Oxfordshire Heritage historians.	Potters, graphic designers, games designers	Survivalist	Travel Agent
Critical thinking: Gather relevant information from Visit to site of fossils - dig for fossils. Trip to Farm.	Critical thinking: Explain different strategies and Visit to the British Motor Museum	Collaboration: With support, recognise different Visit from Egyptian workshop - Enigmatic	Learn to Learn: Students care about the quality of Ashmolean Visit and Workshop	Communication: With guidance, students target Visit to Rollright Stones	Communication: Students begin to demonstrate an Visit to beach, trip to a village, zoom call to other
Just reading project - Podkin One Ear		Just reading project - The Borrowers			
Capital letters	Speechmarks, Clauses, Conjunctions for	Paragraphs, Fronted Adverbials, Prepositional	Conjunctions for time, place and cause	Present perfect tense Word families	Plural possessive apostrophes
To Inform	To Entertain (describe)	To persuade:	To Entertain	To Inform	To Entertain
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 Stevenson	Debate: Children come to school to learn. They should
Place Value / Addition and Subtraction	Addition and Subtraction/ Multiplication and Division	Multiplication and Division / Fractions	Fractions / Length and perimeter / mass and capacity / Shape		Time/ Statistics
		Plants	Light	Animals	
Rocks and fossils	Forces and magnets	Ancient Egypt		Stone Age	
					UK Locations
Worship Christianity and Islam	Religious Buildings Christianity and Sikhism	Religion in the Community	Symbolism Christianity and Islam	Sacred texts	Celebrations Islam Sikhism Christianity
Creating media – Desktop publishing (slides and	Programming A – Sequence in music	Creating media – Animation	Computing systems and networks – Connecting	Data and information – Branching databases	Programming B – Events and actions
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 does music	Sharing Musical Experiences: How does music help us
	Painting and mixed media: Pre-historic painting	Craft and design: Ancient Egyptian scrolls			Drawing: Growing artists
Mechanisms: pneumatic toys	Food technology: Eat seasonally			Textiles: cross stitch	
Phonetics	Animals	Instruments	I am able	Ice-creams	Fruit or vegetables
Rocks and fossils					
Cross Country-warm up	Yoga unit	Gymnastics	Handball	Tennis unit	Athletics and dodgeball
Me and my relationships	Valuing difference	Keeping myself safe	Rights and respect	Being my best	Growing and changing
Different ways to pay	Prioritising needs	Accounts	A range of jobs	Young Enterprise	Saving and spending



Year 4 - Harriers Banbury Academy Whole School Curriculum Overview: 2023-24

- 3 Guiding Principles
- 8 Conditions of learning
- Future skills
- ATL Driving question
- ATL Assianment
- Employability focus: Gatsby 2
- Employability: Gatsby 5
- Deeper Learning
- Cultural Capital, trips and
- Reading comprehension
- SPaG
- Writing
- Oracy
- Maths
- Stand alone Science
- ATL Science
- ATL History
- ATL Geography
- Religious Education
- Computing
- Music
- Spanish
- Art
- DT
- STEM (Creator Space)
- Forest school
- PE
- PSHE/RSE
- Financial Education

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Self Worth		Engagement		Purpose	
	Belonging Fun & excitement	Heroes	Spirit of adventure Sense of accomplishment	Curiosity & creativity	Leadership & responsibility	Confidence to take action
	Teamwork (Think, pair, share)	Respect (Engaged learning)	Independence (Responsible for own learning)	Resilience	Communication	Self-motivation (Improving work)
Driving question: As travel agents, how can we	Driving question: As travel agents, how can we	Driving question: As environmentalists, why should	Driving question: As environmentalists, why should	Driving question: As electricians, how can we use our	Driving question: As electricians, how can we use our	Driving question: As actors, how can we bring the
Presentation	Youtube Video	Peaceful Protest with leaflets	Peaceful Protest with leaflets	Poster to present solution	Poster to present solution	Assignment: Re-enactment
Tourism	Historical Expert	Naturalist	Naturalist	Science	Science	Literature studies
Advertiser	Historian	Scientist	Scientist	Electrician	Electrician	Actor/ Actress
Learning to learn: Students seek solution-based	Communication: With guidance, students target their	Critical thinking	Critical thinking	Critical thinking: Generate and compare multiple	Critical thinking: Evidence of completion of prolonged	Collaboration Students are developing as supportive
Travel Agent Visit	Ancient Greece Artefacts	Safari Guide Video Call	Safari Guide Video Call	Electrician Visit	Cadbury's World Visit	Camp Out
English: The Boy at the Back of the Class	English: Adventures of Odysseus	English: The Explorer by Katherine Rundell	English: The Explorer by Katherine Rundell	English: The Accidental Rockstar	English: The Great Kapok Trees	English: The Great Kapok Trees
Ready to Write: Punctuation, Coniunctions.	Possessive Pronouns	Apostrophes	Apostrophes	Noun Phrases	Standard English	Consolidation
Persuade:	Inform:	Entertain (describe):	Entertain (describe):	Entertain:	Persuade:	To inform:
	Poetry:			Poetry: Talking turkeys: Benjamin Zephaniah	Debate: It should no longer be allowed to buy products	Poetry: Poetry for Children: William Shakespeare
Number and Place Value	Number: Multiplication and Division	Number: Multiplication and Division	Number: Multiplication and Division	Number: Fractions	Number: Decimals	Statistics
Sound	Humans: Digestive system		Habitats	Electricity	States of Matter	Recap
						The Tudors
	Locational knowledge Place knowledge		The impact humans have on the planet Human and Physical Geography			
	Worship: Christianity and Islam	Religious Buildings: Christianity and Sikhism	Religion in the Community	Symbolism: Christianity and Islam	Sacred Texts	Celebrations: Islam, Sikhism, Christianity
Creating media – Know how to add text boxes, format	Video Editing	Programming B – Repetition in games	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 (Ten Pieces)	Glockenspiel Stage 2 (Charanga)	Interesting Time Signatures: How Does Music Bring Us Together? (Charanga)	Interesting Time Signatures: How Does Music Bring Us Together? (Charanga)	Combining Elements to Make Music: How Does Music Connect Us with Our Past? (Charanga)	Developing Pulse & Groove Through Improvisation: How Does Music Improve Our World? (Charanga)	Creating Simple Melodies Together: How Does Music Teach Us about Our Community? (Charanga)
Phonetics	Vegetables	Presenting Myself	Presenting Myself	My Family	In the Classroom	At the Cafe
Drawinn: Power Prints		Sculpture and 3D: Meqa materials	Sculpture and 3D: Meqa materials		Craft and design: Fabric of nature	
	Structures: Pavilions	Food technology: Adapt a Recipe	Food technology: Adapt a Recipe	Digital: Mindful Timer		Mechanisms: Slingshot Cars
			Habitats			
			Dance	Tan Bughv	Rounders	Athletics
Cricket	Hockey	Keeping Myself Safe	Keeping Myself Safe	Rights and Responsibilities	Being my Best	Growing and Changing
Me and My Relationships	Valuing Difference	Borrowing money	Borrowing money	Helping others	Young enterprise	Bills and tax
Tracking money	Influences around money					



Year 5 - Harriers Banbury Academy Whole School Curriculum Overview: 2023-24

	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Self Worth		Engagement		Purpose		Purpose		Purpose		Purpose	
	Belonging Fun & excitement	Heroes	Spirit of adventure	Curiosity & creativity	Leadership & responsibility	Confidence to take action						
	Teamwork (Think, pair, share)	Respect (Engaged learning)	Independence (Responsible for own learning)	Resilience	Communication	Self-motivation (Improving work)						
3 Guiding Principles												
8 Conditions of learning												
Future skills												
ATL Driving question												
ATL Assignment												
Employability focus: Gatsby 2 & 4												
Employability: Gatsby 5												
Deeper Learning Competencies												
Cultural Capital, trips and visitors												
Poetry												
Topic text												
Reading comprehension												
SPaG												
Writing												
Oracy												
Maths												
Stand alone Science												
ATL Science												
ATL History												
ATL Geography												
Religious Education												
Computing												
Music												
Spanish												
Art												
DT												
STEM (Creator Space)												
Forest school												
PE												
PSHE/RSE												
Financial Education												