

		Early Years - Harriers Banbury Academy Whole School Curriculum Overview: 2023-24											
		Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
		Self Worth		Heroes		Engagement		Curiosity & creativity		Leadership & responsibility		Purpose	
		Belonging Fun & excitement Teamwork (Think, pair, share)		Respect (Engaged learning)		Spirit of adventure Sense of accomplishment Independence (Responsible for own learning)		Curiosity & creativity Resilience		Communication		Confidence to take action Self-motivation (Improving work)	
Future skills		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 Driving question		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 - harvest drawing up as the title character from their castle.		With support, students use scaffolded strategies to meet the demands of a task		To present ideas about habitats	
ATL Assignment		Photographer - family link (JJ Dad)		being a lifeguard		working in a supermarket		How to be a fireman		IV.1.A		tv presenter - david attenborough	
Employability focus: Gatsby 2 & 4 (Linking curriculum learning to careers)		someone to get in		Lifeguard		(Jesse's mum)		fireman (Ana Dad)		Role play and drama tv presenter		evidence of completing a collaborative task	
Employability: Gatsby 5 (Encounters with emolovers/emolovees)		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			
Deeper Learning Competencies		Local walk to Easington park		Swimming at Spiceball		Morrisons Shopping		Fire station		Trip to Drouch Hill		Cotswold Wildlife Park	
Cultural Capital		Alberg - Starting school, A new house for mouse Three little pigs The Three Little Wolves And The Big Bad Pig The House That Jack Built		There's a monster under my bed!		There's a t rex in town Goodnight Dinosaur Dane'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		On Sudden Hill Bog Baby Stanleys Slick		Owl Babies Rumble in the Jungle	
Reading texts / topic texts													
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.		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. - Anticipate (where appropriate) key events in stories. Word Reading Simple cvc Can identify tricky words Writing What is a sentence? How to 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, including some common exception words 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 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		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 even and odd, double facts and how quantities can be distributed equally.			
EAD - ART, DT		Making houses Local artist study: Peter Dorey: Red Night Artist study: Dinosaur- fossils? KAPOW (Art) - Dinosaur miscellaneous marks		Artist study: Dinosaur- 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 matise KAPOW (Art) Seasonal crafts		Artist study: Gustav Klimt	
EAD - Music		Me! Charanga All about me Families - similarities and differences Being a good friend		My stories (charanga) Nativity Routine, Rules, Playing, Iyding, sanctions, friends, respect, challenges. Selecting resources independently. Understand rights, introducing voting (best dinosaur).		My stories Charanga Routine, Rules, Playing, Iyding, sanctions, friends, respect, challenges. Selecting resources independently. Understanding others emotions, respect for all		Everyone! Charanga Routine, Rules, Playing, Iyding, sanctions, friends, respect, challenges. Sharing similarities and differences, celebrating each other (celebrating heroes; showing respect).		Our World Charanga Routine, Rules, Playing, Iyding, sanctions, friends, respect, challenges. Understand rights, re-cap voting through discussions of right and wrong choices.		Big Bear Funk Charanga Teamwork, acceptance. Moving forward. Resolving conflict independently.	
PSED		Enjoys listening to longer stories and seeing what happens (plan in longer texts) 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	
C&L		KAPow - structures and junk modelling. Revise and refine the fundamental movement skills they have already acquired: rolling - crawling - walking 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 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		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, 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 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 Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (target practice) 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 Cursive writing		KAPow - structures - boats. Revise and refine the 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 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. Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming. Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. (target practice) 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		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 Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene 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		KAPow - cooking and nutrition, soup. 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 Further develop the skills they need to manage the school day successfully: - lining up and queuing - mealtimes - personal hygiene		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	
PD - Art, D&T		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. 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. Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.		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.		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. 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.		Natural world: Explore the natural world around them, making observations and drawing pictures of animals and plants 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. Guide children's understanding by drawing children's attention to the weather and seasonal features.		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. 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 Name and describe some plants and animals children are likely to see, encouraging children to recognise familiar plants and animals whilst outside Model the vocabulary needed to name specific features of the natural world, both natural and manmade		Natural world: Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	
Computing		Exploring Bee Bots - what are they? How do they work? Program them using simple algorithms. Debug errors in algorithms.		Developing mouse and keyboard skills. Use paint program to create pictures and to present ideas. Take and edit photos of themselves		Computing systems and networks - Technology around us Take photos of technology around school		Scratch Jr - exploring block coding. Create simple programs using coding blocks. Motion blocks, creating and adding characters and backgrounds, sound		Unplugged sorting activities using given criteria and choosing criteria Collect data and present as a pictogram - ask and answer questions. Manipulate images using iPad app or computer program.		Use cameras, iPads to capture still images. Features of a good photo. Manipulate images using iPad app or computer program.	
Forest school		den building		art and crafts		cooking		cooking		cooking		cooking	
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)		Big Questions: How can we make people happy? (Our Values)		Big Questions: How can we make people happy? (Our Values)		Big Questions: How can we make people happy? (Our Values)	
PE		Term 1 i) Being a good sportsperson and building individual character - A sportsperson can use precise movements (agility) to move around space		Term 2 ii) Ensure children lead a healthy and active lifestyle by developing strength and skills - I know how my body changes when I exercise.		Term 3 i) Being a good sportsperson and building individual character - I know how my body movements express my feelings and how dancers use music to express themselves. - I can begin to build a repertoire of dances.		Term 4 ii) Ensure children lead a healthy and active lifestyle by developing strength and skills - A sportsperson uses different movements - A sportsperson can use balance to move safely. - A sportsperson uses different movements for different tasks and on different equipment. - A sportsperson keeps safe when moving into space and landing.		Term 5 i) Build their understanding of the rules of a range of sports - A sportsperson uses their eyes and hands to help them catch. - A sportsperson is able to keep control of a ball - A sportsperson has to move in different ways		Term 6 ii) Build their understanding of the rules of a range of sports - A sportsperson uses their eyes and hands to help them catch. - A sportsperson is able to keep control of a ball - A sportsperson has to move in different ways.	
PSHE/RE		Making Relationships To be able to initiate and hold conversations by asking questions and responding to peers and adults. To understand right and wrong behaviour and being able to listen to others. To be able to share, listen to ideas and communicate with peers for example working together to construct something. 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.		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 be confident in their learning environment to explore all activities and use communication to express what they have enjoyed.		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 without an adult when help isn't needed.		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 do you think you should do to help yourself?" "Spend time in the thinking zone to calm down."		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 consequences of feelings.		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.	
Financial Education		Coins and notes		Safe places for money		Feelings around money		Use of money		Choices on spending		Choices on saving	
RSE		AUP		Partis Rule		Safe adults		Safety within school grounds		1st Aid		Whole year recap	