

Nursery - Harriers Banbury Academy Whole School Curriculum Overview: 2024-2025

3 Guiding Principles 8 Conditions of learning	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
<b>AL Driving question</b>	What do I see on my way to school? Same LO as last year, but with a different slant as we will add in magic through the books we look at and move on to spellcasting in the second half of term!	How can I explain how to look after a dragon?	How can we explore underwater?	Which is the best way to travel?	What makes a great game?	Which is the most useful plant? (Multisensory approach - smell, taste, touch/texture, colours, purpose)
<b>AL Assignment</b>	Create a shared map and talk through the way to school naming features and things they see	Create dragon picture and artwork to hide around school and talk about their favourite dragon - Christmas production dragon themed	Create an underwater facility	Create a model of their own favourite way to travel (real or imaginary)	Work in teams to create a game, and list the rules; play and review each others' games	Grow plants and take photos of them over time, create class Botanical Almanac
<b>Power skills</b>	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
<b>Cultural Capital</b>	Local walk to Eslington park	Trips to the post office	Library trip	Ornisco trip?	Games cafe / Ornisco trip?	Peggles Park
<b>Literacy</b>	Schedule story time and encourage: Repeat words and phrases from familiar stories. Ask questions about the book. Make comments and shares their own ideas.	During intervention: Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Add some marks to their drawings, which they give meaning to. For example: "That says mummy." Do large-scale sensory play, such as making marks with fingers in wet sand or in a tray of flour - using sticks and leaves to make marks during Forest school sessions	Understand the five key concepts about print - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book. 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 Write some or all of their name. Write some letters accurately.	Directly teach them to 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, writing 'm' for mummy. Write some or all of their name. Help children tune into the different sounds in English by making changes to rhymes and songs, like: - changing a word so that there is still a rhyme: "Twinkle, twinkle yellow car" - making rhymes personal to children: "Hey diddle diddle, the cat and fiddle, the cow jumped over Harson."	Write some letters accurately (see PD document too) Directly teach them to 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, writing 'm' for mummy. Write some or all of their name. Deliberately miss out a word in a rhyme, so the children have to fill it in: "Run, run, as fast as you can, you can't catch me I'm the gingerbread -" Use magnet letters to spell a word ending like 'at'. Encourage children to put other letters in front to create rhyming words like 'hat' and 'cat'.	Write some letters accurately (see PD document too) Blend sounds into words (robot arm some words as you talk) Can you go to the d-oor?
<b>Writing Text Type</b>	To inform: Pines - School Walk- Spells - Emily Gravett; Very mixed up animals; The Mixed Up Chameleon - Eric Carle	To entertain/description of character Jackie Morris - Tell Me A Dragon; Dare to Care - Pet Dragon; 'The Egg' written by M. P. Robertson; The Dragon Machine - Helen Ward (hide dragons all round school), and starlight sailor to lead into Term 4	To inform: Octonarius; A Hole in the Bottom of the Sea; The fish who could wish Angry Octopus; I love sharks; Gilted the Great; Can you catch a Mermaid? Ocean meets sky to lead into term 4	To persuade: Poppy Cat's Dream; The Jumbles - Edward Lear; Ocean meets Sky; The Great Big Little Red Train	To entertain: Board Games to Create and Play; Invent 100s of games with friends and family Kevan Davis and Viviane Schwarz; Make Your Own Board Game: Designing, Building, and Playing an Original Tabletop Game	To inform: Botanicum by Kate Scott (illustrator), Kathy Willis (Author)Fungarium by Royal Botanic Gardens Kew
<b>Maths EAD - ART; MUSIC, D&amp;T</b>	Take part in finger rhymes with numbers. React to changes of Explore paint, using fingers and other parts of their 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 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' to sleep.	Develop fast recognition of up to 3 objects, without having to explore different materials, using all their senses to investigate them. Manipulate and play with different materials. Encourage young children to explore materials/resources finding out what they are/what they can do, and decide how they want to use them.	Develop fast recognition of up to 3 objects, without having to Help children to negotiate roles in play and sort out conflicts. Notice children who are not taking part in pretend play, and help them to join in. Explore different materials freely, in order to develop their ideas about how to use them and what to make. Develop their own ideas and then decide which materials to use to express them.	Solve real world mathematical problems with numbers up to 5. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Show different emotions in their drawings and paintings, like happiness, sadness, fear etc.	Positional language Explore colour and colour mixing. Show different emotions in their drawings - happiness, sadness, fear etc. Remember and sing entire songs. Sing the pitch of a tone sung by another person (pitch match).	Talk about and explore 2D and 3D shapes (for example, circles. Play instruments with increasing control to express their feelings and ideas.
<b>PSED</b>	Begin to show 'effortful control'. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front. Be increasingly able to talk about and manage their emotions. Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on. Develop friendships with other children.	Safely explore emotions beyond their normal range through play and stories. Talk about their feelings in more elaborated ways: "I'm sad because..." or "I love it when ..."	Join different materials and explore different textures. Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. Show more confidence in new social situations.	Through guided intervention: Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.	Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. Do lots of carpet quizzes about rules and how to follow them.	Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. Understand gradually how others might be feeling.
<b>C&amp;L</b>	Multi-syllabic words such as 'banana' and 'computer' Set up interventions to get them to understand simple questions about 'who', 'what' and 'where' (but generally not 'why'). Enjoys listening to longer stories and seeing what happens (plan in longer texts) Understands 2 part instructions (build into lessons and daily routine). Sing a large repertoire of songs. Develop longer sentences of 4-6 words (build in talk frames to C&L plan)	Sing a large repertoire of songs Know many rhymes (phonics) Use "Singing Phonics" to develop a set of lessons Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Develop longer sentences of 4-6 words (build in talk frames to C&L plan)	Sing a large repertoire of songs Know many rhymes (phonics) Use "Singing Phonics" to develop a set of lessons Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". Develop longer sentences of 4-6 words (build in talk frames to C&L plan)	Develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh - multi-syllabic words such as 'pterodactyl', 'planetarium' or 'hippopotamus' Create talk frames about a picture or object that Uses longer sentences of four to six words.	Promote and model active listening skills: "Wait a minute, I need to get into a good position for listening. I can't see you. Let's be quiet so I can concentrate on what you're saying." Signal when you want children to listen: "Listen carefully now for how many animals are on the broom." Link listening with learning: "I could tell you were going to say the right answer, you were listening so carefully."	Promote and model active listening skills: "Wait a minute, I need to get into a good position for listening. I can't see you. Let's be quiet so I can concentrate on what you're saying." Signal when you want children to listen: "Listen carefully now for how many animals are on the broom." Link listening with learning: "I could tell you were going to say the right answer, you were listening so carefully." Develop social phrases. Model talk routines through the day. For example, arriving in school: "Good morning, how are you?"
<b>PD - Art; D&amp;T,</b>	Pass things from one hand to the other. Let go of things and hand them to another person, or drop them Clap and stamp to music Fit themselves into spaces, like tunnels, dens and large boxes, and move around in them. Enjoy starting to kick, throw and catch balls. Build independently with a range of appropriate resources.	Develop manipulation and control - playdough, threading, beads. Explore different materials and tools. Painting, washing, scrubbing.	Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Show an increasing desire to be independent, such as wanting to feed themselves and dress or undress.	Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Go up steps and stairs, or climb up apparatus, using alternate feet. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Letter formation: Week 1 - curly caterpillar Week 2 - curly caterpillar Week 3 - robot letters Week 4 - ladder letters Week 5 - ladder letters Week 6 - monster letters	Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Start taking part in some group activities which they make up for themselves, or in teams. Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learning how to use a knife and fork. Make healthy choices about food, drink, activity and toothbrushing. Letter formation: Week 1 - curly caterpillar Week 2 - curly caterpillar Week 3 - robot letters Week 4 - ladder letters Week 5 - ladder letters Week 6 - monster letters	Use large and small motor skills to do things independently, for example manage buttons and zips, and pour drinks. Be increasingly independent in meeting their own care needs, e.g brushing teeth, using the toilet, washing and drying their hands thoroughly. Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Start eating independently and learning how to use a knife and fork. Make healthy choices about food, drink, activity and toothbrushing. Letter formation: Week 1 - curly caterpillar Week 2 - curly caterpillar Week 3 - robot letters Week 4 - ladder letters Week 5 - ladder letters Week 6 - monster letters
<b>UTW</b>	Explore materials with different properties. Explore natural materials, indoors and outside. Make connections between the features of their family and other families Encourage toddlers and young children to enjoy and explore the natural world. Suggestions: - standing in the rain with wellies and umbrellas - walking through tall grass - splashing in puddles - seeing the spring daffodils and cherry blossom - looking for worms and minibeasts.	Encourage toddlers and young children to enjoy and explore the natural world. Suggestions: - standing in the rain with wellies and umbrellas - walking through tall grass - splashing in puddles - seeing the spring daffodils and cherry blossom - looking for worms and minibeasts. Make connections between the features of their family and other families Notice differences between people.	Use all their senses in hands on exploration of natural materials. Explore collections of materials with similar and/or different properties. Talk about what they see, using a wide vocabulary. Show interest in different occupations	Provide children with opportunities to change materials from one state to another. Suggestions - cooking - combining different ingredients, and then cooling or heating (cooking) them - melting - leave ice cubes out in the sun, see what happens when you shake salt onto them Encourage children to talk about the differences they notice between people, whilst also drawing their attention to similarities between different families and communities.	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Begin to understand the need to respect and care for the natural environment and all living things.	Plant seeds and care for growing plants. Understand the key features of the life cycle of a plant and an animal. Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.
<b>Computing - online safety</b>	Common Sense Education Digital Citizenship - Media balance and well-being	Common Sense Education Digital Citizenship - Media balance and well-being	Common Sense Education Digital Citizenship - privacy and security	Barfoot Computing; Safety Snakes	Quilinet	CEOP <a href="https://www.thinkuknow.co.uk/parents/peeps-and-friends-vids/">https://www.thinkuknow.co.uk/parents/peeps-and-friends-vids/</a>
<b>Comouting PE</b>	Exploring Bee Bots - what are they? How do they work? PE: PE Fundamentals unit 1	Developing mouse and keyboard skills. PE: Balls skills unit 1	Computing systems and networks - Technology around us PE: Dance Unit 1	Scratch jui - exploring block coding PE: Fundamentals Unit 1	Unplugged sorting activities using given criteria and choosing criteria PE: Games unit 1	Use cameras, iPads to capture still images. PE: Gymnastics unit 1
<b>PSHE/RS</b>	Coram Life Scarf resources - Me and my relationships	Coram Life Scarf resources - Valuing difference	Coram Life Scarf resources - keeping safe	Coram Life Scarf resources - rights and respect	Coram Life Scarf resources - Being my best	Coram Life Scarf resources - growing and changing

assessment

EYFS and N 3 prime areas long observation assessment

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EYFS and N 3 prime areas long observation assessment



Year 1 - Harriers Banbury Academy Whole School Curriculum Overview: 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Key Objectives	Resources	Self Worth	Self awareness	Engagement	Diversity & Accessibility	Leadership & responsibility
AL Driving question	As storytellers, can I tell others what makes me unique?	How were castles designed to protect?	How can we use digital tools to share our pride in Banbury?	How does the weather affect us?	How can we help others to solve problems?	How can we design a safe habitat for animals?
AL Assignment	Use a box to tell a story.	Design in ten minutes - design a castle to overcome the numbers	Recount a film with our best bits of 'Bilbao Banbury'	Weather forecast	Run an event to raise money	Sort animals to make a house for a zoo
Employability focus: Gatsby 2 & 4	Genealogist, storyteller, librarian.	Builder, royal family, architect, structural engineer, historian, interior designer, gardener.	Team Mayor, show keepers, St Mary's church, canal worker, bus driver.	Meteorologist, weather forecaster, scientist, clothing designer.	Nurse, doctor, dentist, teacher, event planner.	Zoo keepers, dog walkers, vets.
Employability: Gatsby 5 (Encounters with employees)	James Carter - poet and story teller, Wee Small Folk - storyteller	Builder	Filming equipment, photographer.	Farmer James, gardener.	Fire engine/Fire station	Animal visitors
Power skills	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 on 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 talking, writing, drawing and using models.	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 achieve 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: communicate concepts to others orally. Child speak: I can talk to an adult or small group about something I am learning.
Cultural Capital, trips and visitors	Initial library visit, and then rolling visits for the year.	Broughton Castle	Walk to the canal	Atomic Tom: Weather Workshop	Fire engine/Fire station, Arbonium	Woburn Safari Park
Reading comprehension	Retrieval - Sequences	Retrieval - Sequences	Just reading report: Fantastic Mr Fox	Retrieval - Prediction	Inference - Vocabulary	Inference - Prediction
Phased writing	To entertain (a description) PoR: The Adventures of Egg Sin Dragon	To entertain - A poem PoR: The Dark	To inform: Letter/Writing a short narrative PoR: The Storm Whale	To entertain (Description): PoR: Storm Whale	To inform (Instructions): Instructions for planting a seed and how to care for a garden PoR: Earth Garden	To entertain (Story): Write an animal story. PoR: Augusta and the Smile
Reading comprehension	Poetry: Y EYU 1/2 - Robert Louis Stevenson 'Autumn Fires'	Debate: Y EYU, 1, 2 - 'You only have to wear a coat if you get told to...'	Debate: Y EYU, 1, 2 - 'Eating sweets stops me being hungry.'	Poetry: EYU, 1, 2 The owl and the pussycat: Edward Lear	Topic Text: The Smartest Giant in Town, Emergency. PoR: Enof's Garden PoR: My Garden PoR: Louis Stevenson	Topic Text: Other books by Catherine Rayner. PoR: Augusta and the Smile Debate: Children come to school to learn. They should spend less time playing at break time and more time learning in class.
Oracy	Shape Number Recognition Number Formation	Place Value to 10 Addition 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. Cross C.	Multiplication, Division, Fractions, Cross Curricular Link: DT, cooking, Music, Travel, PE.
Daily arithmetic focus and revision	Place Value to 10 Addition to 10 Cross Curricular Link: Music	Subtraction to 10, Shape. Place value to 20 Cross Curricular Link: History - castles and knights	Addition and subtraction to 20. Cross Curricular Link: History - sequencing numbers in use timelines	Number and place value to 50 Measurement: length and height, Weight and volume. Money. Cross C.	Multiplication, Division, Fractions, Cross Curricular Link: DT, cooking, Music, Travel, PE.	Position and direction. Place value to 100 Time, Cross Curricular Link: Topic - Weather, PE - nature work
AL History	Kings and Queens, Broughton Castle (features of a castle), local historical events - Battle of Edgely, lives of significant individuals - Queen Elizabeth II, King Charles III	Changes which bring memory in Banbury, lives of local significant people, using a timeline	Locate and investigate the local environment using a range of resources (including maps and aerial photographs).	Weather and climate - comparison of a hot and a cold place, using maps to locate countries and continents.	Lives of significant historical individuals - Florence Nightingale and Mary Seacole	Animals
AL Geography	Who are IT, Buddhism, Christianity and Judaism	Important events and places Christianity and Hinduism	Social Issues Christianity and Judaism	Sacred books Christianity and Judaism	Natural world Christianity and Hinduism	Social occasions Christianity and Hinduism
Religious Education	Creating media - Digital photography (from 12) Use iPads. Features of a good photo including lighting and composition. Manipulate images using iPad app or computer program.	Programming A - Moving a robot Exploring Bee Bots - what are they? How do they work? Program them using simple algorithms. Debug errors in algorithms. Can you get the Beebot to the castle?	Use paint programs on laptops and iPads to create pictures and to present ideas. Developing trackpad and keyboard skills.	Computing systems and networks - Technology around us Creating media - Digital writing Practices keyboard skills. How to keyboard type into Google slide where they type their name and weather report then copy and paste weather clip art Context: weather and technology in school Then 2 lessons - technology around us	Data and Information - Grouping data Unplugged sorting activities using given criteria and choosing criteria Collected data and present as a pictogram - ask and answer questions. Use specific websites/webpages to find key facts. Present a researched fact using an image and text. Link to ATL event planning?	Programming B - Introduction to animation Scratch, Java - exploring block coding. Create simple programs using coding blocks. Motion blocks, creating and adding characters and backgrounds, sound Context: ATL - set up a zoo page in Scratch J
Computing	Key: Andrew - No Place like You (Banbury) Use Beebot how can we make. Models when we do (Banbury) (Phonics) Nativity Performance	Adding rhythm and pitch how does music tell us stories about the Past (Choirings)	Begin Jazz (Recorder Book) (Choirings)	How Tom and Phyllis How About Me can make the World a better place? (Phonics) In his. Rhymes and Rhyme How About Me can help us to understand the world (Phonics) PoR and Rhyme. Words and letters.		
Music	Mechanisms, story books	Gymnastics unit Ball skills unit Communication	Team building unit Dance unit Resilience	Send and receive unit Share and fast unit Concentration	Yoga unit Athletics unit Responsibility	Fitness unit Net and wall unit Fairness
STEM (Creator Space)	Stream up, Inception unit Fundamentals unit Encourages Me and my relationships	Values reflections	Maximize mental skills	Books and support	Barny my barn	Cross year group competition - buried treasure
PE	Value of money. First objectives and lesson October	Share	The value of money for money.	Work and work	Save and spend	Generous and sharing
Financial Education						
Parent workshops						

Year 2 - Harriers Banbury Academy Whole School Curriculum Overview:2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
3 Guiding Principles	Self Worth	Heritage	Spirit of adventure	Engagement	Curiousity & creativity	Leadership & responsibility
6 Conditions of	Engagement	Heritage	Spirit of adventure	Engagement	Curiousity & creativity	Leadership & responsibility
AL Driving question	As geographers, how can we express an opinion on the best place to live?	How can I share important information about key events with others?	How can I use my knowledge to improve the habitat of an animal?	How can I compare different locations?	How can we lead our school to make sure everyone's health is looked after?	Can we explain what our life would be like today without the Victorian era?
AL Assnment	Debate	Newsround episode	Problem solving poster	Presentation	Video	Leaflet
Employability focus: Gatsby 2 & 4 (Linking curriculum learning to careers)	Estate Agents, Travel Agent, Geography Teacher, Politician.	Firefighter, Architect	Zoologists, Vets, Conservation, Animal Rescue Centre.	Travel Writer, TV News Anchor, Journalist	Personal Trainers, TV Presenters, Nutritionists, Chefs.	Historians, Journalists, Authors, Advertisers.
Employability: Gatsby 5 (Encounters with employers/employers)	Visit from a parent estate agent or travel agent. Talk with a secondary school geography teacher.	Local Firefighters visit	Visits from vets or animal experts.	Visit from a travel agent.	Tour from Personal Fitness trainer at local gym.	Grandparents speak to children about their childhoods.
Power skills	Communication: Students are supported to understand why, and complete, corrections and improvements Child speak: I can explain why it is important to correct and improve my work.	Collaboration: Through direction, students are developing as supportive, responsible and thoughtful team members, allowing them to develop healthy relationships with their teams Child speak: I use kind words, take turns and share things with my group.	Critical thinking: Use information from observations (firsthand and from media) to construct an evidence-based account for natural phenomena Child speak: I can use information from what I see to say why things happen.	Communication: Students recognise that there are different audiences Child speak: I know that I need to speak to different people (eg. parents, teachers, friends) in different ways.	Collaboration: With support, recognise different opinions Child speak: With an adult to help me, I can understand that people have different ideas and thoughts.	Learn to Learn: Students care about the quality of one's work Child speak: I care about what my work looks like and how good the work is.
Cultural Capital. Reading comprehension	Kings Sutton Trio Just reading project - The Guardians of Magic - Chris Riddell	Fireman Talk and Fire Engine Fluency and retrieval.	Sea life centre Just Reading Project: The Lion, the Witch and the Wardrobe.	Visit a travel agents in Banbury Inference and sequencing.	Trip to Woodgreen Gym Inference and prediction.	Victorian Day Prediction and summarising.
Phased writing	<b>PoR Text</b> - Claude in the City. <b>Assessed Write - Writing to Entertain (adventure story)</b> - An adventure story about Claude and Sir Babblycock. <b>Phased Writing</b> - Basic sentence structure, punctuation (capital letters, full stops and exclamation marks), nouns + adjectives, sequencing - story structure and chronology (beginning, middle and end), use of third person, past tense ('ed' word endings), how to plan a story/story mapping, time conjunctions (first, next, then).	<b>PoR Text</b> - Patten's Pumpkin. <b>Assessed Write - Writing to Entertain</b> - A fire poem. <b>Phased Writing</b> - From 23/24 - Patten's Pumpkin- To Entertain- create own myth about flooding.	<b>PoR Text</b> - Secret of Black Rock/Wild? <b>Assessed Write - Writing to Inform (non-fiction recount)</b> - Explaining what happened on our trip (using subordinating conjunctions when, if, because). <b>Short Write - Writing to Entertain (free verse)</b> - An animal poem. <b>Phased Writing</b> - From 23/24 - To inform: Recount from our trip. POR Text. Wild.	<b>PoR Text</b> - Zeraffa Giraffa <b>Assessed Write - Writing to Entertain (historical fiction)</b> - A story based on Zeraffa Giraffa. <b>Short Write - Writing to Inform (non-chronological report)</b> - A comparison between two places. <b>Phased Writing</b> - From 23/24 - To entertain: Story based on text. Zeraffa Giraffa.	<b>PoR Text</b> - Skater Cielo (link to PSHE - Being my Best). <b>Assessed Write - Writing to Inform (explanatory text)</b> - Information leaflet about how to look after your body and health. <b>Short Write - Writing to Inform</b> - A time when I have showed determination and perseverance. <b>Phased Writing</b> - From 23/24 - Text, Secret Sky Garden - To entertain: Advert to persuade people to visit the gardens	<b>PoR Text</b> - Secret Sky Garden <b>Assessed Write - Writing to Persuade (non-fiction persuasion)</b> - An advert to persuade people to visit the gardens. <b>Short Write - Writing to Inform (non-fiction)</b> - A letter from the Victorian times. <b>Phased Writing</b> - From 23/24 - To Inform: Letter from Victorian Times. Text. Orion in the Dark.
Oracy	Poetry - Read and Rhyme Picture News	Poetry - Read and Rhyme Picture News Autumn Fires - Robert Louis Stephenson	Poetry - Read and Rhyme Picture News Debate - Eating sweets helps me to feel full.	Poetry - Read and Rhyme Picture News	Poetry - Read and Rhyme Picture News	Poetry - Read and Rhyme Picture News
Daily arithmetic focus and revise	Addition and subtraction to 20. Using a number line. Counting in 2's, 5's and 10's. Number bonds. Tens and ones (part part whole, bar model).	Time (o'clock and half past). Measuring in cm. Comparing length and height. Finding half and a quarter (of a quantity and a number). Turns (full, half, quarter).				
Maths	Place value, addition, subtraction. <small>Cross Curricular links - writing algorithms (using data and patterns), patterns, timing and number in music). Future link to coordinates, 2-D shapes</small>	ion, shape. Money (SCIB). Cross-curricular links - under	and division. Cross-curricular links - Patterns, shape, array	Finish Multiplication and division, length and height, mass, capacity and temperature <small>Cross-curricular links - mass, directions. Fine motor skills (art). Money (SCIB)</small>	Fractions, time, revision <small>Cross-curricular links -</small>	Statistics, position and direction. Re-cap. <small>Cross-curricular links - counting patterns, 3D shapes (DT)</small>
Stand alone Science	Materials	Lifecycles	Animals	Living, non-living, never lived	Humans	Plants
AL History		Events beyond living memory.				Changes from the Victorian Times.
AL Geography	Name, locate and identify capital cities. Identify the key features of a location in order to say whether it is a town, city, village or coastal area. Using a map to locate and name the capital city of England.			Naming continents and oceans. Naming capital cities.		
Religious Education	Who am I? Belonging Christianity and Hinduism	Important People and Places Christianity and Hinduism	Special Things Christianity and Judaism	Sacred Books Christianity and Judaism	Natural World Christianity and Hinduism	Special Occasions Christianity and Hinduism
Computing	Programming A - Robot algorithms Writing algorithms for everyday tasks Writing and debugging algorithms for a Bee Bot.	Creating media - Making Music Composing and experimenting with digital music drawing images to illustrate the great fire of London Combining music and images in imovie	Scratch Jnr - Using programming blocks to create a simple program including creating and linking pages and introducing interactivity. Drawing own characters and backgrounds	Computing systems and networks - IT around us. Recognise the uses of IT within and beyond school.	Data and information - Pictograms What are the features of a good video? How to take and edit video on an iPad. Record and edit still and moving images	Combine text, images, shapes and audio in PowerPoint. Use animations.
Music	The Lark Ascending - Vaughan Williams (Ten Pieces)	Use, Rhythm and Pitch (Charanga) Nativity Performance	Playing in an Orchestra (Charanga)	Inventing a Musical Story (Charanga)	Blown Away (Recorder Book 2) (Charanga)	Recognising Different Sounds (Charanga)
Art		Drawn - Tell a story		Painting and mixed media: I life in colour		Structure - Clay houses
DT	Structures: Baby bear's chair				Food technology: Balanced diet	
STEM (Creator)						Plants
Forest school	Fun fundamentals unit Ball skills unit	Fitness unit, tennis unit	Dance unit, Sand and retrieve unit	Gymnastics unit, Team building unit	Strike and Fight unit, Net and Wall unit	Athletics, Invasion games
PE	Me and my relationships	Valuing difference	Keeping myself safe	Risks and respect	Being my best	Growth and change
PSHE/RSE/SMSC	Value of money	Keeping track of money	Choices around money	Where does money come from?	Raising money	Forms of money
Financial Education						



Year 3 - Harriers Banbury Academy Whole School Curriculum Overview: 2024-2025

3 Guiding Principles 8 Conditions of learning	Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2	
	Self Worth		Engagement		Purpose		Purpose		Confidence to take action		Confidence to take action	
	Belonging	Heroes	Spirit of adventure	Curiosity & creativity	Leadership & responsibility	Confidence to take action	Confidence to take action	Confidence to take action	Confidence to take action	Confidence to take action	Confidence to take action	Confidence to take action
AL Driving question	As palaeontologists, what have the discoveries of Mary Anning taught us about?	What strategies are needed when designing a game using forces and magnets?	How can we demonstrate the importance of death to the Ancient Egyptians?	How can we demonstrate the impact that a single image can have?	Would we, as children today, survive in the stone age?	Where in the UK would you encourage others to visit and why?						
AL Assignment	Presentation	Create a forces/magnetics based game	Horrible Histories Show	Art Exhibition, Production of Sketchbook	Debate/Survival Guide	Advert						
Employability focus: Gatsby 2 & 4 (Linking curriculum learning to careers)	Archeologist, Explorer	Engineer, designer, technician	Script writer, actor, presenter	Artists, designers, historians, authors, poets.	Archeologist, Craftsmen, Historian	Travel agents, cartographers, architects, geospatial analyst, surveyor						
Employability: Gatsby 5 (Encounters with)	Historian, Outdoor Adventure Leader	Car Engineer, Games Designer	Hands on Oxfordshire Heritage historians.	Potters, graphic designers, games designers	Survivalist	Travel Agent						
Power skills	Critical thinking: Gather relevant information from multiple sources while using the origin and structure to guide the selection Child speak: I can find the right information from multiple sources which is about what I am learning about.	Critical thinking: Explain different strategies and approaches students and others could take in working alone and together to address a problem and predict possible results of their actions Child speak: I can explain different strategies students and others could take when working alone and together to address a problem and predict the possible results of my actions	Collaboration: With support, recognise different opinions in ways that inform the way the team move forwards Child speak: With an adult to guide us, I can listen to different opinions and ideas in a group and use strategies such as voting and compromise to move forward with making decisions.	Learn to Learn: Students care about the quality of one's work Child speak: I care about the presentation and quality of my work.	Communication: With guidance, students target their message for an intended, familiar audience Child speak: I know that I need to speak to different people (eg. parents, teachers, friends) in different ways.	Communication: Students begin to demonstrate an awareness of constructive and appropriate feedback and with scaffolding use it in practice Child speak: With adult support, I am able to identify constructive and appropriate feedback and use this to give feedback to my peers.						
Cultural Capital, trips and visitors	Visit to Avon Dasset - dig for fossils.	Visit to the British Motor Museum- or cheaper alternative if needed.	Visit from Egyptian workshop - Enigmatic Egyptians	Visit Local Art Gallery or Visit/ workshop.	Visit to Rollright Stones	Visit to beach, trip to a village, zoom call to other schools (London, coastal)						
Reading comprehension	Just reading project - Podkin One Ear		Just reading project - The Borrowers									
Phased Writing	To Inform: Oliver and the Seawigs Fact file on The Night of the Seawigs. "Capital letters and full stops Exclamation marks and question marks Commas and apostrophes Conjunctions Paragraphs with headings.	To Inform (Recount): Ottoline at Sea (POR)- Recount of our Trip to the Motor Museum.	To entertain: Marcy and the Riddle of the Sphinx- Write own myths.	To Entertain: Gorilla, Anthony Browne- Write adventure narrative about the characters. Adverbs for time, place and cause. Prepositions for time, place and cause. A or an. Present Perfect Tense Fronted adverbial.	To inform: Ug, genius of the stone age Instructional writing on a new invention. "Paragraphs with subheadings and headings. Prepositional phrases. A or an. Adverbs for time, place and cause. Commas	To Entertain: A kid in my class poems by Rachel Rooney Monologue Poem "Plural possessive apostrophes Question and exclamations. Fronted adverbials. Use dictionaries to check. Present perfect.						
Oracy	Poetry: Y EYU 1 / 2 - Robert Louis Stevenson 'Aut.	Y3,4,5,6 All school pupils should wear a smart uniform including a blazer, shirt and tie...	Y3,4,5,6 Children should not be allowed sweets, chocolate or sugary drinks until they are 10 years old.	The owl and the pussycat: Edward Lear	Poetry: My shadow: Robert Louis Stevenson	Debate: Children come to school to learn. They should spend less time playing at break times and more time learning in class.						
Daily arithmetic focus and revise	Place value. Addition and subtraction. Times Tables.	Addition and subtraction. Shape. Multiplication and	Fractions. Statistics. Money. New times tables.	fractions Y 2. Times Tables. Length and Measure. Mass.		Time. Times Tables. Addition subtraction. Multiplication.						
Maths	"Place Value / Addition and Subtraction Cross Curricular links: grid references, distances in time (timeliness)"	Addition and Subtraction/ Multiplication and Division Cross curricular links: measuring, timings, weights	Multiplication and Division / Fractions Cross Curricular links: heretophysics, code breaking, patterns	Fractions / Length and perimeter / mass and capacity / Shape Cross curricular links: PE stop and distance, equal groupings.	Fractions B if needed. Money. Shape.	Time/ Statistics Cross curricular links: Music: timing, rhythm, Timelines						
Stand alone Science			Plants	Light	Animals							
AL Science	Rocks and fossils	Forces and magnets	Ancient Egypt		Stone Age	UK Locations						
AL History			Religion in the Community Christianity and Islam	Symbolism Christianity and Islam	Sacred texts Christianity and Islam							
AL Geography												
Religious Education	Worship Christianity and Islam Creating media - Desktop publishing (slides and documents) Combining text and free to share images using Word; Formatting text and layout appropriately.	Religious Buildings Christianity and Sikhism Programming A - Sequence in music Scratch - introduction to block coding, coding sprites to play musical notes Programme an octave of playable sprites in Scratch	Creating media - Animation Capture and edit stop-motion animation using iMotion Ancient Egyptian ATL theme	Computing systems and networks - Connecting computers Safe Searching - What is the World Wide Web, searching for information online, refine searches. Safe search engines to research topic.	Data and information - Branching databases Pose questions to sort data. All about Databases - Fields, Records, data and information. Collect data, add to database. Use sort and simple searches.	Celebrations Islam Sikhism Christianity Programming B - Events and actions Design and create a maze-based challenge. Scratch						
Computing												
Music	Glockenspiel Stage 1	Hans Zimmer (Earth)	Developing Notation skills, How does music bring us closer together?	Enjoying Improvisation, What does music tell us about the past?	Composing using your imagination, How does music make the world a better place?	Sharing Musical Experiences: How does music help us get to know our community?						
Art		Painting and mixed media: Pre-historic painting	Craft and design: Ancient Egyptian scrolls			Drawing: Growing artists						
DT	Food technology: Eat seasonally	Mechanisms: pneumatic toys			Textiles: cross stitch							
STEM - Creator space												
Spanish	Phonetics I am learning	Animals	Instruments	I am able I know how to	Ice-creams	Fruit or vegetables						
Forest school	Rocks and fossils											
PE	Football unit Ball skills unit	Yoga unit Fundamentals unit Imagination	Gymnastics Netball unit Encouragement	Handball Dance Resilience	Tennis unit Rounders unit - Self-belief	Athletics and dodgeball						
PSHE/RSE	Me and my relationships	Valuing difference	Keeping myself safe	Rights and respect	Year group competition rounders Being my best	Growing and changing						
Financial Education	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:2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>3 Guiding Principles</b>	<b>Belonging</b>					
<b>8 Conditions of learning</b>	<b>Self Worth</b>		<b>Engagement</b>		<b>Purpose</b>	
	<b>Belonging</b>	<b>Heroes</b>	<b>Spirit of adventure</b>	<b>Curiosity &amp; creativity</b>	<b>Leadership &amp; responsibility</b>	<b>Confidence to take action</b>
<b>AL Driving question</b>	Driving question: As travel agents, how can we promote a visit to our chosen European destination?	How can we persuade an audience to believe that the Greeks were influential?	Why should humans work harder to protect habitats and the environment?	How can we use our knowledge of electricity and circuits to solve a problem?	How can I use scientific knowledge to improve a chocolate bar?	How can we bring the Tudor times to life?
<b>AL Assignment</b>	Presentation	Youtube Video	Peaceful Protest with leaflets	Poster to present solution	Assignment: Creating a new chocolate bar	Assignment: Re-enactment
<b>Employability focus: Gatsby 5 (Encounters with employers/employees)</b>	Tourism Advertiser Travel Agent Visit	Historical Expert Historian Archaeologist	Naturalist Scientist Marine Biologist	Science Electrician Scientist	Advertising/Marketing Chef Chocolatier	Literature studies Actor/ Actress Historian
<b>Power skills</b>	Learning to learn: Students seek solution-based feedback when they encounter failure. Child speak: I can ask for feedback to help me find a solution when I encounter failure.	Communication: With guidance, students target their message for an intended, familiar audience. Child speak: With adult support, I can target my message for a specific audience.	Critical thinking Communicate information orally and/or in written formats, including various forms of media and may include tables, diagrams, and charts.	Critical thinking: Generate and compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution.	Critical thinking: Evidence of completion of prolonged or challenging tasks (lasting a up to a few weeks) or have taken a few attempts and revisions Child speak: I can provide evidence of completing long-	Collaboration Students are developing as supportive, responsible and thoughtful team members, allowing them to develop healthy relationships with their teams. Child speak: I can:
<b>Cultural Capital, trips and Reading comprehension</b>	Travel Agent Visit, Science Oxford - Sound workshop English: The Boy at the Back of the Class	Dentist visit, Ancient Greek workshop English: Adventures of Odysseus	Safari Guide Video Call, Animal visit English: The Explorer by Katherine Rundell	Electrician Visit, Science Week, Show English: The Accidental Rockstar	Oxford Botanical Gardens English: The Great Kapok Trees	Camp Out, Tudor workshop - OGC English: A Midsummer Night's Dream
<b>Phased Writing</b>	Ready to Write: Punctuation, Conjunctions, Determiners, Prepositions and Inverted Commas	Possessive Pronouns Fronted Adverbials	Apostrophes Speech	Noun Phrases Suffixes	Standard English Paragraphs	Consolidation
<b>Oracy</b>	Persuade: To persuade: To write a persuasive speech about why we need to help refugees.	To inform: To write a recount about the Cyclops story in the Adventures of Odysseus. To inform: To write a non-chronological report about the Ancient Greeks.	Entertain (describe): Entertain: To write a character description about a key character in 'The Explorer'. Entertain: To write a setting description about a hostile environment.	Entertain: To entertain: To write an entertaining story in the style of 'The Accidental Rockstar'.	Persuade: To persuade: To write a persuasive letter about saving the Rainforest.	To inform: To inform: To write a non-chronological report about William Shakespeare.
<b>Daily arithmetic focus and revision</b>	<b>Poetry</b>					
<b>Maths</b>	Number and Place Value Sound	Number, Multiplication and Division Humans, Digestive system	Number, Multiplication and Division Habitats	Poetry: Talking turkeys; Benjamin Zephaniah Number: Fractions	Debate: It should no longer be allowed to buy products Number, Decimals	Poetry: Poetry for Children; William Shakespeare Statistics Recap
<b>Stand alone Science</b>						
<b>AL Science</b>						
<b>AL History</b>						
<b>AL Geography</b>	Locational knowledge Place knowledge		The impact humans have on the planet Human and Physical Geography			The Turks
<b>Religious Education</b>	Worship/Christianity and Islam	Religious Buildings/Christianity and Sikhism	Religion in the Community	Symbolism/Christianity and Islam	Sacred Texts	Celebrations/Islam/Sikhism/Christianity
<b>Computing</b>	Creation media - Know how to add text boxes, format	Video Editing	Programming B - Rewriting in games	Combining systems and networks - The Internet	Data and information - Data logging	Creation media - Photo editing
<b>Music</b>	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)	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)
<b>Spanish</b>	Phonetics	Vegetables	Presenting Myself	My Family	In the Classroom	At the Cafe
<b>Art</b>	Drawings: Power Prints	Structures: Pavilions	Sculpture and 3D: Mixed materials	Diablol: Mindful Timer	Craft and design: Fabric of nature	Mechanisms: Stingshot Cars
<b>DT</b>						
<b>STEM (Creator Space)</b>						
<b>Forest school</b>						
<b>PE</b>	Crickat	Hockey	Habitats			
<b>PSHE/RESE</b>	Me and My Relationships	Valuing Difference	Dance Keeping Myself Safe	Tao Rugby Rights and Responsibilities	Rounders Being my Best	Athletics Growing and Changing







Year 6 - Harriers Banbury Academy Whole School Curriculum Overview: 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>3. Guiding Principles</b>	Self Worth		Engagement		Purpose	
<b>8 Conditions of learning</b>	Belonging Fun & excitement	Heroes	Spirit of adventure Sense of accomplishment	Curiosity & creativity	Leadership & responsibility	Confidence to take action
<b>AL Driving question</b>	As a technician, what can be done to reduce the number of casualties when a volcano erupts?	Would you declare war? Why?	How have scientific discoveries informed us on how humans and animals change over time?	What is important to focus on when we strive to achieve personal success?	How can I explain the achievements of the Mayans?	
<b>AL Assignment</b>	Video of advert for volcano warning system	Debate Armed forces	Scientific report Historian	Podcast on health Psychologist	TV documentary Historian	
<b>Employability: Gatsby 5 (Encounters with employers/employees)</b>						
<b>Power skills</b>	Critical thinking: Apply principals & ideas of a systematic thinking process to solve design problems. Child speak: With adult support, I can order my thinking to solve problems.	Collaboration: Recognise and explore different viewpoints across a range of cultures and disciplines Child speak: I understand that people may think differently about me around a topic and can look for and ask about different opinions.	Learning to learn: With support, students use scaffolded study skills and strategies to meet the demands of a task Child speak: With support, I can use study skills and strategies I have been taught to complete a task.	Communication: With guidance, students target their message for an intended, familiar audience. Child speak: With adult support, I can target my message for a specific audience.	Communication: With some independence, pupils will select the best way to organise and communicate their data and information. Child speak: With some suggested ideas, I can select the best way to organise and communicate my data and information.	
<b>Cultural Capital, trips and visitors</b>	Local walk Residential				London theatre trip	
<b>Reading comprehension</b>	Just reading project - The White Rose and the Swastika	Flash Zombierella	Just reading project - A Christmas Carol	Pigheart Boy		
<b>Phased writing</b>	Subject, verb and object. Conjunctions, clauses, dialogue  Basic word classes (W1 and 2). To entertain: Descriptive writing - Volcano description Speech - Zombierella (W3) (stand alone) SVO and main clauses (W4) (stand alone)  To inform: volcano non-fiction - subordinate and relative clauses (3 based on knowledge of tectonic plates) (W5 and 6)  Assessed piece: To persuade: Zombierella persuasion text (modal verbs) (2) (W7 and W8)	Semi-colons. Dashes, colons. Prepositions and determiners W1: prepositions and determiners W2: Colons W3: semi-colons W4: dashes/parenthesis W5: Active and passive voice  Phased writing Based on The valley of the lost secrets  To inform: evacuees non-fiction text W6 and 7 (Assessed piece) Significant Pieces 2023.docx	Apostrophes for possession and omission.  Hyphens, subjunctive mood Pronouns 12 tenses  Significant pieces	Significant pieces  WRITING TO DESCRIBE: SETTING DESCRIPTION (Pandora) Significant Pieces 2023.docx  WRITING TO ENTERTAIN: DIALOGUE TO SHOW CHARACTER (Wolfblood) Significant Pieces 2023.docx  WRITING TO INFORM: THE WRONG TROUSERS: FICTIONAL NEWS REPORT (Clip from writing lessons) Significant Pieces 2023.docx  WRITING TO ENTERTAIN: FRANCIS VIDEO (Significant Pieces 2023.docx)	Significant pieces  WRITING TO DESCRIBE: CHARACTER DESCRIPTION (Rock, paper, scissors) Significant Pieces 2023.docx  WRITING TO INFORM: SANDWICH RECIPE Significant Pieces 2023.docx  Writing to persuade: persuade others to visit London to watch a theatre show (based on trip)	Significant pieces: WRITING TO ENTERTAIN: CONVERSATION PIECE Significant Pieces 2023.docx  Recount: Time at Harriers Poetry (read and rhyme) Problem solving
<b>Oracy</b>		Poetry (read and rhyme)	Just Read Project	Significant Pieces 2023.docx Poetry (read and rhyme)	Poetry (read and rhyme)	Poetry (read and rhyme)
<b>Daily arithmetic focus and revise</b>	Place value and four operations Place value, fractions, ratio	Fractions, decimals, percentages Ratio, FDP	SATs based questions	SATs based questions	SATs based questions	Problem solving
<b>Maths</b>	Cross-curricular links: graphs, radius and diameter, patterns and timing in Music, 6 figure grid references, Spanish	Cross-curricular links: graphs, scales, data, beats/rhythm, Spanish	Percentages, angles, area and perimeter  Cross-curricular links: 6 figure grid references, positive/negative, Spanish	Measure, time, shape Cross-curricular links: 6 figure grid references, positive/negative, Spanish	Revision	enterprise skills. Cross-curricular links: timeline, spreadsheets with formulas
<b>Stand alone Science</b>	Electricity	Light		Heart/body		
<b>AL Science</b>		WW2				Mayans
<b>AL History</b>	Warning systems (Volcanoes and earthquakes)					
<b>Religious Education</b>	Rites of passage Christianity/ Islam/ Hinduism	Pilgrimage Christianity/ Islam	Diversity Christianity/ Islam/ Humanism	Founders, prophets and roots Christianity/ Islam/ Buddhism	Creation and Environment Christianity/ Islam/ Humanism	Ethics
<b>Computing</b>	FILM-MAKING Plan, storyboard, film and edit Using iMovie	Creating media - 3D Modelling Create, develop, improve and evaluate 3D models using TinkerCad	Understanding Structure & Form: How Does Music Connect Us with Our Past? (Charanoo)	Overview of how to use Audacity to record and edit ATL podcast  Computing systems and networks - Communication	Programming A - Variables in games Scratch - Code a falling star catch game; improve the game using variables such as score, time, level	Data and information - Spreadsheets Apply formulas to data plan an event  Excel unit from 2022-23
<b>Music</b>	Developing Melodic Phrases: How Does Music Bring Us Together? (Charanoo)	Tchaikovsky - The Nutcracker (Ten Pieces)	Understanding Structure & Form: How Does Music Connect Us with Our Past? (Charanoo)	Through Performance: How Does Music Improve Our School	Exploring Notation Further: How Does Music Teach Us	Ukele Year 6 Performance
<b>Spanish</b>	Phonetics	Do you have a pet?	Cities		Weekend	Vikings
<b>Art</b>	Craft and design: Photo opportunity		Electrical systems: Steady hand game	Food technology: Come dine with me	Drawing: Make my voice heard	Sculpture and 3D: Making
<b>STEM (Creative Space) Forest school</b>	Use the microbots to create a disaster warning system.	World War 2 VR experience/ TinkerCad - air raid shelter		Animals		
<b>PE</b>	Tag Rugby and Hockey	Netball and dance	Tennis and gymnastics	Football and cricket	Fitness and rounders	Athletics and GAA
<b>ORP/IRSE</b>	Me and my relationships	Valuing difference	Keeping myself safe	Rights and respect	Being my best	Growing and changing
<b>Financial Education</b>	Financial information	Advertising	Saving and borrowing	Deductions	Young enterprise	Gifting