

# Curriculum Overview

Reception			
Beauty and Wonder			
	Autumn	Spring	Summer
<b>Enquiry Question</b>	Who has the right to share their knowledge?	How can we help others to find the beauty in our wonderful world?	Does everything and everyone deserve kindness?
<b>Themes</b>	Sustainability Courageous Advocacy	Sustainability Community	Sustainability Courageous Advocacy
<b>People</b>	Mary Anning	A Polar Bear	The Slug The Big Bad Wolf
<b>Places</b>	Dorset Coast	North Pole 7 continents	Local area/Our school grounds
<b>Problems</b>	Gender inequality	Melting ice-caps forcing the bear to move and explore other habitats	Humans not caring for living things
<b>Possibilities</b>	We can learn more when everyone has a voice	Helping others, acceptance of difference, sustainability	Kindness to all creatures/being curious and non-judgmental
<b>Learning Exhibition</b>	Museum	World Tour visiting different habitats	Classroom exhibition
<b>P.E</b>			

**Year 1**

**Friendship, Belonging and Community**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Enquiry Question</b>	Is there a such thing as a good or bad person?		What do animals and humans need to survive?		How do stories shape what we think?	
<b>Themes</b>	Courageous Advocacy Community		Courageous Advocacy Sustainability		Courageous Advocacy Belief	
<b>People</b>	The Troll & The Giant		Mary Kingsley		The Villagers of Little Ebbe's	
<b>Places</b>	The Troll's Bridge, The Giant's Home		West Africa		Grandpont/Poland/China	
<b>Problems</b>	The troll being angry with the billy goats & Jack stealing from the giant		Not expected to travel as a Victorian female. Survival in the wilderness		A dragon is terrorising the village	
<b>Possibilities</b>	That people have reasons for behaving the way that they do and that, if we are prepared to listen, we can understand each other better		Learning survival skills from local expertise, depicting herself as 'proper' in photographs. Demystification of the African continent.		How can we understand people when they act in anger or fear? Considering the feelings of others when they are behaving unkindly.	
<b>Subjects</b>	<b>History</b> Events beyond living memory	<b>Geography</b> Local area observational skills - Bridges	<b>History</b> Significant individuals – Sir David Attenborough Mary Kingsley Victorian times	<b>Geography</b> Around the world –name and locate 7 continents and oceans, comparing places knowledge	<b>History</b> Changes within living memory/Significant individuals/Kings and Queens	<b>Geography</b> Local Area –use aerial photographs of Oxford, comparing places knowledge- Poland/China
	<b>Art</b> Drawing & painting portraits and collage	<b>DT</b> Textiles- templates and joining (puppets)	<b>Art</b> Sculpture – Mixed media and printing.	<b>DT</b> Food- Easter, lent, bread rolls.	<b>Art</b> Drawing & painting, collage	<b>DT</b> Mechanisms, levers and sliders - hiding dragon
	Music - Beat & rhythm, composition Topic songs/rhymes; music play-alongs.		Music - Space music; dynamics/pitch. Songs/rhymes/music play-alongs.		Music – Listen and respond to music; sequence sounds; songs/rhymes/music play-alongs.	
<b>English Writing</b>	Narrative Traditional Tales	Narrative Traditional Tales	Information – habitat face files	Persuasive – brochures for space tourism	Descriptive Settings/descriptions	Narrative Different genre
<b>Science</b>	Everyday materials	Seasons Plants	Animals incl. humans	Animals incl. humans	Everyday materials	Seasons
<b>Computing</b>	Online safety Group & Sort	Pictograms Lego Builders	Maze Explorers	Coding	Spreadsheets	Technology outside school
<b>RE</b>	Is everybody special?	Should we celebrate Harvest or Xmas?	How should people care for the world?	Should everyone follow Jesus?	Are some stories more important than others?	Do we need shared special places?
<b>PE</b>	Footwork Static Balance: One leg Shape and travel	Jumping and landing Static Balance: Seated Flight and rotation	Ball skills Counter balance with a Partner	Sending and receiving Reaction and Response	Dynamic balance: on a line Stance May Dance	Ball chasing Floor work Sports day prep
<b>Learning Exhibition</b>	Singing and storytelling event		Save the Animals march and written speeches		Dance and story-telling event	

## Year 2

### The Elements of the Earth: Fire, Air, Water

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Enquiry Question</b>	Have humans conquered the air?		Is fire the most important discovery humankind ever made?		Is water the most precious thing on Earth?	
<b>Themes</b>	Creativity Belief		Community Creativity		Courageous Advocacy Sustainability	
<b>People</b>	James Sadler/ The Montgolfier Brothers		Thomas Farrinor		Kenyan Child	
<b>Places</b>	Christchurch Meadow, Oxford		Bakery in Pudding Lane, London		Kenya, East Africa	
<b>Problems</b>	Funding his passion for hot-air ballooning and belief in human flight		Bakery catches fire and sets light to wooden houses in East London		Limited access to water	
<b>Possibilities</b>	Resilience and perseverance/belief in a new idea		Rebuilding London and working as a team		Advocating for the right to clean water, reducing our own water usage at home and school	
<b>Subjects</b>	<b>History</b> Events beyond living memory, significant historical events in our locality– Flight Significant individuals	<b>Geography</b> Location knowledge- UK/Wider world, Physical Oxford/North America key physical features	<b>History</b> Events beyond living memory – Fire of London Significant individuals	<b>Geography</b> Human and physical geography, key physical features of London. Use of simple compass directions	<b>History</b> Changes within living memory- flood and drought	<b>Geography</b> Identify seasonal and daily weather patterns, Comparing UK to Kenya/East Africa
	<b>Art</b> Painting and chalk pastel -self portraits	<b>DT</b> Making a flying machine	<b>Art</b> Mixed media and textiles. Making a headdress weaving.	<b>DT</b> Textiles Food	<b>Art</b> Observational drawing and painting/collage, sculpture	<b>DT</b> Mechanisms
	Music – Beat & rhythm, create short rhythmic composition. Topic songs/rhymes. Listen & respond to topic-based music.		Music – Create fire sound sequence; dynamics/ tempo/texture, keeping time, songs/rhymes.		Music – Listen & respond to topic music, keeping time, songs/rhymes, create composition based on B Britten's 'Storm'	
<b>English Writing</b>	Persuasive poster Narrative – Icarus	Information writing Retelling the Christmas story	Narrative – Setting and character descriptions & Poetry	Narrative– Great Fire of London Question writing - quiz	Narrative – A River Journey	Persuasive – Water conservation leaflet
<b>Science</b>	Uses of everyday materials		Animals incl. humans	Animals incl. humans	Plants	Living things & habitats
<b>Computing</b>	Online Safety Introduction to Purple Mash – using 2Do's	Introduction to PM – saving work	Coding Spreadsheets Questioning	Creating pictures Internet searching	Making music	Presenting ideas
<b>RE</b>	Who should you follow?	Should you wear symbols?	Does everyone celebrate New Year?	Is Easter important for the Church?	Can stories change people?	How should you spend the weekend?

<b>PE</b>	Footwork Static Balance: one leg Shape and travel	Jumping and landing Static Balance: seated Flight and rotation	Ball skills Counter balance with a Partner	Sending and receiving Reaction and Response	Dynamic balance: on a line Stance <i>May Dance</i>	Ball chasing Floor work <i>Sports day prep</i>
<b>Learning Exhibition</b>	Classroom Exhibition of Project Learning Christmas Nativity Play		Fire dance and poetry		Art Gallery (Monet or Hokusai) Persuasive water saving leaflets	

**Year 3**

**What do Humans Need?**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Enquiry Question</b>	<b>Do we need art and why?</b>		<b>Can we future-proof our planet?</b>		<b>Do humans need plants to survive and thrive?</b>	
<b>Themes</b>	<b>Courageous Advocacy Creativity</b>		<b>Sustainability Creativity</b>		<b>Sustainability Leadership Community</b>	
<b>People</b>	Cave Explorer (Marcel Ravidat 1940)		Bangladeshi family Local family		Tecum Uman (Last Mayan Ruler)	
<b>Places</b>	Bangladesh Oxford		France/Europe		Mesoamerica (Central America)	
<b>Problems</b>	How do we protect a special place to preserve the knowledge of the past?		Perpetual flooding in Bangladesh and Oxford		Demise of the Mayan Empire	
<b>Possibilities</b>	Sharing our findings without spoiling the space. UNESCO protection of the Vesere Valley		Floating farms, stilt houses, human adaptations to the environment		Sustainable farming	
<b>Subjects</b>	<b>History</b> Stone Age	<b>Geography</b> Location knowledge, physical, human, maps	<b>History</b> Local history-flooding in Grandpont	<b>Geography</b> Location knowledge, comparing places study of human and physical geography	<b>History</b> The achievements of the earliest civilizations: Mayan Empire	<b>Geography</b> Location knowledge, physical geography
	<b>Art</b> Painting, mixed media	<b>DT</b> Textiles	<b>DT</b> Pneumatics	<b>Art</b> Collage, Painting & drawing	<b>Art</b> Observational drawings, sculpture	<b>DT</b> Food
	Music – Beat/rhythm; use simple notation / graphic scores to keep time. Listen & respond, compose sequences, sing		Music – Beat/rhythm: create rhythmic piece; listening, including to STOMP; use notation; sing.		Music - Listen & respond, compose sound-scape. Use notation to keep time, sing.	
<b>English Writing</b>	Discussion – Who is our settler? Narrative – Stig of the Dump.	Leaflet – Stone Age experience	Narrative – Information	Poetry	Instructions – Mayan Game Information - Rainforest	Persuasive – Kapok Explanation – Shadows Poetry - Rainforest
<b>Science</b>	Forces / Magnets & Rocks		Light	Animals incl. humans	Plants	Plants
<b>Computing</b>	Coding Online safety	Spreadsheets	Touch Typing and Email	Branching databases Simulations	Graphing	Presenting

<b>RE</b>	Do Christians have to take communion?	Is light a good symbol for celebration?	Is a Jewish/Hindu child free to choose their beliefs?	Does Easter make sense without Passover?	Does Jesus have authority for everyone?	Can made-up stories tell the truth?
<b>PE</b>	Dynamic balance: on a line Ball skills Travel and rotation	Jumping and landing Static Balance: Seated Flight and balance	Footwork Static Balance: One leg <i>Invasion games</i>	Sending and receiving Counter Balance with a Partner <i>Netball</i>	Reaction and Response Static Balance: Floor Work <i>May Dance</i>	Ball chasing Stance <i>Rounders</i>
<b>Learning Exhibition</b>	Stoneage Exhibition Centre/Cave Art		/Planting of Time Capsule		Rainforest Café and musical/poetry performance	

**Year 4**

**Power and Leadership**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Enquiry Question</b>	<b>What is worth striving for?</b>		<b>Do we have the power to change the world?</b>		<b>Why do people move?</b>	
<b>Themes</b>	Belief Leadership		Sustainability Community		Courageous Advocacy Community Belief	
<b>People</b>	Julius Caesar		William Kamkwamba		The father of a child about to cross the sea as a refugee	
<b>Places</b>	Rome and the Roman Empire		Malawi, East Africa Oxford		Homs, Syria	
<b>Problems</b>	Julius Caesar declared himself dictator and ended up being murdered		Powering a remote village Making cities sustainable		The father and son face a dangerous sea-crossing to escape a war-torn country	
<b>Possibilities</b>	Different ways to lead and bring people along with you		Invention of a wind turbine using available resources to power his village Ways that Oxford is sustainable and how our city compares to others around the world		The benefits of living in a diverse, multicultural community. Welcoming communities for refugees.	
<b>Subjects</b>	<b>History</b> The Roman Empire and its impact on Britain	<b>Geography</b> Location knowledge, physical geography	<b>History</b> Local history – connections and changes over time	<b>Geography</b> Local area - Oxford City/Our School Comparison- Western Europe – Freiberg Germany Fieldwork- observe, measure and record.	<b>History</b> The Viking & Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	<b>Geography</b> Human and physical geography- settlement/migration
	<b>Art</b> Printing/sculpture	<b>DT</b> Structures	<b>Art</b> Drawing & painting	<b>DT</b> Textiles or Food	<b>Art</b> Textiles/collage	<b>DT</b> Food (Y5) Textiles (Y3/4)
	Music – Listen/learn about/discuss Victorian music. Create rhythmic patterns, layering. Use simple notation to keep time. Learn to play the glockenspiel. Singing.		Music – Listening including to Egyptian music; Explore Egyptian instruments; Create & perform Egyptian rhythmic rap; Singing.		Music - Listen/respond to project music. Use simple notation to keep time. Compose. Singing.	
<b>English Writing</b>	Recount – diary	Newspaper Article	Leaflets/posters  Narrative?	Speech writing and performing	Narrative – Blue Explanation – Wildebeest (Y3/4) ? (Y5)	Beowulf Narrative/poetry (Y3/4) ? (Y5)
<b>Science</b>	Animals and Humans Living Things and Their Habitats		Electricity	Changes of State – Solids, Liquids and Gases	Sound	

<b>Computing</b>	Coding Online safety	Internet exploration	Writing for different audiences	Logo Animation	Effective searching Hardware investigators	Making music
<b>RE</b>	Do Murtis help Hindus understand God?	Should Christians worship Mary?	Did Jesus really do miracles?	Does prayer change things?	Is a holy journey necessary for believers?	Should believers give things up?
<b>PE</b>	Footwork Static Balance: One leg <i>Invasion games</i>	Jumping and landing Static Balance: Seated Balance and rotation	Reaction and Response Static Balance: Floor Work Flight and travel	Sending and receiving Counter balance with a Partner <i>Netball</i>	Dynamic balance: on a line Ball skills <i>May Dance</i>	Ball chasing Static Balance: stance <i>Cricket</i>
<b>Learning Exhibition</b>	Roman army formations and learning exhibition		Sustainable model cities and artwork exhibition TEDEbbe Talks on Sustainability (Y5)		History trail of Grandpont/ Oxford Horrible Histories video? Our stories? Fundraiser Khaled Housseni Foundation?	



**Year 5**

**Taking a Stand**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Enquiry Question</b>	<b>Why do children need rights?</b>		<b>How do our beliefs shape our actions?</b>		<b>Can one person make a difference?</b>	
<b>Themes</b>	<b>Courageous Advocacy Belief Creativity</b>		<b>Courageous Advocacy Leadership Belief</b>		<b>Courageous Advocacy Community Sustainability Creativity</b>	
<b>People</b>	Victorian Street Child		Queen Hatshepsut		An Inuit Elder and Grandchild	
<b>Places</b>	London/Oxford/UK industrial cities		Nile/Egypt/North Africa		Arctic Circle/Antarctica/Oceans	
<b>Problems</b>	The exploitation of children in the Victorian Era		Being a female leader. Gender inequality.		Plastic waste and pollution	
<b>Possibilities</b>	Children learn about their rights and responsibilities today and the need to ensure all children across the world today have rights		Hatshepsut depicted herself as a man in order to gain acceptance as a leader		Reusing, recycling and reducing plastic waste	
<b>Subjects</b>	<b>History</b> Beyond 1066: The Victorians/The Industrial Revolution	<b>Geography</b> Location knowledge, maps and human geography –economic activities	<b>History</b> The achievements of the earliest civilizations: Ancient Egypt	<b>Geography</b> Location knowledge, human and physical geography- settlements	<b>History</b> A non-European society that provides a contrast with British History- Life in the Inuit Community in the past and today.	<b>Geography</b> Location knowledge, comparing places
	<b>Art</b> Drawing & painting	<b>DT</b> Structures	<b>Art</b> Textiles/collage	<b>DT</b> Food	<b>Art</b> Sculpture and printing	<b>DT</b> Textiles
	Music – Listen/learn about/discuss Victorian music. Create rhythmic patterns, layering. Use simple notation to keep time. Learn to play the glockenspiel; singing.		Music – Listening including to Egyptian music; Explore Egyptian instruments; Create & perform Egyptian rhythmic rap; Singing.		Music – Listen/respond to project music. Compose using dynamics/pitch/texture. Keep time, simple notation singing.	

<b>English Writing</b>	Character description and development	NC Report – Lord Shaftesbury	Diary – Howard Carter	Recount – Newspaper - Hatshepsut Recount - Story	Description – Island Poetry – Lost Words Narrative - Starfish	Explanation - Plastic
<b>Science</b>	Forces	Space	Electricity	Properties and changes of materials	Animals and Humans Living Things and their habitats	
<b>Computing</b>	Coding Online safety	Spreadsheets	Word Processing	Game creator	3D modelling Concept maps	Databases
<b>RE</b>	Does the community of the Mosque help Muslims lead better lives?	Does God communicate with humans?	Do Muslims need the Qur'an?	Was the death of Jesus a worthwhile sacrifice?	Are you inspired?	What's best for our world? Does religion help people decide?
<b>PE</b>	Ball skills Reaction and response <i>Netball</i>	Static Balance: Stance Footwork <i>Invasion games: Football</i>	Jumping and landing Static Balance: one leg <i>Athletics</i>	Dynamic Balance: on a line Counter balance with a partner Hand apparatus and low apparatus	Static Balance: Seated and floorwork <i>May Dance</i>	Sending and receiving Ball Chasing <i>Rounders</i>
<b>Learning Exhibition</b>	Victorian Job Fair		Egyptian Museum		Board Game Café and learning exhibition	

**Year 6**

**How can Humankind be more successful?**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Enquiry Questions</b>	<b>Is success the same for everyone?</b>		<b>What are the consequences of human endeavor?</b>		<b>What is the best way to lead?</b>	
<b>Themes</b>	<b>Leadership Belief Creativity</b>		<b>Sustainability Creativity Community Leadership</b>		<b>Courageous Advocacy Leadership Belief Community</b>	
<b>People</b>	George Mallory and Sandy Irvine		Charles Darwin		Ewre the Great – Oba of Benin	
<b>Places</b>	South Asia/Oxford		South America/Easter Island		West Africa/Caribbean/America	
<b>Problems</b>	Did Mallory and Irvine make it to the top of Everest?		A breakdown of relationship with European trade partners leading to the destruction of his city		An island in the Pacific Ocean which is completely barren of flora and fauna unlike any other in the same area	
<b>Possibilities</b>	That success can be defined in many different ways according to our individual passions and beliefs		Exploration of different leadership styles which result in successful civilisations and organisations		Taking care to understand and consider the impact on an environment before exploring	
<b>Subjects</b>	<b>History</b> Local History	<b>Geography</b> <i>Location knowledge-South Asia – Nepal, Pakistan, India, Bhutan Physical geography</i>	<b>History</b> Darwin and the Galapagos – Change, cause, similarity and difference	<b>Geography</b> Location knowledge, Physical, Human, Maps-South America/Galapagos Islands	<b>History</b> Benin – study of a non-European society that contrasts with British history	<b>Geography</b> Geographical skills- maps, atlases, compass points, grid references
	<b>DT</b> Textiles	<b>DT</b> Mechanical Systems Pulleys and Gears	<b>Art</b> Observational drawing, acrylic painting, and sculpture	<b>Art</b> Painting in watercolors, textiles/collage	<b>Art</b> Pastel drawing, sculpture, and mixed media	<b>DT</b> Food Electrical Systems
	Explore topic inspired music. Create rhythmic Cook Island-style composition. Sing		Music – Listen/respond to music. Create Nepalese inspired piece based on folksong; Sing.		Music – Listen/respond to project music. Singing for summer play.	
<b>English Writing</b>	Persuasive – Mallory/Irvine Narrative - Mallory	Narrative – As the mist descended	Descriptive – Island diaries Explanation – Creation beliefs	Discussion Easter Island Letter – Woodlands Thank you	Narrative – Jabberwocky The Whale Letter – Advice to Y5	Speech/rhetoric - Manifestos Instruction - ??
<b>Science</b>	Animals inc humans	Light	Living things & their habitats	Evolution & Inheritance	Electricity	Electricity/Light
<b>Computing</b>	Coding Online safety	Coding	Spreadsheets	Networks Quizzing	Understanding binary	Blogging

<b>RE</b>	Do clothes express beliefs?	Is 'God made man' a good way to understand the Xmas story?	Does what you believe about creation matter?	Is the resurrection important to Christians?	Are the Saints encouraging role models?	Can we know what God is like?
<b>PE</b>	Ball skills Reaction and response <i>Dodgeball</i>	Dynamic Balance: on a line Counter balance with a partner Partner work and large apparatus	Stance Footwork <i>Invasion games:</i> Hockey	Jumping and landing Static balance: One leg <i>Netball</i>	Static Balance: seated Static Balance: floor work <i>May Dance</i>	Sending and receiving Ball Chasing <i>Cricket</i>
<b>Learning Exhibition</b>	Exhibition of Learning		Exhibition of Learning		Exhibition of Learning	