

Oakwood Primary Academy – Whole School Curriculum Planning Overview Cycle B 2019-2020



Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS	<p>All About Me Do you know how special you are?</p> <p>Key Concepts You can do amazing things and finding out what makes you and your new class friends unique will help you to understand the differences and similarities between you and what makes you so special</p> <p>Vocabulary related to personal interests, likes and dislikes, families, family members, pets, body parts, emotions</p>	<p>Space Where does the sun go?</p> <p>Key Concepts Do you know what a planet is? Which planet do we live on? What is special about it? What are the other planets and how are they different from Earth? How would we travel in space and what would we find there?</p> <p>Famous people: Neil Armstrong</p> <p>Sun, moon, stars, Earth and planet names, astronauts, telescope, satellite, space ships, space equipment</p>	<p>British Wildlife How do animals prepare themselves for winter?</p> <p>Key Concepts Can you name animals we would find in our countryside? Can you remember a fact about a British woodland animal? Can you identify ten British birds? Can you label parts of an animal/bird?</p> <p>Hibernation, migration, autumn, spring, summer, winter, months, days, nocturnal, predators, prey, omnivores, herbivores, carnivores, habitat</p>	<p>Growth and Life Cycles. How do sunflowers get so tall?</p> <p>Key Concepts Do you know how a butterfly began its life or a frog? How have you changed since you were a baby? What will happen as you get older? How do plants and creatures on our planet change over time?</p> <p>Lifecycles, frogspawn, tadpoles, froglet, frog, egg, caterpillar, cocoon, butterfly</p>	<p>Pirates Can you make a pirate ship that will float?</p> <p>Key Concepts Have you ever wanted to be a pirate? Who are famous pirates? Can you make a treasure map that would help someone help find buried treasure? What would you need on a desert island?</p> <p>Famous people: Sir Francis Drake</p> <p>Pirate terminology e.g. ahoy, heave ho, cutlass, shiver me timber, nautical terminology referring to ships, boats, the sea and seafaring</p>	<p>India Where is India?</p> <p>Key Concepts Do you know where India is? How would we get there? Is it hot or cold? What is it like to go to school and live there? What animals would we find there? How are they different from the animals who live here?</p> <p>Famous people: Ghandi</p> <p>Climate, habitat, monsoon, tropical, currency, New Delhi, the Gangees, landmarks, Taj Mahal, mountains, desert, Indian animal names, Indian food names</p>
Educational visits and visitors	Weekly Welly Walks, in and around school and building to local walk in woods	Evening PJ storytelling session Forest Schools Christingle Visit	Trip to bird hide Forest Schools RSPB Visit	Trip to pond to collect frogspawn Forest Schools Hatching butterflies	Pirate Day Picnic Library visit	Paignton Zoo

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<p>Year 1 and 2</p>	<p>Memory Box Science - Animals including humans Y1 RE - What does it mean to belong to a faith community? Y1</p> <p>What makes me unique? Key Concept: Explore and explain changes within living memory and how this can be used to reveal aspects of change</p> <p>Vocabulary: Parts of the human body, senses, nutrition, diet, exercise, hygiene, survival, feelings, personality, characteristics</p> <p>Moon Zoom Science - Seasonal changes Y1 Re - What do Christians believe God is like? Y1</p> <p>Why does the moon change shape? Key Concept: Explore and explain events beyond living memory and why they are significant nationally or globally</p> <p>Vocabulary: Technology, cosmos, astral, atmosphere, tidal, astronaut, rocket, oxygen, exploration</p>	<p>Bright Lights, Big City Science - Everyday materials Y1 RE-Who is Jewish and how do they live? Y1</p> <p>What is London’s oldest building?</p> <p>Key Concept Explain and explore the life of Samuel Pepys to compare life in London with life in London now using basic geographical vocabulary to refer to key human and physical features</p> <p>Vocabulary: London, capital city, landmarks, famous, history, historical, heritage, United Kingdom, British, atlas, globe, city, town, village, factory, farm, house, office, port, harbour, shop, industrial, urban, rural, settlement</p>	<p>Land Ahoy! Science - Plants Y1 RE- Who do Christians say made the world? Y1 RE - How should we care for the world and for others, and why does it matter? Y1</p> <p>Why is the sea salty?</p> <p>Key Concept Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other</p> <p>Vocabulary: Beach, cliff, coast, sea, ocean, season, weather, habitats, micro-habitats, vegetation, seasonal, geographical features, saline, marine, biology, scientific, change, erosion, environmental, climate</p>
<p>Educational visits or visitors</p>	<p>Traditional games with afternoon tea with parents or grandparents library visit Star gazing and hot chocolate evening</p>	<p>French food and English food feasts Virtual tour of London</p>	<p>Making sand sculptures and rock pooling at Wembury Beach</p>

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<p>Year 3 and 4</p>	<p>Pyramids and Pharaohs Science - States of matter Y4 RE - What do Christians learn from the Creation story? Y3 RE - What is it like for someone to follow God? Y3</p> <p>How tall are the Egyptian Pyramids?</p> <p>Key Concept Be able to devise historically valid questions about similarity and difference, and significance about the Egyptians and understand how our knowledge of the past is constructed from a range of sources</p> <p>Vocabulary: Pharaoh, civilisation, settlement, slavery, ancient, scarab, sarcophagus, sphinx, temple, priest, ankh, cartouche, obelisk, papyrus, tomb, Thebes, hieroglyph, archaeologist</p>	<p>Tremors Science - Electricity Y4 and Rocks Y3 RE - How do festivals and worship show what matters to a Muslim? Y3 RE - How do festivals and family life show what matters to Jewish people? Y3</p> <p>How can you measure an earthquake?</p> <p>Key Concept Describe and understand key aspects of physical geography, including natural disasters such as volcanoes and earthquakes, why they happen and how they affect our planet</p> <p>Vocabulary: Tsunami, volcano, tornado, avalanche, earthquake, blizzard, drought, tremor, magma, cyclone, lava, seismic, erosion, whirlpool, Richter scale, barometer, gale, volt, nimbus, Beaufort Scale, destruction</p>	<p>European Pioneers Science - Plants Y3 Science - Animals including humans Y3 RE-What kind of world did Jesus want? Y3 RE - How and why do people make the world a better place? Y3</p> <p>Do you know all the capital cities in Europe?</p> <p>Key Concept Understand geographical similarities and differences through the study of human and physical geography of Devon and a region in a European country</p> <p>Vocabulary: Physical, human, environmental, latitude, longitude, equator, hemisphere, tropic of cancer, Tropic of Capricorn, arctic, Antarctic, Prime and Greenwich Meridian, time zones, continents, countries, region</p>
<p>Educational Visits or visitors</p>	<p>Egyptian Day and a presentation to parents Swimming – year 4 Church Visit</p>	<p>Nethercott Farm Residential – Year 4 Library Visit</p>	<p>Virtual trip to France</p>

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<p>Year 5 and 6</p>	<p>Off with her head! Science-Living things and their habitats Y6 RE - What does it mean if Christians believe God is holy and loving? Y5 What was the significance of the Tower of London in Tudor times? Key Concept: Be able to discuss and explain the significance of Henry VIII as a king and the impact he had on the Tudor customs, law and the church. Vocabulary: Baron, catholic, coronation, court, courtiers, Latin, mass, monarch, monastery, parish, protestant, reformation, persecution, traitor</p> <p>Sir Francis Drake Science - Evolution and inheritance Y6 RE - Creation and science: conflicting or complimentary? Y6 What is Drake's Drum? Key Concept: Describe the life and achievements of Sir Francis through understanding how our knowledge of the past is constructed from a range of sources. Exploration, era, cartography, Golden Hind, Elizabethan, discovery, Armada, knight, circumnavigate, navigation</p>	<p>Anglo-Saxons and Vikings Science - Earth and space Y5 Science - Forces Y5 RE - Why do Christians believe Jesus was the Messiah? Y5 RE - Why is the Torah so important to Jewish people? Y5</p> <p>Why did the Vikings invade England?</p> <p>Key Concept Investigate why the Vikings raided and invaded England and how this was resisted by Alfred the Great and Athelstan. What were the similarities and differences between the English and the Vikings in law, culture and religion?</p> <p>Vocabulary: Wessex, East Anglia, Northumbria, runes, Sutton Hoo, Lyre, bronze, freeman, long boat, York, Jorvik, Danelaw, slavery, raiders, invasion, Norseman, warrior, monastery, saga, kingdom, settlement, tribe, religion, artefact, monk, conversion, society, Christianity, Paganism,</p>	<p>Ancient Greeks Science - Properties and change Y5 Science - Animals including humans Y6 RE - Christians and how to live: 'What would Jesus do?' Y5 RE - What matters most to Humanists and Christians? Y5</p> <p>How did people share stories in Ancient Greece?</p> <p>Key Concept To be able to devise historically valid questions about the influence of Greek art and literature. To note connections, and contrasts with regard to law, customs and Greek Gods.</p> <p>Vocabulary: Empire, emperor, pyxis, Homer, Alexander the Great, tunic, column, slavery, citizen, soldier, helmet, Parthenon, myth, legend, Pythagoras, alphabet, Hippocrates, Olympics, ancient, government, democracy, civilisation</p>
<p>Educational Visits or visitors</p>	<p>Library Visit Church Visit Year 5PGL Beam House Residential</p>	<p>Viking boat sailing challenge Year 6 London Trip Year 5 Fire Brigade Visit</p>	<p>Greek Day Year 6 Treat Trip Year 5 Junior Life Skills Year 6 OAA Orienteering Day</p>

Question driver for the main topic theme in green

Key concept from topic in red

Key vocabulary in blue