

Owls Curriculum Map 2019 – 2020

| Autumn 2019 | | |
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| | Term 1 | Term 2 |
| RE | <p style="text-align: center;"><u>CHRISTIANITY -CREATION AND SCIENCE – CONFLICTING AND COMPLIMENTARY</u></p> <p>Children outline the importance of the creation story on the timeline of the ‘big story’ of the Bible. Children make connections between Genesis 1 and Christian belief about God as Creator and show an understanding of why many Christians find science and faith go together. Children develop independence through enquiry based learning and ‘big questions’ in lessons.</p> | <p style="text-align: center;"><u>CHRISTIANITY - GOSPEL - WHAT WOULD JESUS DO?</u> <i>Christmas – 2 lessons</i></p> <p>Children identify features of Gospel texts and make clear connections between them. They understand diversity by relating biblical ideas, teachings or beliefs to issues, problems and opportunities of their own lives and the life of their own community in the world today. Self-belief is encouraged by children being thoughtful and reflecting on their own opinions and justifying using the correct terminology.</p> |
| PE | <p style="text-align: center;"><u>FOOTBALL</u></p> <p>Children play competitive games and apply basic principles suitable for attacking and defending. Communication skills are fostered through playing team games involving working together, listening to others’ ideas and following rules.</p> | <p style="text-align: center;"><u>SPORTSHALL ATHLETICS</u></p> <p>Children use running, jumping, throwing and catching in isolation and in combination. Resilience is encouraged through learning new skills and trial and error.</p> |
| Computing | <p style="text-align: center;"><u>GAME DEVELOPMENT – USING SCRATCH</u></p> <p>Encouraging self-belief, as children learn skills to create own games – from planning stage through to sharing games with others. Children practise resilience through the course of coding, debugging and problem solving.</p> | |
| Science | <p style="text-align: center;"><u>EARTH AND SPACE</u></p> <p>Children learn about the position of planets in the solar system and how planets and the moon move in relation to each other and to the sun. They use the idea of the Earth’s rotation to explain day and night. Enquiry is encouraged and developed with lessons starting with ‘why’.</p> | <p style="text-align: center;"><u>PROPERTIES AND CHANGES OF MATERIALS</u></p> <p>Enquiry skills are developed as children compare and group together everyday materials on the basis of their properties. They explore how some materials dissolve in liquid and how mixtures might be separated. They gain an understanding of reversible and irreversible changes.</p> |
| Music | <p style="text-align: center;"><u>CLASSIC ROCK - LIVING ON A PRAYER</u></p> <p>Through appraising a variety of rock songs, children are given opportunities for self-expression. Children also develop music skills to allow greater creativity.</p> | |

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| Languages | <u>WHERE IN THE WORLD?</u> Fostering an understanding of diversity as children explore the places in the world where French is spoken and learn more about the countries, people and wildlife of those places. | |
| PSHE | | |
| Art and Design | <u>UK COUNTIES AND CITIES</u> Pupils research symbols from a range of county flags and their meanings to create their own ideas for a flag and coat of arms, encouraging diversity, enquiry and creativity. | <u>ANCIENT GREECE</u> Pupils research and use symbols from ancient Greece to create a Greek vase design, fostering enquiry, research and creativity. |
| Design Technology | Using ideas researched, pupils design and make their own textile flag for Bodsham, encouraging self-expression, creativity and independence. | Researching, collecting and interpreting designs from Ancient Greece - use of enquiry, research and creativity Discuss and share ideas- developing communication skills. |
| Topic Based Learning (History and Geography) | <u>UK COUNTIES AND CITIES</u> Through internet research and ICT children are able to explore areas of Britain, fostering independence . Children also present their findings in a variety of ways, developing communication skills. | <u>ANCIENT GREECE</u> Through independent research and project preparation for a 'Museum', children develop independence, creativity and communication skills. |

Spring 2020

| | Term 3 | Term 4 |
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| RE | <u>ISLAM</u> What does it mean to be a Muslim in Britain today? Children make connections between Muslim practice of the Five Pillars and their beliefs about God and the Prophet Muhamad. They can comment thoughtfully on the value and purpose of religious practices and rituals in a Muslim's daily life. Children understand diversity by studying a world faith. | <u>SALVATION</u> <i>What difference does the resurrection make for Christians?</i> Children explain ideas of incarnation and salvation and show how Christians put their beliefs into practice in different ways. Children offer and justify their own responses as to what difference belief in resurrection might make to how people respond to challenges and problems in the world today. Children's self-belief is encouraged through opportunities to debate and discuss in lessons. |
| PE | <u>GYMNASTICS</u> Children develop flexibility, strength, technique, control and balance. Creativity is fostered as they express themselves by creating gymnastic routines. Communication is encouraged as children work together and listen to each other's ideas. | <u>DANCE</u> Children perform dances using a range of movement patterns; creativity is fostered as they express themselves by creating dance routines. Communication is encouraged as children work together and listen to each other's ideas. |
| Computing | <u>RADIO STATION</u> Children develop recording and editing skills through creating their own radio show, thus allowing creativity, self-expression and enhancing communication skills . | |
| Science | <u>ANIMALS INCLUDING HUMANS</u> Pupils describe the changes as humans develop from birth to old age. Enquiry is encouraged and developed with lessons starting with 'why'. | <u>SCIENTISTS AND INVENTORS</u> Children's understanding of diversity is developed through learning about famous scientists and inventors. They will learn how scientific techniques are used to prove and disprove theories and through being creative and using evidence they will be encouraged to develop their own theories. |
| Music | <u>OLD SCHOOL HIP HOP – FRESH PRINCE OF BEL AIR</u> Children listen to a range of music, understanding the origins of this style of music and increasing awareness of diversity . | <u>SPRING SING</u> Resilience is enhanced as children go through the learning process of producing a group ensemble to perform in front an audience, encouraging self-belief . |

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| Languages | <p style="text-align: center;"><u>WHAT IS THE TIME?</u></p> <p style="text-align: center;">Children will increase their understanding of number, time and daily life through a number of activities, requiring lots of speaking - enabling children to learn the importance of not giving up (resilience)</p> | |
| PSHE | | |
| Art and Design | <p>Children will research, plan and make Greek masks- fostering creativity, enquiry and collaboration.</p> | <p style="text-align: center;"><u>SUSTAINABILITY</u></p> <p style="text-align: center;">Self-expression, enquiry and creativity is nurtured as pupils use ideas discussed in their topic work to create their own message of wishes for the world using mixed media.</p> |
| Design Technology | <p style="text-align: center;"><u>UPCYCLING-</u></p> <p style="text-align: center;">Taking an everyday recyclable object and using it for something else - research, design, plan , make and review</p> <p style="text-align: center;">Communication, collaboration and resilience are developed as children see through an idea from planning to making.</p> | <p style="text-align: center;"><u>SUSTAINABILITY</u></p> <p style="text-align: center;">Self-expression, enquiry and creativity - Pupils share ideas discussed in their topic work to create their own message of wishes for the world using mixed media.</p> |
| Topic Based Learning (History and Geography) | <p>3 weeks – <u>ANCIENT GREECE (PREPARING AND HOLDING MUSEUM)</u></p> <p style="text-align: center;">Communication and enquiry</p> <p style="text-align: center;">Begin ‘Enough for Everyone?’</p> | <p style="text-align: center;"><u>ENOUGH FOR EVERYONE?</u></p> <p style="text-align: center;">Through learning about sustainability, children start developing an understanding of their own ideas, culminating in creating their wishes for the world (encouraging enquiry and fostering self-expression)</p> |

| Summer 2020 | | |
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| | Term 5 | Term 6 |
| RE | <p align="center"><u>ISLAM & CHRISTIANITY</u></p> <p align="center">Is it better to express your beliefs in arts and architecture or in charity and generosity?</p> <p>Children learn in depth from two different religions about why their holy buildings and works of art matter to them as expressions of devotion to God and worship, and about how they practise generosity and charity. Self-belief is encouraged through debating and discussion. Picturing Christianity resources enable children to make comparisons between denominations, developing understanding of diversity.</p> | <p align="center"><u>KINGDOM OF GOD</u></p> <p align="center"><i>What kind of king is Jesus?</i></p> <p>Children explain connections between biblical texts and the concept of the Kingdom of God. They consider different meanings of biblical texts and show an awareness of different interpretations. They offer insights about whether or not the world could or should learn from Christian ideas. Enquiry is encouraged by reading and interpreting religious texts.</p> |
| PE | <p align="center"><u>CRICKET</u></p> <p>Children play competitive games and apply basic principles suitable for attacking and defending. Communication skills are fostered through playing team games involving working together, listening to others ideas and following rules.</p> | <p align="center"><u>ATHLETICS</u></p> <p>Children use running, jumping, throwing and catching in isolation and in combination. Children's resilience is encouraged through learning new skills and trial and error.</p> |
| Computing | <p align="center"><u>BAREFOOT COMPUTING – COMPUTER SCIENCE</u></p> <p>During these lessons, children learn about how algorithms are used and how to construct and debug simple programmes. This encourages resilience and self-belief as children begin to understand how technologies, especially computer programs, are developed. During these sessions, internet safety is explored, which also helps build independence, self-belief and communication skills.</p> | |
| Science | <p align="center"><u>LIVING THINGS AND THEIR HABITATS</u></p> <p>Pupils describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. They describe the life process of reproduction in some plants and animals. Children will develop independence and enquiry skills as they learn about the world around them.</p> | <p align="center"><u>FORCES</u></p> <p>Pupils explain that unsupported objects fall towards the Earth because of the force of gravity. They identify the effects of air resistance, water resistance and friction and explore mechanisms such as levers and pulleys. Enquiry is encouraged and developed through the use of stem sentences – Why does..... What would happen..... Do all.....</p> |
| Music | <p align="center"><u>MAMA MIA</u></p> <p>Through appraising a variety of Abba songs, children are given opportunities for self-expression. Children also develop music</p> | <p align="center"><u>END OF YEAR PLAY</u></p> <p>Children will develop independence as they become aware of the value and importance of their own contribution to the</p> |

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| | skills to allow greater creativity . | group. Children will need resilience to as they go through the rehearsal process – adapting and improving their performances and overcoming fear of performing in front of an audience. Children will also develop communication skills as they develop techniques of public performance. |
| Languages | <u>HOLIDAYS AND HOBBIES</u> | |
| | Children will learn French focusing on the seasons, weather, holidays, sports and hobbies. Children learn key vocabulary connected to the themes through a range of activities, games and role play, fostering resilience, independence and self-belief . | |
| PSHE | | |
| Art and Design | <u>New York Skyline</u> Children will explore the outline shapes of buildings and monuments – use of a silhouette, blending colours with watercolours. This will encourage enquiry, creativity, resilience and diversity . | <u>SPORTS CLOTHING</u> Children will research sports clothing. They will then use their understanding of shape to help them to create their own design for sports clothing. Enquiry, self-expression and independence are developed . |
| Design Technology | Design focus for New York skyline project – as above. | <u>SPORTS CLOTHING</u> Research, plan, design and make a motif for sports clothing-creating a stencil or blockprint. Children will review and consider how this would be marketed. Enquiry, self-expression, independence and resilience are developed |
| Topic Based Learning (History and Geography) | <u>NORTH AMERICA</u> Pupils carry out own research into different aspects of North America, developing independence and enquiry skills. They present their work in a variety of ways, such as PowerPoint presentations and letters, further developing communication skills. | <u>LEISURE AND ENTERTAINMENT (TWENTIETH CENTURY)</u> Pupils explore how leisure and entertainment have changed since 1945. Children explore aspects including football, holidays, film and music. This increases understanding of diversity and the effects of technology on our lives. During this unit, children have the opportunity to visit Dreamland to improve understanding of holidaying in earlier generations. |