

Owls Curriculum Map 2020 – 2021

Autumn 2020		
	Term 1	Term 2
RE	<p style="text-align: center;"><u>CHRISTIANTY – GOD</u> <u>What does it mean if God is loving and holy?</u></p> <p>Children outline how Christians see God and how they develop a relationship with him. They also understand diversity by exploring how that view has been created through different types of Biblical texts and how Christians make connections between this and their own practice. They weigh up how biblical ideas and teachings about God as holy and loving might make a difference in the world today. Children develop independence through lessons by thinking about Christian symbolism and practice.</p>	<p style="text-align: center;"><u>CHRISTIANITY – INCARNATION</u> <u>Was Jesus the Messiah?</u> <u>CORE LEARNING</u></p> <p>Children engage with ‘the big frieze’, the big story of the Bible, and how the Messiah and incarnation fits in. They identify Gospel and prophecy texts to make connections with the Messiah, understanding diversity by relating biblical ideas, teachings or beliefs to 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 justifications.</p>
PE	<p style="text-align: center;"><u>NETBALL</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>LACROSSE</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>
Computing	<p style="text-align: center;"><u>ONLINE SAFETY</u></p> <p>Encouraging self-belief and independence, children learn how to be safe regarding spam emails, creating passwords, citing sites when researching and identifying false photography.</p>	<p style="text-align: center;"><u>FLOW CHARTS</u></p> <p>Encouraging self-belief and independence, children will create a program that follows a simple sequence, for multiple inputs and outputs, and will use decisions and subroutines.</p>
Science	<p style="text-align: center;"><u>ELECTRICITY</u></p> <p>Children learn about the role of electricity in our lives. They also learn how to use recognised symbols when drawing circuits whilst exploring how the number and voltage of cells used in a circuit can affect the performance of components. Enquiry is encouraged and developed through the planning, recording and evaluation of an investigation into variations in</p>	<p style="text-align: center;"><u>ANIMALS, INCLUDING HUMANS</u></p> <p>Children will identify, name and describe the functions of the main parts of the human circulatory system. They will also explain how water and nutrients are transported within the body, and they will explore the impact of diet, exercise , drugs and lifestyle on the way bodies function. They will enquire through scientific enquiry, thereby building resilience,</p>

	<p>how components function; ultimately, this will enable them to make further predictions based on their findings, thus encouraging their self-belief and developing their scientific communication skills.</p>	<p>and will communicate their findings appropriately.</p>
Music	<p><u>POP / NEO-SOUL – HAPPY</u> Through appraising a variety of neo-soul pop songs, children increase their awareness of diversity and are given opportunities for self-expression. Children also develop music skills to allow greater creativity.</p>	<p><u>CLASSICAL OR URBAN GOSPEL – A NEW YEAR CAROL</u> Through appraising a variety of Benjamin Britten pieces of music, children increase their awareness of diversity and are given opportunities for self-expression. Children also develop music skills to allow greater creativity.</p>
Languages	<p><u>ALL AROUND TOWN</u> Fostering an understanding of diversity, children learn to develop their intercultural understanding by being introduced to the sights of some typical French cities; they also learn to describe places in a town, count to 100 and give their address in French, thus developing their resilience, independence and communication skills.</p>	
RHE	<p><u>BEING ME IN MY WORLD</u> <u>Year 5:</u> Children think and talk about the year ahead, goals they could set for themselves as well as the challenges they may face. They learn and talk about their rights and responsibilities as a member of their class, school, wider community and the country they live in. Children talk about their own behaviour and its impact on a group as well as choices, rewards, consequences and the feelings associated with each. They also talk about democracy, how it benefits the school and how they can contribute towards it. They develop communication skills, independence, diversity, resilience and self-belief. <u>Year 6:</u> Children discuss their year ahead, they learn to set goals and discuss their fears and worries about the future. Children learn about the United Nations Convention on the Rights of the Child and that these are not met for all children worldwide. They talk about their choices and actions and how these can have far-reaching effects, locally and globally. Children talk about their own behaviour and how their choices</p>	<p><u>CELEBRATING DIFFERENCE</u> <u>Year 5:</u> Children explore culture and cultural differences. They link this to racism, talking about what it is and how to be aware of their own feelings towards people from different cultures. They revisit the topic of bullying and discuss rumour spreading and name-calling. Children talk about direct and indirect bullying as well as ways to encourage children to not using bullying behaviours. The class talk about happiness regardless of material wealth and respecting other people’s cultures. They develop communication skills, independence, diversity, resilience and self-belief. <u>Year 6:</u> Children talk about differences and similarities and that for some people, being different is hard. Children talk about bullying and how people can have power over others in a group. They talk about strategies for dealing with this as well as wider bullying issues. Children talk about people with disabilities and look at specific examples of disabled people who have amazing lives and</p>

	<p>can result in rewards and consequences and how these feel. They talk about how an individual's behaviour and the impact it can have on a group. They also talk about democracy, how it benefits the school and how they can contribute towards it. They develop communication skills, independence, diversity, resilience and self-belief.</p>	<p>achievements. They develop communication skills, independence, diversity, resilience and self-belief.</p>
Art and Design	<p><u>ARTISTS FROM EASTERN EUROPE</u></p> <p>Research and study a range of artists and crafts people from the past and contemporary to use a variety of styles and techniques. Children develop independence, creativity and diversity.</p>	
Design Technology	<p>A look at folk crafts from Poland to work collaboratively on a design based on a paper cut tradition developing self-expression, creativity, independence and communication skills.</p>	<p>In table pairs, children explore and research St Basil's cathedral from St Petersburg to plan, design make and review (using their own success criteria) their own model using a range of construction techniques. Diversity, communication skills, resilience and creativity will be developed.</p>
Topic Based Learning (History and Geography)	<p><u>ANGLO-SAXONS AND VIKINGS</u></p>	
	<p>Through enquiry, children explore what Britain was like before the first Viking invasions, what the invasions were like, and what Viking settlements of Britain meant for both the Vikings and the Anglo-Saxons, by thinking about diversity. They will also learn about 'Alfred the Great, how and when England became a unified country and about the end of the Anglo-Saxon and Viking era in Britain.</p>	<p>Through independent research and project preparation for a 'Museum', children develop independence, creativity and communication skills.</p>

Spring 2020

	Term 3	Term 4
RE	<p style="text-align: center;"><u>CHRISTIANITY - PEOPLE OF GOD</u> <u>How can following God bring freedom and justice?</u></p> <p>What do Christians believe about being the People of God and how should they behave? Children will make connections between these questions and Bible texts studied. They will develop enquiry skills to explore the concepts of freedom and salvation through Bible texts and thinking about Christian practice, thereby developing diversity.</p>	<p style="text-align: center;"><u>CHRISTIANITY – SALVATION</u> <u>What did Jesus do to save human beings?</u></p> <p>By outlining the timeline of the ‘big story’ of the Bible, children will explain how incarnation and salvation fit within it. They will enquire into and explore the meaning of Jesus’ death as a sacrifice and of the Holy Communion, thinking about ways in which Christians interpret these texts put their beliefs into practice, using communication skills to discuss.</p>
PE	<p style="text-align: center;"><u>HANDBALL</u></p> <p>Children play competitive games and apply basic principles suitable for attacking and defending through developing control. 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>GYMNASTICS</u></p> <p>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.</p>
Computing	<p style="text-align: center;"><u>RADIO STATION</u></p> <p>Encouraging self-belief and independence, children will record, play and evaluate sound recording, import sound files into recording software, and plan and record appropriate content.</p>	<p style="text-align: center;"><u>INTERNET RESEARCH AND WEBPAGE DESIGN</u></p> <p>Encouraging self-belief and independence, children will insert and format an image in a webpage, independently create a hyperlink and learn how to share a webpage so it can be viewed by anyone.</p>
Science	<p style="text-align: center;"><u>LIGHT</u></p> <p>Children will investigate and enquire into how light travels, reflection, refraction, colour and shadows, using independence and communication throughout.</p>	<p style="text-align: center;"><u>LIVING THINGS IN THEIR ENVIRONMENTS</u></p> <p>Pupils will classify living things, communicating considered reasoning. They will describe helpful and harmful microorganisms, identifying the characteristics of different kinds of microorganisms. They will use their enquiry skills to classify organisms in my local habitat. This will develop self-belief and their appreciation of diversity.</p>

Music	<p style="text-align: center;"><u>70s BALLADS / POP – YOU’VE GOT A FRIEND</u></p> <p>Through appraising a variety of 70s ballads and pop, children increase their awareness of diversity and are given opportunities for self-expression. Children also develop music skills to allow greater creativity.</p>	<p style="text-align: center;"><u>SPRING SING</u></p> <p>Resilience is enhanced as children go through the learning process of producing a group ensemble to perform in front an audience, encouraging self-belief.</p>
Languages	<p style="text-align: center;"><u>ON THE MOVE</u></p> <p>Children will learn to develop their conversational skills in French via the new topics of transport, direction and movement. They will learn to conjugate the high-frequency verb ‘to go’ and use it in context. This will require lots of speaking - enabling children to learn the importance of communication and not giving up (resilience)</p>	
RHE	<p style="text-align: center;"><u>DREAMS AND GOALS</u></p> <p><u>Year 5:</u> Children talk about their dreams and goals and how they might need money to help them achieve them. They look at jobs that people they know do, they look at the fact that some jobs pay more money than others and reflect on what types of jobs they might like to do when they are older. Children look at the similarities and differences between themselves (and their dreams and goals) and someone from a different culture. They develop communication skills, independence, diversity, resilience and self-belief.</p> <p><u>Year 6:</u> Children talk about their own strengths and further stretching themselves by setting challenging and realistic goals. They discuss the learning steps they’ll need to take as well as talking about how to stay motivated. Children explore various global issues and explore places where people may be suffering or living in difficult situations – whilst doing this, they reflect on their own emotions linked to this learning. Children also talk about what they think their classmates like and admire about them as well as working on giving others praise and compliments. They develop communication skills, independence, diversity, resilience and self-belief.</p>	<p style="text-align: center;"><u>HEALTHY ME</u></p> <p><u>Year 5:</u> Children look at the risks linked to smoking and how this affects the lungs, liver and heart. They do the same with the risks associated with alcohol misuse. They are taught a range of basic emergency procedures (including the recovery position) and learn how to contact the emergency services when needed. Children look at how body types are portrayed in the media, social media and celebrity culture. They also talk about eating disorders and people’s relationships with food and how this can be linked to negative body image pressures. They develop communication skills, independence, diversity, resilience and self-belief.</p> <p><u>Year 6:</u> Children discuss taking responsibility for their own physical and emotional health and the choices linked to this. They talk about different types of drugs and the effects these can have on people’s bodies. Children discuss exploitation as well as gang culture and the associated risks. They also talk about mental health / illness and that people have different attitudes towards this. They learn to recognise the triggers for and feelings of being stressed and that there are strategies they can use when they are feeling stressed. They develop communication skills, independence, diversity, resilience</p>

		and self-belief.
Art and Design	Using the colour wheel to learn secondary and tertiary colours when mixing water world colours. Research artists who have used these colours and interpret using paint and pastel creativity, enquiry and self expression.	<u>SUSTAINABILITY</u> 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.
Design Technology	Create a 3D water cycle map using modelling materials Communication, collaboration and resilience are developed as children see through an idea from planning to making.	<u>SUSTAINABILITY</u> 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.
Topic Based Learning (History and Geography)	<u>WATER WORLDS</u> Through enquiry and independence , children will explore, research and learn about rivers and coast lines and some of the effects of weathering.	<u>EASTERN EUROPE</u> Through enquiry and independence , children will learn about Eastern European countries and capital cities, using atlases and online resources. They will compare features of Eastern European landscapes, human geography and climates with their own. They will carry out independent research, thus developing self-belief and resilience and communication skills . They will also explain the impact of the Chernobyl nuclear disaster. They will develop their understanding of diversity .

Summer 2020		
	Term 5	Term 6
RE	<p align="center"><u>JUDAISM</u></p> <p align="center"><u>What does it mean to be Jewish in Britain today?</u></p> <p>Children will make connections between Jewish practice, including festivals and rituals, teachings from the Torah and their beliefs about God. They will develop their diversity, communication and enquiry skills.</p>	<p align="center"><u>CHRISTIANITY - KINGDOM OF GOD</u></p> <p align="center"><u>What kind of king is Jesus?</u></p> <p>Children will enquire into and explain connections between biblical texts and the concept of the Kingdom of God. They will consider diversity through looking at different possible meanings for the biblical texts studied, and communicate how Christians put their beliefs into practice in different ways.</p>
PE	<p align="center"><u>TENNIS</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>3D MODELLING – SKETCH UP</u></p> <p>Encouraging self-belief and independence, children will draw and manipulate 3D models independently, use inference points to draw lines and shapes, and use a wide range of SketchUp tools and concepts including the dimensions toolbar and guides, tape measure, zoom extents and the 3D warehouse.</p>	<p align="center"><u>USING AND APPLYING SKILLS</u></p> <p>Encouraging self-belief and independence, children will research and plan a new bedroom design, use and combine appropriate software to draw and design room plans and other features, and research and design a new bedroom using appropriate software to create and present the plans.</p>
Science	<p align="center"><u>SCIENTISTS AND INVENTORS</u></p> <p>Children's understanding of enquiry and diversity is developed through learning about famous scientists and inventors.</p>	<p align="center"><u>EVOLUTION AND INHERITANCE</u></p> <p>Children will explain the scientific concept of inheritance and adaptation and the key ideas of evolution. They will identify evidence for evolution from fossil records, recognise how human beings have evolved and will explain how adaptations can result in both advantages and disadvantages. This will develop diversity and communication skills.</p>
Music	<p align="center"><u>WESTERN CLASSICAL MUSIC – REFLECT, REWIND AND REPLAY</u></p> <p>Through appraising a variety of classical music, children</p>	<p align="center"><u>MUSICALS – END OF YEAR PLAY</u></p> <p>Children will develop independence as they become aware of</p>

	<p>increase their awareness of diversity and are given opportunities for self-expression. Children also develop music skills to allow greater creativity.</p>	<p>the value and importance of their own contribution to the group. Children will need resilience and self-belief 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.</p>
Languages	<p style="text-align: center;"><u>GOING SHOPPING</u></p> <p>Children will learn about diversity though the shopping experience in France. They will learn specific vocabulary for fruit, vegetables and clothes, and will develop their communication skills by learning key phrases for asking the questions needed when going shopping. They will also be creative, independent and resilient in some role-play as shopkeepers and shoppers!</p>	
RHE	<p style="text-align: center;"><u>RELATIONSHIPS</u></p> <p><u>Year 5:</u> Children learn about the importance of self-esteem and ways this can be boosted. This is important in an online context as well as off-line, as mental health can be damaged by excessive comparison with others. This leads onto a series of lessons that allow the children to investigate and reflect upon a variety of positive and negative online/ social media contexts including gaming and social networking. They learn about age -limits and also age-appropriateness. Within these lessons, children are taught the SMARRT internet safety rules and they apply these in different situations. Risk, pressure and influences are revisited with a focus on the physical and emotional aspects of identifying when something online or in social media feels uncomfortable or unsafe. Children are taught about grooming and how people online can pretend to be whoever they want. Rights, responsibilities and respect are revisited with an angle on technology use. Screen time is also discussed and children find ways to reduce their own screen time. They develop communication skills, independence, diversity, resilience and self-belief.</p> <p><u>Year 6:</u> Children look at mental health and how to take care of their own mental well-being. They talk about the</p>	<p style="text-align: center;"><u>CHANGING ME</u></p> <p><u>Year 5:</u> Children revisit self-esteem and self/body-image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited with further detail explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative ways of conception e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also look at the perceptions that surround teenagers and reflect whether they are always accurate e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend etc. They</p>

	<p>grief cycle and its various stages. They also discuss the different causes of grief and loss. Children talk about people who can try to control them or have power over them. They look at online safety, learning how to judge if something is safe and helpful as well as talking about communicating with friends and family in a positive and safe way. They develop communication skills, independence, diversity, resilience and self-belief.</p>	<p>develop communication skills, independence, diversity, resilience and self-belief.</p> <p><u>Year 6:</u> Children learn about puberty in boys and girls and the changes that will happen – they reflect on how they feel about these changes. Children also learn about childbirth and the stages of development of a baby, starting at conception. They talk about being physically attracted to someone and the effect this can have upon the relationship. They discuss relationships and the importance of mutual respect and not pressuring / being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to / are worried about and how they can prepare themselves mentally. They develop communication skills, independence, diversity, resilience and self-belief.</p>
Art and Design	<p><u>A look at Brazil-Rio de Janeiro</u></p> <p>Children will explore the outline shapes of buildings and monuments – and use the colour of carnival to represent the colour of the skyline This will encourage enquiry, creativity, resilience and diversity.</p>	<p><u>Mexican Sun motifs</u></p> <p>Research and study different designs to recreate using observational skills, design and a range of techniques</p> <p>Enquiry, diversity, creativity</p>
Design Technology	<p>Mardi Gras masks and headdresses – research, plan success criteria , make and evaluate</p> <p>Enquiry, diversity, creativity, resilience</p>	<p><u>Mayan Temples</u></p> <p>Research, plan, design, make and evaluate a Mayan temple in a collaborative project</p> <p>_Use a range of modelling tools and techniques</p> <p>Communication, independence, creativity , diversity</p>
Topic Based Learning (History and	<p><u>THE AMAZING AMERICAS</u></p> <p>By looking at diversity and enquiry, children will explore the differences and similarities in places climates and human geography in North America and</p>	<p><u>MAYAN CIVILISATION</u></p> <p>Children will develop their understanding of diversity by learning about some major features and cities of the Mayan civilization. They will know some of the main Mayan gods and what they represented.</p>

Geography)	where they live. They will describe characteristics and significances throughout their learning.	They will be able to communicate an understanding of how they lived and compare to how we live now, and they will use independence to research what we know about Chichen Itza and use the information to create a leaflet for tourists.
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