

Owls Curriculum Map 2021 – 2022 – CYCLE 1

Autumn 2021		
	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>RUGBY</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>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>
Computing	<p style="text-align: center;"><u>SPREADSHEETS</u></p> <p>Children learn an understanding of spreadsheets and how they can be used, developing communication skills by in formatting and entering specific formulas, and enriching their enquiry skills when solving problems and designing their own spreadsheet.</p>	<p style="text-align: center;"><u>RADIO STATION</u></p> <p>Children develop recording and editing skills through creating their own radio show, thus allowing creativity, self-expression and enhancing communication skills.</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><u>CLASSIC ROCK - LIVING ON A PRAYER</u></p> <p>Through appraising a variety of rock 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>BOSSA NOVA JAZZ / SWING JAZZ – CLASSROOM JAZZ 1</u></p> <p>Through appraising a variety of jazz pieces, 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>GETTING TO KNOW YOU</u></p> <p>Fostering an understanding of diversity, the children learn words and phrases to greet and get to know each other, developing resilience and self-belief through their speaking and writing in French.</p>	
PSHE	<p><u>BEING ME IN MY WORLD</u></p> <p><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.</p> <p><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 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><u>CELEBRATING DIFFERENCE</u></p> <p><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.</p> <p><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 achievements. They develop communication skills, independence, diversity, resilience and self-belief.</p>

Art and Design	<p style="text-align: center;"><u>ANCIENT GREECE</u></p> <p>Pupils research and use symbols from ancient Greece to create an annotated Greek vase design, fostering enquiry, research and creativity.</p>	<p style="text-align: center;"><u>ANCIENT GREECE</u></p> <p>Pupils research purpose and features from ancient Greece to create a Greek mask design, fostering enquiry, research and creativity.</p>
Design Technology	<p>Using ideas researched, pupils design and make their own Greek vase incorporating features identified self-expression, creativity and independence.</p>	<p>Create a prototype mask to inform making final piece Use of modelling techniques to develop form and - use of enquiry, research and creativity Discuss and share ideas- developing communication skills.</p>
Topic Based Learning (History and Geography)	<p style="text-align: center;"><u>ANCIENT GREECE</u></p> <p>By considering diversity, pupils will be able to discuss different aspects of Ancient Greek civilisation and how these impacted the UK, including what democracy means and how this has affected our current legal system in the UK. They will be able to talk knowledgeably about the life of an Ancient Greek.</p>	<p style="text-align: center;"><u>ANCIENT GREECE</u></p> <p>Through independent research and project preparation for a 'Museum', children develop independence, creativity and communication skills.</p>

Spring 2022

	Term 3	Term 4
RE	<p style="text-align: center;"><u>ISLAM (Part 1)</u></p> <p>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.</p>	<p style="text-align: center;"><u>SALVATION</u></p> <p><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.</p>
PE	<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>	<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>
Computing	<p style="text-align: center;"><u>RADIO STATION</u></p> <p>Children develop recording and editing skills through creating their own radio show, thus allowing creativity, self-expression and enhancing communication skills.</p>	<p style="text-align: center;"><u>ONLINE SAFETY</u></p> <p>Children will develop their understanding of the internet, as a type of media, and how it can shape our ideas about boys and girls through stereotypes, thereby increasing their understanding of diversity. Children will also be given ways to deal with online content that they may find worrying or that they believe to be dangerous, increasing their self-belief and resilience.</p>
Science	<p style="text-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</p>	<p style="text-align: center;"><u>SCIENTISTS AND INVENTORS</u></p> <p>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.</p>

	does..... What would happen..... Do all.....	
Music	<p><u>MOTOWN – DANCING IN THE STREET</u></p> <p>Through appraising a variety of Motown 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>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><u>ALL ABOUT ME</u></p> <p>Fostering an understanding of diversity, the children will learn to understand and follow instructions, name parts of the body, identify colours and say what they are wearing, developing resilience and self-belief through their speaking and writing in French.</p>	
PSHE	<p><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</p>	<p><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</p>

	compliments. They develop communication skills, independence, diversity, resilience and self-belief.	of being stressed and that there are strategies they can use when they are feeling stressed. They develop communication skills, independence, diversity, resilience and self-belief.
Art and Design	<p style="text-align: center;"><u>WATERWORLDS</u></p> <p>A look at how JMW Turner interpreted and painted water using watercolours. Test out the 'wet on dry' technique to blend and layer colours for effect.</p> <p>Enquiry and self -belief</p>	<p style="text-align: center;"><u>WATERWORLDS</u></p> <p>Compare representation of water from Turner to Derain's 'Waterloo Bridge' Use brush marking technique with pure colours and shades of colour</p> <p>Diversity, creativity, self-belief</p>
Design Technology	<p style="text-align: center;"><u>WATERWORLDS</u></p> <p>Research a variety of models, reliefs and images that clearly explain the water cycle Work collaboratively on a plan to create a model to explain the water cycle to LKS2. Consider materials criteria and method</p> <p>Communication, collaboration and resilience are developed as children see through an idea from planning to making.</p>	<p style="text-align: center;"><u>WATERWORLDS</u></p> <p>Consider and review plan before making a model or relief to demonstrate the water cycle._ Opportunity given to use model to explain the water cycle to LKS2. Use criteria to evaluate successes and what pupils would do differently next time.</p> <p>Communication, collaboration and resilience are developed as children see through an idea from planning to making.</p>
Topic Based Learning (History and Geography)	<p style="text-align: center;"><u>WATER WORLDS</u></p> <p>Through enquiry and independence, children will explore, research and learn about rivers and coast lines and some of the effects of weathering.</p>	

Summer 2022

	Term 5	Term 6
RE	<u>ISLAM</u> What does it mean to be a Muslim in Britain today?	<u>UNIVERSAL</u> Is it better to express your beliefs in arts and architecture or in charity and generosity? 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 .
PE	<u>LACROSSE</u> 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.	<u>ATHLETICS</u> 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.
Computing	<u>SCRATCH: CREATING GAMES</u> Encouraging self-belief , as children learn skills to create own games. Children practise resilience through the course of coding, editing and debugging.	
Science	<u>LIVING THINGS AND THEIR HABITATS</u> 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.	<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'.
Music	<u>OLD-SCHOOL HIPHOP – THE FRESH PRINCE OF BEL-AIR</u> Through appraising a variety of rock songs, children increase their awareness of diversity and are given opportunities for self-expression . Children also develop music skills to allow greater creativity .	<u>MUSICALS – END OF YEAR PLAY</u> Children will develop independence as they become aware of the value and importance of their own contribution to the 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

		<p>an audience. Children will also develop communication skills as they develop techniques of public performance.</p>
<p>Languages</p>	<p style="text-align: center;"><u>FOOD, GLORIOUS FOOD</u></p> <p>Fostering an understanding of diversity, the children will learn the vocabulary for a range of food, to express likes and dislikes, and to count and use plural nouns, developing resilience and self-belief through their speaking and writing in French</p>	
<p>PSHE</p>	<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 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</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 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</p>

	<p>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>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>ENOUGH FOR EVERYONE</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. This will encourage enquiry, creativity, resilience, and diversity.</p>	<p><u>LEISURE AND ENTERTAINMENT IN 20TH CENTURY.</u> Looking at the work of pop artist Peter Blake on the Beatles famous Sergeant Pepper's album and using this research to sketch and plan own design influenced by the artist Enquiry, self-expression, and diversity.</p>
Design Technology	<p><u>ENOUGH FOR EVERYONE</u> Taking a recyclable object that could be upcycled for a functional use Look at examples of ideas on what and how and apply within a plan to make, review, and evaluate its success Resilience, communication, creativity</p>	<p><u>LEISURE AND ENTERTAINMENT IN 20TH CENTURY.</u> Using a montage technique incorporating use of computerised images following on from plan Self-expression and communication</p>
Topic Based Learning (History and Geography)	<p><u>ENOUGH FOR EVERYONE?</u> Through learning about sustainability, children start developing an understanding of their own ideas, culminating in creating their wishes for the world (encouraging enquiry)</p>	<p><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</p>

	and fostering self-expression)	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.
--	--------------------------------	---