

Oakwood Primary Academy – Whole School Curriculum Planning Overview Cycle A 2018-2019



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 animals' 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>Street Detectives Science-Living things and habitats Y2 Science-Animals including Humans Y2 RE-Myself Y1</p> <p>How has our local area changed? What do we see outside our school?</p> <p>Key Concept Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment and how it has changed within living memory</p> <p>Vocabulary: settlement, environment, village, town, city, country, county, continent, compass, direction, locate, fieldwork, aerial, route, local, detached, semi-detached, terraced, flats, bungalow, inhabit, industry, factory, career</p> <p>body parts, amphibians, reptiles, birds, mammals, pets, senses, touch, taste, sight, hear, smell, habitat, explore, discovery, annotate, carnivores, herbivores, omnivores</p>	<p>King of the Castle Science-Uses of everyday materials Y2 RE-Celebrations Y1</p> <p>What's the difference between a castle and palace? Why were castles built?</p> <p>Key Concept Explore and explain a variety of everyday materials and look at how they were used for castles beyond living memory.</p> <p>Vocabulary: moat, motte and bailey, battlement, turret, merlons, crenels, keep, queen, peasant, barbican, portcullis, servants, joker, guards, lords, ladies, knights, drawbridge.</p> <p>Hollow, transparent, porous, insulator, opaque, conductor, translucent, flexible, malleable, rigid, thick, thin, flammable</p>	<p>Rainforest Carnival Science- How plants grow. RE-Belonging Y1</p> <p>What is it like being a 6 year old in Brazil?</p> <p>Key Concept To observe and investigate how plants grow and survive in different environments focusing on the geographical differences in Plymouth and Rio de Janeiro.</p> <p>Vocabulary: rainforest, equator, seasonal weather, north and south poles, maps, atlases, globes, country, continents, oceans</p> <p>Bulbs, grow, temperature, healthy, observation, explanation, mature</p>
<p>Educational visits or visitors</p>	<p>Local area walk including the library</p>	<p>Crownhill Fort</p>	<p>Dance/art workshop</p>

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<p>Year 3 and 4</p>	<p>I am Warrior (Romans) Science-Light Y3 and Sound Y4 RE-Inspirational People</p> <p>What did the Romans do for us?</p> <p>Key Concept Be able to explain how the lives of people in one country or group are affected by the activities of others.</p> <p>Vocabulary: colosseum, mosaic, villa, Centurion, gladiator</p> <p>refracted, opaque, transparent, translucent, wave, vibrate, pitch, volume, percussion</p>	<p>Flow Science-Forces and Magnets Y3 Science - Animals including Humans Y4 RE-Religion and the Individual</p> <p>Where does water come from, where does it go?</p> <p>Key Concept Understand risk and safety.</p> <p>Vocabulary: evaporation, condensation, precipitation, rain, snow, hail, sleet, run off, river</p> <p>push, pull, rub, slide, down, spin, friction, wheel, roll, up, move, spring, bounce, gravity, float, force, magnet, magnetise, repel</p>	<p>Anglo Saxons and Scots Science-Living Things and their habitats Y4 RE-Religion, Family and Community</p> <p>Who were the early law makers in England and Scotland?</p> <p>Key Concept Early law makers and why do we have rules.</p> <p>Vocabulary: bronze, East Anglia, Mercia, Northumbria, Wessex, runes, tapestry</p> <p>vertebrate, invertebrate, amphibians, mammals, reptiles, flowering, non-flowering</p>
<p>Educational Visits or visitors</p>	<p>Swimming – year 4 Library Visit</p>	<p>Dartmoor – source of the River Meavy Nethercott Farm Residential – Year 4</p>	<p>Den Building Church Visit</p>

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<p>Year 5 and 6</p>	<p>A Child's War (Local Study) Science-Light Y6 Science-Electricity Y6 RE - Beliefs and Questions</p> <p>How did children survive WWII?</p> <p>Key concept To explore tolerance of others, individual liberty, democracy and British Values. Understand that it is ok to make choices that differ from others.</p> <p>Vocabulary: Allies, Axis, evacuation, ARP, Anderson shelter, treaty, declaration, Churchill, Barrage balloon, gas mask, Swastika, ration book, Spitfire, Blitz</p> <p>Science: Periscope, reflection, filters, opaque, transparent, translucent. Voltage, brightness, series circuit, buzzer, symbols.</p>	<p>Hola South America! Science-Properties and changes of materials Y5 RE - Beliefs in Action 2 – Faith in Action</p> <p>North, Central or South, where in America are you?</p> <p>Key concept To investigate the differences between our country and the Americas. To explore the rainforest, vegetation, tribes and deforestation.</p> <p>Vocabulary: ecosystem, Equator, Tropic of Cancer, Tropic of Capricorn, rainforest, greenhouse effect, species, sustainable, indigenous, Amazon, deforestation, habitat, canopy</p> <p>Science: insulators, conductors, solid, liquid, gas, evaporation, physical, chemical, colour, melting point, boiling point.</p>	<p>Mother Earth - Can we grow? Science-Living things and their habitats Y5 (animals including humans Y5) RE - The Journey of Life and Death</p> <p>Fascinating nature-how do dandelion leaves cure a sting? What would happen if bees became extinct?</p> <p>Key concept To investigate farming and the natural environment. How do things grow? Why do we need these products to survive?</p> <p>Vocabulary: farming, agriculture, horticulture, allotment, raised beds, chemical reaction, cuttings, compost, propagator, hemispheres, financial and environmental costs, pollinators</p> <p>Science: Germinate, reproduce, food chain, micro-habitat, rainforest, woodland, shelter, ocean, survive.</p>
<p>Educational Visits or visitors</p>	<p>Soapbox Theatre Library Visit Church Visit</p>	<p>Year 6 London Trip Year 5 Fire Brigade Visit</p>	<p>Year 6 Treat Trip Junior Life Skills OAA Orienteering Day</p>

Question driver for the main topic theme in green

Key concept from topic in red

Key vocabulary in blue