

Oakway Topic Overview 2020-21

Stage	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key skill across the Academy curriculum: ORACY						
EY	Continuous provision: <i>Language of the month for registration, days of the week, red/green words, word of the week, helpers news.</i>					
	<p>The Big Question Who am I? (6) Baseline assessment of EYFS: PSED, PD, C&L, L, M, UW, EA</p> <p>What pet would I like? (3): Model Text: Dear Zoo Genre: Wishing tale Focus: What is a character? Outcome: Character - Simple innovation of an animal (final pet). UW, C&L, L, PSED, PD</p>	<p>The Big Question How do I know who is in the story? (5): Model Text: Little Red Hen Genre: Wishing tale Focus: Story maps to sequence events (story and real life events – bread making). Exploration of characters and setting. Outcome: Character in the correct setting - Story map showing a simple innovation of the character and wish and retelling of the innovated story. C&L, L, PSED, UW, EAD, PD</p>	<p>The Big Question Why are settings important to the story? (6): Model Text: The three little pigs Genre: Defeating the baddie tale Focus: Setting descriptions using adjectives to describe it's appearance. Outcome: Setting description - Story map showing a simple innovation of a setting using simple adjectives and retelling of the innovated story. C&L, L, PD</p>	<p>The Big Question What is the character like? (5): Model Text: Goldilocks and the three bears Genre: Problem/resolution tale Focus: Exploration of good and bad characters and adjectives to describe their appearance. Outcome: Description of the problem/bad character - Story map showing a simple innovation of the bad character using simple adjectives and oral retelling of the innovated story. PSED, C&L, L, PD, UW</p>	<p>The Big Question How do we resolve problems? (6): Model Text: The Enormous Turnip Genre: Cumulative tale Focus: Exploration of problems/things that can go wrong Outcome: Problem - Story map showing a simple innovation of a problem (something going wrong) using simple adjectives and retelling of the innovated story PSED, C&L, L, PD</p> <p>The Big Question What difference can we make in our local environment? School Improvement Project Planting in the EY area EAD, UW, PSED, PD</p>	<p>The Big Question Why do some stories have badly behaved characters? (6): Model Text: Little Red Riding Hood Genre: Warning tale Focus: Exploration of the physical and personality attributes of bad characters. Outcome: Problem - Story map showing a simple innovation of a problem (attributes of the bad character) using simple adjectives and retelling of the innovated story. PSED, PD, C&L, L</p>
	<p>Core skills practised daily: Oracy – Chatterway Programme, Talk 4 Writing Reading – RWI phonics programme Number fluency – Number Programme Handwriting – Fine motor strength and control, Kinetic Letters programme Written communication – Developed through T4W approach Rainbow Time will address any skills gaps identified through the ongoing observation cycle such as scissor skills, modelling using different types of joins etc.</p>					
Enrichment	Family transition meetings	Visit from a hen Pantomime at the Lighthouse Theatre, Kettering	Welly walk in the local area	Teddy Bears picnic	EY Gardening club Local garden centre	Theatre show
Foundational Learners	<p>Conceptual Lens Mutual respect Tolerance</p>	<p>Conceptual Lens CoEL: Active Learning - Motivation (keeping on trying)</p>	<p>Conceptual Lens CoEL: Creating and thinking critically – Thinking (thinking of their own ideas)</p>	<p>Conceptual Lens CoEL: Playing and exploring – Engagement (finding out and exploring)</p>	<p>Conceptual Lens CoEL: Active Learning – Motivation (being involved and concentrating)</p>	<p>Conceptual Lens CoEL: Creating and thinking critically – making links</p>
	<p>Lines of enquiry Who and what are special to me? What do I like to do? What can I do by myself? What do I need help with?</p>	<p>Lines of enquiry What is a wish? What is a character/ setting? Does the new character belong in the setting? Does the character get what they wish for? Was the main character right to behave the way they did?</p>	<p>Lines of enquiry What is a setting? Are all settings the same? What settings are used in stories? Are story settings the same as real life?</p>	<p>Lines of enquiry What does Goldilocks want and why? What do Goldilocks' actions tell us about her? What makes a character good or bad? Is Goldilocks a bad character?</p>	<p>Lines of enquiry What is a problem? What is a resolution? Was the problem resolved in the way you expected? Can you think of another way to resolve the problem in the story? How would you feel about the story if the problem wasn't resolved?</p>	<p>Lines of enquiry What is a warning? How do bad characters behave? Do all bad characters look the same? Why do we like stories with bad characters in?</p>
	<p>Stand-alone subject UW / PSED (I am unique)</p>	<p>Stand-alone subject PSED / EAD</p>	<p>Stand-alone subject UW</p>	<p>Stand-alone subject UW</p>	<p>Stand-alone subject EAD / PSED</p>	<p>Stand-alone subject UW</p>

KS1	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1	Continuous provision: time: telling the time / days of the week / months of the year / seasons					
	The Big Question Why is Wellingborough special to my family? (6) History, Geography	The Big Question Changes in living memory: How have toys changed over time? (5) Science (materials), History, DT (slider, lever)	The Big Question What grows here? (6) Science, Geography, (Field Work), Art (patterns in nature), Eco-Schools	The Big Question Which animals make great pets? (5) Science, (animals, inc humans) DT (making pet home)	The Big Question What can my body do? (6) Science (animals, inc humans), Art (line and colour) Music, Dance, DT (Chop it up)	The Big Question What difference can we make in our local environment? (6) School Improvement Project Art, Geography
	Enrichment Hot seat: Family members	Wellingborough/Abington Park museum Toy resource boxes	Academy environment	Visit by Pets	Dance company	
	Confident Learners Conceptual Lens Perspective Tolerance	Conceptual Lens Function Change	Conceptual Lens Function	Conceptual Lens Change	Conceptual Lens Function Individual Liberty	Conceptual Lens Responsibility Mutual Respect
	Lines of enquiry What does special mean to me? Why does my family live in W'boro? What does W'boro offer?	Lines of enquiry What is a toy? What is the purpose of a toy? What materials are toys made of? How are toys made?	Lines of enquiry Do all plants look the same? What do plant need to grow? How is a plants structure designed to help it live and grow? How do plants adapt to different environments?	Lines of enquiry What animals do we keep as pets? What do animals need to survive? How do animals grow and change?	Lines of enquiry What body parts do I have? What does my body need to work? How do I keep my body healthy?	Lines of enquiry Flower planting
	Stand-alone subject/focus PHSE We are unique (1)	Stand-alone subject/focus RE, Art Interfaith (1)				
2	Continuous provision: time: telling the time / days of the week / months of the year / seasons					
	The Big Question Who are Northamptonshire's famous sports stars? (6) History, Geography, Art	The Big Question What makes a great performance? (5) Music, Dance, DT (Fill it up)	The Big Question How have people changed the world? (6) History (people from the past) DT (Puppets)	The Big Question How do plants grow in new places? (5) Science (plants, living habitats), Geography (Field Work),	The Big Question School improvement project (6) Science (materials), DT (joining materials) Art (natural sculpture)	The Big Question Where do animals call home? (6) Science (animals, inc humans, lifecycle) Art (line and colour) DT fill it up, Eco-Schools
	Enrichment Sport Ground (Cobblers, NCC, Saints) Portrait artist visit		Duxford Museum	Local environment	Hatton workshop Local woodworkers	Local country park Community involvement
	Confident Learners Conceptual Lens Connection Mutual Respect	Conceptual Lens Communication Tolerance	Conceptual Lens Change Connection	Conceptual Lens Function Change	Conceptual Lens Responsibility Mutual Respect	Conceptual Lens Function Mutual Respect
	Lines of enquiry Which are the most successful sports in Northamptonshire? Why is Walter Tull significant? What do the sports teams contribute to the community?	Lines of enquiry How can I communicate clearly? How does everyone play their part? What makes a good audience?	Lines of enquiry Who are the pioneers of aviation? How has aviation changed over time? How have they had an impact on our lives today?	Lines of enquiry How do plants travel from place to place? How do plants change as they grow? Why do plants grow better in some places?	Lines of enquiry What materials are natural and man-made? Building animal habitats (bug hotel)	Lines of enquiry What is a habitat and why are habitats important to animals? What makes a food chain? What does a human food chain look like?
	Stand-alone subject/focus PHSE We are unique (1)	Stand-alone subject/focus RE, Art Interfaith (1)				

LKS2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
3	Continuous provision: Time: telling the time / French: Days of weeks, colours, numbers to 10. Music: Strings					
	The Big Question How can the Earth's Geography have an impact on Human Settlement? (6) Geography, Science (rocks and soils)	The Big Question How do people use their understanding of forces to make things move? (5) Science (forces, magnets), History	The Big Question How have homes reflected local conditions over time? (6) History, DT (sculpture)	The Big Question What are the choices that people make to support the sustainability of Earth's resources? (5) Science (Living habitats, plants) Geography (field work), Eco-Schools	The Big Question What difference can we make in our local environment? (6) School Improvement Project DT, Geography, Science	The Big Question How do our senses help us to understand the world around us? (6) Science (Animals, including humans, light and sound), Art (3D perspectives)
Knowledge Seekers	Enrichment Milton Keynes	Enrichment Birmingham Think Tank / MAD museum Stratford	Enrichment Local walks Wellingborough / visit Collyweston	Enrichment Supermarket	Enrichment Community involvement	Enrichment Local sensory impairment group
	Conceptual Lens Change	Conceptual Lens Function	Conceptual Lens Connection Culture	Conceptual Lens Responsibility Individual Liberty	Conceptual Lens Responsibility Mutual Respect	Conceptual Lens Function Tolerance
	Lines of enquiry What is a settlement? Is it possible to change the stability of soil? How do humans change physical geography over time?	Lines of enquiry What are different forces? Who first discovered forces? How do forces work? How do we use forces to help us in our lives today?	Lines of enquiry What is a home? How have homes changed throughout history? How do local conditions affect house design?	Lines of enquiry What are renewable and non-renewable resources? What objects do we want/need? How does the demand for palm oil affect our environment? What choices can we make to lessen our impact on the environment?	Lines of enquiry Vegetable planting Sustainable food	Lines of enquiry What different senses do animals have? How do predators and prey use senses differently? How have humans adapted the environment to support sensory impairment?
	Stand-alone subject/focus PHSE We are unique (1)	Stand-alone subject/focus RE, Art Interfaith (1)				
4	Continuous provision: Time: telling the time / French: simple greetings, days of the week, up to 31 / answer simple questions					
	The Big Question How have European influences improved our community? (6) Geography, RE, PD, Art	The Big Question How does the action or reaction we take influence the outcome of a conflict? (5) History, DT	The Big Question How are people's lives impacted by the changing Earth? (6) Geography, Science (Solid, Liquid, Gas) Art, Fieldwork, Eco-Schools	The Big Question Why do humans invade? (5) History, Geography, Art (Sculpture)	The Big Question What difference can we make in our local environment? (6) School Improvement Project PSHE, PD, Science, Geography, Art	The Big Question How do animals adapt to survive?(6) Science (Plants, Animals, including humans, sound), Art (mixture and colour)
Knowledge Seekers	Enrichment Local walks in Wellingborough Hot seats: Family members	Enrichment Castle museum Voices, Police and CIRV agency talk / Good Citizens program	Enrichment Solid, Liquid, Gas / Volcanos workshop	Enrichment Viking Day	Enrichment Community involvement	
	Conceptual Lens Perspective Tolerance	Conceptual Lens Causation Rule of Law	Conceptual Lens Function Sustainability	Conceptual Lens Causation Migration	Conceptual Lens Responsibility Mutual Respect	Conceptual Lens Change Causation
	Lines of enquiry What makes a community? What does my personal identity say about me? What influences have European families brought to Wellingborough and how have these influences improved your life?	Lines of enquiry What is the difference between action and reaction? What are the most common causes of conflict? How has crime and punishment changed over time? What steps can I take to resolve a conflict?	Lines of enquiry What is the structure of the Earth? What are different states of matter? How is the Earth changing? How do people respond to sudden changes on the Earth?	Lines of enquiry Who were the Vikings? Why did the Vikings invade the UK? What were the challenges and risk of the invasion? What is the legacy of the Viking invasion on the UK today?	Lines of enquiry Forest school development	Lines of enquiry How can we classify and sort living things in different ways? How do living things adapt to their environment? What happens when an animal's environment changes?
	Stand-alone subject/focus PHSE We are unique (1)	Stand-alone subject/focus RE, Art Interfaith (1)				

UKS2	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
5	Continuous provision: Time: telling the time / French: simple greetings, days of the week, up to 31 / answer simple questions					
	The Big Question Why is Earth unique compared to other planets? (6) Science (Earth and Space and States of matter), Art	The Big Question Why were early civilisations important? (5) History (Egypt), DT	The Big Question How can energy be converted from one form to another to enhance progress? (6) Geography, Science (Forces, Living habitats, Field Work), Eco-Schools	The Big Question How can messages be created or manipulated to target an audience? (5) PD, Computing, Geography, Art	The Big Question What difference can we make in our local environment? (6) School Improvement Project Science, Geography	The Big Question How do living things adapt in order to survive? (6) Science (Animals, including humans), Art (Pointillism)
Enrichment	Planetarium	New Walk Museum, Leicester	Anglian Water / Energy companies / Wind farms	Advertising agency / media study students UoN	Community involvement	
	Conceptual Lens Connection Sustainability	Conceptual Lens Change Communication	Conceptual Lens Sustainability Function	Conceptual Lens Individual liberty Causation	Conceptual Lens Responsibility Mutual respect	Conceptual Lens Change Sustainability
	Lines of enquiry What is the Earth's place in the Solar System? What attributes do pioneers have to question the world around them? How does the Earth sustain life?	Lines of enquiry Who were the ancient Egyptians? How did they use the resources around them to improve their civilisation? How does this change the way other civilisations lived?	Lines of enquiry What are the different forms of energy? How do we use energy today? What sustainable energy practices should we use in the future?	Lines of enquiry How do images, text and music influence the way we think? How can we critically evaluate the messages presented to us? How do people respond to messages?	Lines of enquiry Tree planting	Lines of enquiry What are the 3 types of adaptation? How do living things adapt to suit their environment? What are the main threats to the survival of living things?
	Stand-alone subject/focus PHSE We are unique (1)	Stand-alone subject/focus RE, Art Interfaith (1)				
6	Continuous provision: Time: telling the time / French: simple greetings, days of the week, up to 31 / answer simple questions					
	The Big Question Is it too late to save the planet? (6) Geography, Science (evolution and adaptation), Eco-Schools	The Big Question How can we be scientists? (5) Science (electricity, light), Art (colour and light)	The Big Question What have we learned from ancient civilisations? (6) History, Art (Sculpture)	The Big Question How do people strive to meet their goals? (5) Science (Animals including humans, living things and habitats), Art (Pattern contrast)	The Big Question SATs (6)	The Big Question What difference can we make in our local environment? (6) Whole Improvement Project & Performance Art, Music, PD, DT, Geography
Enrichment	Starlink Satellites – Elon Musk Life on our planet – David Attenborough	Lab 13 / Secondary links / Becks Studio Mad science	Cadbury World	Local entrepreneurs / diversity in community		Isle of Wight Community involvement Noisy Toys Dance / Singing organisations
	Conceptual Lens Tolerance Responsibility	Conceptual Lens Causation Perspective	Conceptual Lens Change Function	Conceptual Lens Individual liberty Connection	Conceptual Lens	Conceptual Lens Responsibility Mutual respect
	Lines of enquiry How have humans evolved? How has the Earth changed during human evolution? How can humans act to secure the future of Earth for all living things?	Lines of enquiry What are the steps of a scientific enquiry? How do scientists ensure fair testing? How do scientists communicate their findings effectively?	Lines of enquiry Who were the Mayans? How was trade integral to Mayan society? What is the legacy of the Mayan civilisations?	Lines of enquiry What does it mean to be successful? What strategies do successful people use? How can I prepare to overcome the challenges I face?	Lines of enquiry	Lines of enquiry Year 6 outside area development (mural)
	Stand-alone subject/focus PHSE We are unique (1)	Stand-alone subject/focus RE, Art Interfaith (1)				

