

Oakway Topic Overview 2021-22

Stage		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Key skill across the Academy curriculum: ORACY							
EY		<i>Continuous provision: Language of the month for registration, days of the week, red/green words, word of the week, helpers news.</i>					
	Sequence of Learning 1	Sequence of Learning 2	Sequence of Learning 3	Sequence of Learning 4	Sequence of Learning 5	Sequence of Learning 6	Sequence of Learning 7
	<p>Transition Unit: We are Unique</p> <p>Big Question: Who is in my family?</p> <p>Baseline assessment of EYFS: PSED, PD, C&L, L, M, UW, EA</p>	<p>The Big Question Who cares for me? (3):</p> <p>Model Text: Owl Babies UW, C&L, L, PSED, PD</p> <p>Introduction of TWS lenses.</p> <p>Writing outcome: Simple innovation of an animal.</p> <p>Outcome: Mark making linked to characters in story</p>	<p>The Big Question How can I build my confidence? (7):</p> <p>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: Simple innovation to sequence events (story and real-life events – bread making). Outcome: Instructions for bread making or similar</p> <p>C&L, L, PSED, UW, EAD, PD</p> <p>Nativity – RE performance</p>	<p>The Big Question Why are settings important to the story? (6):</p> <p>Model Text: We're going on a bear hunt. Genre: Adventure story Focus: Setting descriptions using adjectives to describe it's appearance. Outcome: List of items to go on the adventure Outcome: Postcard Outcome: Setting description – basic sentences</p> <p>C&L, L, PD</p>	<p>The Big Question How do we resolve problems? (6):</p> <p>Model Text: The Way Back Home Genre: Problem/resolution Focus: Exploration of problems/things that could go wrong Outcome: Tales Toolkit innovation change problem/solution</p> <p>PSED, C&L, L, PD, UW</p>	<p>The Big Question How can we show how we are feeling? (5):</p> <p>Model Text: Rainbow Fish Problem/resolution Focus: Outcome: Descriptive writing PSED, C&L, L, PD</p>	<p>The Big Question What difference can we make in our local environment? (½)</p> <p>School Improvement Project Planting in the EY area outside RB down to the gate. Wellies on the wall, Sunflowers Pallet garden EAD, UW, PSED, PD</p> <p>The Big Question What can I do to help myself? (3)</p> <p>Model Text: The Koala who could Ruby's Worry. Focus: Exploration of relationships Outcome: Picture/caption Picture of themselves and sentence/s about their own worry. Outcome: Letter to new teacher about concerns/worries and questions</p>
Foundational Learners			<p>Lines of enquiry How can I find the characters is in a story? How can I use my experiences to help me understand a story?</p> <p>-----</p> <p>Lines of enquiry What can confidence look like?</p>	<p>Lines of enquiry What is a setting? How do settings differ? What happens when you change the story setting?</p>	<p>Lines of enquiry What is a problem? What is a resolution? How can we resolve the problems?</p>	<p>Lines of enquiry What do feelings look like? Are problems always resolved? What are the different types of problems?</p>	<p>Lines of enquiry How do I feel in times of stress? What can I do to regulate myself? How can I communicate how I feel?</p>

			How does everyone make a difference and play their part?				
	Theme: Family diversity / similarities and differences	Theme: Mutual respect Tolerance	Theme: CoEL: Active Learning - Motivation (keeping on trying)	Theme: CoEL: Creating and thinking critically – Thinking (thinking of their own ideas)	Theme: CoEL: Playing and exploring – Engagement (finding out and exploring)	Theme: CoEL: Active Learning – Motivation (being involved and concentrating)	Theme: CoEL: Creating and thinking critically – making links
	Enrichment: Texts: Daddy, Papa and Me, Mommy, Mama and me, It's OK to be different	Enrichment: Family transition meetings	Enrichment: Visit from a hen Pantomime at the Lighthouse Theatre, Kettering	Enrichment: Welly walk in the local area	Enrichment: Teddy Bears picnic	Enrichment: EY Gardening club Local garden centre	Enrichment: Theatre show
Wider Curriculum Subject Themes		PSED: PD: C&L: UW: EA:	PSED: PD: C&L: UW: EA:	PSED: PD: C&L: UW: EA:	PSED: PD: C&L: UW: EA:	PSED: PD: C&L: UW: EA:	PSED: PD: C&L: UW: EA:

Core skills progression

Communication – Listening/attention and oral vocabulary development (inc. sentence structure, story openers and connectives)
Phonics - phonological awareness, reading RWI set 1 sounds, orally blending RWI set 1 sounds, Fred Talking RWI set 1 sounds to read CVC words and simple sentences, reading and blending CVVC/CVCC words set 2 sounds to read simple sentences and demonstrate understanding by answering questions, reading high frequency words.
Number – counting, recognition and ordering of numbers from 3, to 5, 10, 15 and 20 (ELG), addition/subtraction, more/less,
Kinetic Letters – fine motor strength and pencil grip to form Jumper, Abracadabra, Squirter, Window cleaner and Slider family letters.
Writing – mark making with an oral description, segmenting sounds in words to write labels/captions hearing and writing dominant sounds (initial sounds then initial and end sounds) then simple sentences using initial, medial and end sounds using phonetically plausible spelling, introducing finger spaces, writing high frequency words.
Rainbow Time will address any skills gaps identified through the ongoing observation cycle such as scissor skills, modelling using different types of joins etc.
PSED / EAD
UW

KS1		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1		Continuous provision: <i>time: telling the time / days of the week / months of the year / seasons</i>					
	Sequence of Learning 1	Sequence of Learning 2	Sequence of Learning 3	Sequence of Learning 4	Sequence of Learning 5	Sequence of Learning 6	Sequence of Learning 6
	Transition Unit We are Unique Big Question Are all families the same?	The Big Question Why is Wellingborough special to my family? History, Geography	The Big Question What can my body do? (6) 2 Science (animals, inc humans), Art (line and colour) Music, Dance, DT (Chop it up)	The Big Question Changes in living memory: How have toys changed over time? (5) 3 Science (materials), History, DT	The Big Question Which animals make great pets? (5) Science, (animals, inc humans) DT (textiles)	The Big Question What grows here? (6) 5 Science, Geography, (Field Work), Art ,Eco-Schools	The Big Question What difference can we make in our local environment? (6) School Improvement Project Art, Geography
Confident Learners		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 body parts do I have? How do my senses work? How do I keep my body healthy?	Lines of enquiry What is a toy? What materials are toys made of? How are toys made?	Lines of enquiry How do we group animals? What animals do we keep as pets? How do we look after our pets?	Lines of enquiry Do all plants look the same? How is a plants structure designed to help it live and grow? How do plants adapt to different environments?	Lines of enquiry Plan Do Review
	Theme: Family diversity	Theme: Perspective Tolerance	Theme: Function Individual Liberty	Theme: Function	Theme: Change	Theme: Function Change	Theme: Responsibility Mutual Respect
	Enrichment: Texts: Two mums and a menagerie / Mr Seahorse	Enrichment: Hot seat: Family members	Enrichment:	Enrichment:	Enrichment: Pet workshop	Enrichment: Dance company	Enrichment:
Wider Curriculum Subject Themes		PD: Jealousy/Road Safety/Tying shoelaces RE: Spiritual Art Term - Peace Computing: Skills/Online Safety Music: PE:	PD: Medicines and People who help us/Water Spillage RE: Interfaith week/ Computing: Lego Builders/Pictograms Music: PE:	PD: Online Bullying/Body Image RE: Interfaith week/ Computing: Technology outside School/Maze Explorers Music: PE:	PD: Fire safety RE: Interfaith week/ Computing: Animated Story Music: PE:	PD: Growing and Caring for ourselves RE: Interfaith week/ Computing: Coding Weeks/Skills Music: PE:	PD: Washing hands/Brushing teeth/is it safe to eat and drink? RE: Interfaith week/ Computing: Spreadsheets/Skills Music: PE:

KS1		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
2		Continuous provision: time: telling the time / days of the week / months of the year / seasons					
	Sequence of Learning 1 Transition Unit We are Unique Big Question: Why our families are important? Am I free to make choices?	Sequence of Learning 2 The Big Question How important is sport in our community? (6) History, Geography, Art	Sequence of Learning 3 The Big Question What makes a great performance? (5) Music, Dance, DT (Fill it up)	Sequence of Learning 4 The Big Question How have people changed the world? (6) History (people from the past) DT (planes), Science (Materials) Geography (Comparison between W'boro and non-euro location)	Sequence of Learning 5 The Big Question How do plants grow in new places? (5) Science (plants, living habitats), Geography (Field Work),	Sequence of Learning 6 The Big Question Where do animals call home? (6) Science (animals, inc humans, lifecycle) Art (line and colour) DT fill it up, Eco-Schools	Sequence of Learning 7 The Big Question What difference can we make in our local environment? (6) Science (materials), DT (joining materials) Art (natural sculpture)
Confident Learners		Lines of enquiry Which are the popular 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? Stand-alone subject/focus RE, Art Interfaith (1)	Lines of enquiry Who are the pioneers of aviation? How has aviation changed over time? How do planes fly?	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 is a habitat and why are habitats important to animals? How do animals grow and change (offspring)?	Lines of enquiry What materials are natural and man-made? Building animal habitats How to bring insects, bugs other animals into the environment Narnia garden
	Theme: Family diversity / Gender identity	Theme: Connection Mutual Respect	Theme: Communication Tolerance	Theme: Change Connection	Theme: Function Change	Theme: Function Mutual Respect	Theme: Responsibility Mutual Respect
	Enrichment: Texts: And Tango makes three / The flamingo who didn't want to be pink	Enrichment: Local community sports groups/ workshop	Enrichment:	Enrichment: Duxford Museum	Enrichment: Local environment	Enrichment: Local country park Community involvement	Enrichment: Hatton workshop Local woodworkers
Wider Curriculum Subject Themes		PD: Worry/Anger/Staying safe RE: Computing: Skills/Online Safety Music: PE:	PD: Keeping Safe /Practice makes Perfect / Helping someone in Need RE: Interfaith week/ Computing: Questioning/Skills Music: PE:	PD: Image sharing/Body Image RE: Interfaith week/ Spiritual Art term – Holy Words Computing: Coding/Skills Music: PE:	PD: Fire Safety RE: Interfaith week/ Computing: Effecting Searching/Making Music Music: PE:	PD: Valuing differences and keeping safe RE: Interfaith week/ Computing: Creating Pictures/Skills Music: PE:	PD: Healthy eating/Medicine/Hazard Detectives RE: Interfaith week/ Computing: Spreadsheets/Skills Music: PE:

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					
	Sequence of Learning 1	Sequence of Learning 2	Sequence of Learning 3	Sequence of Learning 4	Sequence of Learning 5	Sequence of Learning 6	Sequence of Learning 7
	Transition Unit We are Unique Big Question: Is it hard to be unique?	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 DT	The Big Question How are children's lives affected by war? (6) History, DT (Food tech), Geography (contrasting locations - city/country)	The Big Question What are the choices that people make to support the sustainability of Earth's resources? (5) Science (Living habitats, plants/ water cycle) Geography (field work), Eco-Schools	The Big Question How do our bodies help us to navigate the world around us? (6) Science (Animals, including humans, light and sound), Art (3D perspectives)	The Big Question What difference can we make in our local environment? (6) School Improvement Project - Light DT, Geography, Science
Knowledge Seekers		Lines of enquiry What is beneath my feet? What is a settlement? How do humans change physical geography over time?	Lines of enquiry What are forces and are they all the same? How does magnetism work? How do we use magnets to help us in our lives today?	Lines of enquiry How was Britain attacked during World War 2? How were children lives affected by the war? How did children stay healthy?	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 lesson our impact on the environment?	Lines of enquiry How does the muscular and skeletal system help my body to function? How do our senses help us to understand our environment? How have humans adapted the environment to support impairment?	Lines of enquiry Light/photography project – links with Hatton Photograph other year groups projects – build up gallery – before and after Post production – improving photos before printing
			Stand-alone subject/focus RE, Art Interfaith (1)				
	Theme: Gender Identity	Theme: Change	Theme: Function	Theme: Connection Culture	Theme: Responsibility Individual Liberty	Theme: Function Tolerance	Theme: Responsibility Mutual Respect
Enrichment: Texts: Red (Crayon) / Pink is for boys	Enrichment:	Enrichment: Birmingham Think Tank / MAD museum Stratford	Enrichment: Local walks Wellingborough / visit Collyweston	Enrichment: Supermarket	Enrichment: Community involvement	Enrichment: Local sensory impairment group	
Wider Curriculum Subject Themes		PD: Grief/Cycle Safety RE: Computing: Skills/Touch Typing Music: PE:	PD: Smoking/Stealing RE: Spiritual Art Term – God's Good Earth Computing: Email including Email Safety Music: PE:	PD: Making Friends Online/Body Image RE: Computing: Spreadsheets/Online Safety Music: PE:	PD: First Aid – St Johns Ambulance (Bites and Stings/Basic life support) RE: Computing: Coding/Scratch Music: PE:	PD: Growing and Changing RE: Computing: Graphing/Simulations/Skills Music: PE:	PD: Inclusion and Acceptance/In-app purchases RE: Spiritual Art Term - Inspiring Computing: Branching Databases/Skills Music: PE:

LKS2		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
4		Continuous provision: Time: telling the time / French: simple greetings, days of the week, up to 31 / answer simple questions					
	Sequence of Learning 1	Sequence of Learning 2	Sequence of Learning 3	Sequence of Learning 4	Sequence of Learning 5	Sequence of Learning 6	Sequence of Learning 7
	Transition Unit We are Unique Big Question: Which family is best?	The Big Question How does Wellingborough compare to other places? (6) Geography, Art	The Big Question Why do humans invade? (5) History, Geography, Art (Sculpture)	The Big Question How are people's lives impacted by the changing Earth? (6) Geography (Volcanoes/ Earthquakes), Science (Solid, Liquid, Gas) DT, Fieldwork, Eco-Schools	The Big Question How has crime and punishment changed over time? (5) History, PD, Art	The Big Question How do animals adapt to survive?(6) Science (Animals), including humans, sound), Art (mixture and colour)	The Big Question What difference can we make in our local environment? (6) School Improvement Project PSHE, PD, Science, Geography, DT
Knowledge Seekers		Lines of enquiry How are the lives of people influenced by where they live? How do the physical features of different places compare? What makes our community?	Lines of enquiry Who were the Saxons? How and why did the Saxons invade Britain and other places? What is the legacy of the Saxons invasion on the UK today?	Lines of enquiry What is the structure of the Earth? (States of Matter) How is the Earth's crust changing? How do people respond to sudden changes on the Earth?	Lines of enquiry What can history tell us about punishing crime? Does the punishment always fit the crime? What steps can I take to resolve a problem?	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?	Lines of enquiry Forest school development – improving the habitat – developing the pond area- removing fence – Irchester Country Park
			Stand-alone subject/focus RE, Art Interfaith (1)				
	Theme: Gender identify / Family diversity / racial stereotypes	Theme: Perspective Tolerance	Theme: Causation Migration	Theme: Function Sustainability	Theme: Causation Rule of Law	Theme: Change Causation	Theme: Responsibility Mutual Respect
Enrichment: Texts: The Big Book of Families	Enrichment: Local area study Local person Q&A	Enrichment: Saxon Day Chester House visit	Enrichment: Solid, Liquid, Gas / Volcanos workshop Hatton or secondary school connection	Enrichment: PCSO visit British Youth Council	Enrichment: Community involvement	Enrichment:	
Wider Curriculum Subject Themes		PD: Jealousy/Water Safety RE: Computing: Hardware Investigators/Skills Music: PE:	PD: Alcohol/Coming Home on Time RE: Spiritual Art Term – God's Good Earth Computing: Writing for different Audiences & Purposes/Skills Music: PE:	PD: Online Bullying/Body Image RE: Computing: Coding/Scratch Music: PE:	PD: First Aid – St Johns Ambulance (Asthma and Head Injuries) RE: Computing: Digital Leaders - SMART/Skills Music: PE:	PD: Growing Up RE: Computing: Logo/Animation Music: PE:	PD: Chores at Home/In-App Purchases RE: Spiritual Art Term - Inspiring Computing: Spreadsheets/Skills Music: PE:

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					
	Sequence of Learning 1	Sequence of Learning 2	Sequence of Learning 3	Sequence of Learning 4	Sequence of Learning 5	Sequence of Learning 6	Sequence of Learning 7
	Transition Unit We are Unique Big Question: Should we stand up for others?	The Big Question Why is Earth unique compared to other planets? (6) Science (Earth and Space and States of matter (Geography - Water cycle), Art	The Big Question Why were early civilisations important? (5) History (Egypt), Geography Science (levers, pulleys) DT – water wheel	The Big Question What have we learned since the Great Plague? (6) History, Art (Pointillism) Geography (locational knowledge)	The Big Question How can we be scientists (5) Science – Electricity (LKS2 NC objectives), light Electricity and light How can we be scientists	The Big Question What makes a Great British holiday? (6) Geography, Art Science (Animals including humans – Changes in humans in old age)	The Big Question What difference can we make in our local environment? (6) School Improvement Project Science, Geography How can we support the cycle of life?
Subject Masters		Lines of enquiry What is the Earth's place in the Solar System? How do people share their understanding of the solar system? What sustains life on Earth?	Lines of enquiry Who were the ancient Egyptians? How did they use the resources around them to improve their civilisation? How do people in the UK use water to transport goods today?	Lines of enquiry How do pandemics differ from epidemics? How have pandemics transformed history? What decisions impacted our response to the C-19 pandemic?	Lines of enquiry How do scientists work? What does it mean to work scientifically? How do scientists communicate their findings?	Lines of enquiry What physical and human features can be found in the United Kingdom? How do the geographical features influence the amenities at a destination? Why do people of different ages choose to visit certain places?	Lines of enquiry Blue Peter Garden – seek expert support Tree planting How do different lifecycles compare? What are the different ways in which plants reproduce? How can we design our environment to support life cycles?
			Stand-alone subject/focus RE, Art Interfaith (1)				
		Theme: Gender Identify/challenging stereotypes/BLM	Theme: Connection Sustainability	Theme: Change Communication	Theme: Change Connection	Theme: Individual liberty Causation	Theme: Sustainability Function
	Enrichment: Texts: The boy in the dress / Sulwe	Enrichment: Planetarium	Enrichment: Egyptian talk Working river visit	Enrichment:	Enrichment: Lab visit – Secondary school Science workshop UoN science lab?	Enrichment: Holiday destination Local destination Residential?	Enrichment: Community involvement
Wider Curriculum Subject Themes		PD: Values VS Violence RE: Computing: Online Safety or Digital Leaders – SMART/Database/ Spreadsheets Music: PE:	PD: Legal and Illegal Drugs/Looking out for Others RE: Computing: Game Creator/Scratch/Skills Music: PE:	PD: Image Sharing/Body Image RE: Computing: Microsoft Skills Music: PE:	PD: First Aid – St Johns Ambulance (Bleeding/Burns and Scalds) RE: Computing: Modelling/Skills Music: PE:	PD: Puberty RE: Spiritual Art Term – Where is God? Computing: Coding/Scratch/Skills Music: PE:	PD: Values VS Violence RE: Computing: Concept Maps/Skills Music: PE:

UKS2		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
6		Continuous provision: <i>Time: telling the time / French: simple greetings, days of the week, up to 31 / answer simple questions</i>					
	Sequence of Learning 1	Sequence of Learning 2	Sequence of Learning 3	Sequence of Learning 4	Sequence of Learning 5	Sequence of Learning 6	Sequence of Learning 7
	Transition Unit We are Unique Big Question: Is everybody equal?	The Big Question Is it too late to save the planet? (6) Geography, Science (materials), Eco-Schools	The Big Question How can we be scientists? (5) Science (evolution and inheritance/ (UKS2 NC objectives), Art (colour and light)	The Big Question What have we learned from ancient civilisations? (6) History, Art (Sculpture), Geography	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) What difference can we make in our local environment? (2) Whole Improvement Project DT – (Food Technology)(School Project – (Plan)	The Big Question What difference can we make in our local environment? (3) Whole Improvement Project & Performance Art, Music, PD, DT, Geography How can we prepare for moving on? - Transition Unit (3)
Subject Masters		Lines of enquiry How do our life choices impact the Earth? How can humans act to secure the future of Earth for all living things?	Lines of enquiry How do scientists work? How do scientists know about the past? Stand-alone subject/focus RE, Art Interfaith (1)	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) Artist, print maker, tiler – creating pathway, built up over time
	Theme: Homophobia / legislation / PRIDE movement / Gay marriage	Theme: Tolerance Responsibility	Theme: Causation Perspective	Theme: Change Function	Theme: Individual liberty Connection	Theme:	Theme: Responsibility Mutual respect
	Enrichment: Texts: Pride: The story of Harvey Milk, Stonewall	Enrichment: Recycling Centre	Enrichment: Lab 13 / Secondary links – Hatton or Wrenn visit	Enrichment: Mayan archaeologist visit	Enrichment: Local entrepreneurs / diversity in community	Enrichment:	Enrichment: Community involvement Noisy Toys Dance / Singing organisations
Wider Curriculum Subject Themes		PD: Values VS Violence dot.com RE: Hinduism Computing: Online Safety/Networks/Skills Music: How do tempo and intervals affect the mood of music? PE:	PD: Preventing Early Use/Stealing RE: What would Jesus do? Computing: Coding/Scratch Music: Evolution of Music – different eras PE:	PD: Making Friends Online/Body Image RE: Computing: Binary/Skills Music: PE:	PD: First Aid – St Johns Ambulance (Choking/Allergies) RE: Spiritual Art Term – We have far more in common with each other than that which divides us Computing: Blogging/Skills Music: PE:	PD: Puberty, Relationships and Reproduction RE: Computing: Spreadsheets/Skills Music: PE: Swimming	PD: Values VS Violence dot.com RE: Computing: Creating quizzes Music: PE:

