Ocean Academy Poole on Aspirations Academy	Autumn 1	Autumn 2	YEAR 3 - Ocean Academy Whole Sc Spring 1	Spring 2	Summer 1	Summer 2	
Guiding Principles	Self V		Engage			Purpose	
Conditions of learning	Belonging Fun & excitement	Heroes	Spirit of adventure Sense of accomplishment	Curiosity & creativity	Leadership & responsibility	Confidence to take action	
Ocean Learning skill Io Limits Topic	Teamwork Water, water everywhere!	Respect Fantastic Forces	Independence Time cop: Stone Age Britain	Resilience Destination: Poole	Communication Ready, Steady, Grow!	Self-motivation Time cop: Ancient Egypt	
·	How can we find solutions to the problem of coastal erosion in Dorset?	How can I clearly report my findings about magnetic force?	As an archaeologist, how could you use the finds at a Stone Age excavation site to explain how people lived in that time?		How can we, as botanists, communicate clearly how to grow, and care for, plants?	How can we, as historians, show how important death was to the Ancie Egyptians?	
AL Assignment	Use our understanding of structures and coastal erosion to build a coastline defence	Investigate different areas of magnetism and develop diagrams and/or tables to report their findings	In small groups, create a floor plan of a Stone Age home and excavation site of that home. Then, present their work as a group.	'Come and Visit Poole' persuasive brochure: Apply knowledge of Poole and tourism to persuade others to come and visit including the reasons to visit Poole.	Draft, edit and redraft the back of a seed packet with instructions for the care of a plant.	971	
Power Skills	Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively 4. Learn how to learn - Direct own learning/Creativity	Think critically and solve complex problems Work collaboratively Communicate effectively Learn how to learn - Direct own learning/Creativity	Think critically and solve complex problems Work collaboratively Communicate effectively Learn how to learn - Direct own learning/Creativity	Think critically and solve complex problems Work collaboratively Communicate effectively Learn how to learn - Direct own learning/Creativity	Think critically and solve complex problems Work collaboratively Communicate effectively Learn how to learn - Direct own learning/Creativity	Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively 4. Learn how to learn - Direct own learning/Creativity	
Employability focus: Gatsby 2 & 4 Linking curriculum learning to careers)	Palaeontology Marine biologist Coastal defence and conservation/ Engineer	Scientist (careers in STEM) Emergency services	Archaeologist Historian	Tourism industry Advertising RSPB charity	Environmental studies Farming and agriculture Botanist	Archaeology Historians Education	
Employability: Gatsby 5 (Encounters with employers/employees)	Jobs in and around Poole Harbour Wessex Water visit Engineer - local groynes	Scientist - Bournemouth Uni, Secondary schools Police Fire Service	Archaeologist - Bournemouth Uni Poole Museum	Someone from Poole tourism industry RSPB visit	Local farmer Visit local garden centre/allotment	Archaeologist - Bournemouth Uni Poole Museum	
Cultural Capital	Ukelele taster session Wessex Water visit Rememberance Day - minute silence Children in Need Day Digital mapping of the local area Explore coastal skills and job roles and emegency service roles Democratic voting for leadership responsibilities - What does it mean to be the boss? Visit from engineer / scientist Winchester Science Museum visit Christmas carols to parents		Internet Safety Day World Book Day Music appreciation assembly BCP tourism visitor Visit to/from Poole Museum or Bournemouth Uni archaeology dept. RSPB Poole Harbour boat trip		AFC Bournemouth - Healthy schools Bournemouth University visitor Visit to/from Poole Museum RNLI visitor re. beach safety Sports Day Sanatana Dharma visitor		
Whole class reader	Visit to loc The Hodgehea: Dick King Smith	cal church The Lorax: Dr Seuss	The Iron Man	The Twits: Roald Dahl	The boy who grew dragons: Andy Shepherd	Sheep Pig: Dick King Smith	
Writing purpose & focus text	The true story of the three little pigs: Jon Sciezka To entertain: To retell a small section of the story.	The day the crayons quit: Drew Daywalt To persuade: A letter in the role as a piece of stationery about changing our behaviour.	Stone Age Boy To entertain: To write an alternative ending including a problem.	The Twits: Roald Dahl To entertain: To write a character description.	The boy who grew dragons: Andy Shepherd To inform: A letter to a friend about having a pet dragon.		
English	Nouns (proper, common, collective, pronoun) Adjectives Verbs Simple sentences	Multi clause sentences (compound sentences) including coordinating conjunctions Multi clause sentences (complex sentences) including subordinating conjunctions Expanded noun phrases Apostrophes for contraction	Adverbials (How, when, where the verb happens) Using and punctuating direct speech. Revise sentence structures (simple and multi-clause)	Prepositions (for example, before, after, during, in, because of) Apostrophes for possession (singular) Revise sentence structures (simple and multi-clause)	Revise prepositions (for example, before, after, during, in, because of) Revise adverbials (How, when, where the verb happens) Revise apostrophes for contraction	Various purposes: Building a writing anthology of different genres.	
Oracy	Debate: Building houses in places such as Sandbanks is damaging the coastline.	Poetry: Colour by Christina Rosetti	Debate: The New Stone Age is more important than the Old Stone Age for archeologists.	Poetry: The owl and the pussycat by Edward Lear	Poetry: My shadow by RL Stevenson	Debate: Ancient Egyptians protected their burial sites because they did not want to be 'dug up'. Archaeologists should not be excavating ancien humans.	
Spelling	Topic words - Taken from LJM Adding -ed to root words Adding -ed to root words Adding -ed to root words/ Adding -ing to root words/ Adding -ing to root words/ Adding -ing to root words/ eletter -y Homophones and near-homophones 1	Topic words - Taken from LJM The sound spelt -le at the end of words Adding -es to nouns and verbs which end in y Adding -er and -est to root words ending in consonant letter -y Adding suffixes -ful and -less Homophones and near-homophones 2 Contractions: using apostrophes for contractions	Topic words - Taken from LJM Adding suffixes –ment Spell words with common letter strings: -ight Words with the /eɪ/ sound spelt eigh or aigh Homophones and near-homophones 2 Spell words with common letter strings: -ear	Topic words - Taken from LJM Spell words with common letter strings: -ough Plurals: -es orves Plurals: root words which end in -y Adding the suffix - ly 1 Endings which sound like -un 1	Topic words - Taken from LJM Silent letters Adding the suffix – ly 2 Endings which sound like –un 2 Adding the suffix -ation Words ending: –sure –ture	Topic words - Taken from LJM Endings which sound like –un 3 Doubling consonants ch as 'k' of 'sh' ei, eigh, ey Year 3 & 4 Spelling List 1 Year 3 & 4 Spelling List 2	
<u>Maths</u>	Place Value Begin Addition and Subtraction 2D/3D shapes (link to DT) Measure - length (link to DT) Statistics - Cateogrisation (link to Science)	Complete Addition and Subtraction Begin Multiplication & Division 2D/3D shapes (link to DT) Measure - length (link to DT) Statistics - interpret tables (link to Science)	Complete Multiplication & Division Money Time - compare and sequence (link to History) Position and direction - turns (link to Computing) Measure - mass and capacity (link to DT)	Measuring Length and Finding Perimeter Starting Fractions Statistics - collect data (link to) Geography) Position and direction - turns (link to Computing & Geography) Measure - mass and capacity (link to Draw Measure)	Completing Fractions Time Measure - temeprature and length (link to Science) Statistics - collecting and interpret data (link to Science)	Properties of shapes Mass and capacity Time - compare and sequence (link to History)	
Science	Rocks	Forces and magnets	Animals inc humans Fossils	Revisit and Revise: Year 2 curriculum Developing scientific skills - measuring/collecting, logging and analysing data through maths and geography	Plants Soils	Light	
History	Revisit and revise: Year 2 curriculum - timelines Developing historical skills: 'Undersrtand how knowledge is constructed from a range of sources' developed through looking at 'hands on' research conducted in geography and science		Stone Age and Bronze Age Britain	Revisit and Revise - Spring 1 Y3 Developing historical skills - 'Undersrtand how knowledge is constructed from a range of sources' referencing Poole as an Iron Age archaeological site	Revisit and Revise - Spring 1 Y3 Developing historical skills - Understanding chronology (lengths of time periods) through maths curriculum	Ancient Egypt	
Geography	Locational and Country study: Dorset in the UK Physical geography: Coastal erosion Human geography: Coastal management (land-use)	Revisit and Revise: Year 2 curriculum Developing geographical skills and knowledge: Collecting, recording and analysing data in science	Revisit and Revise: Year 2 curriculum Developing geographical skills and knowledge: Understand how agriculture has shaped land-use in Britain and the world	Locational and Country: Poole in the UK Human Geography: Land-use and tourism	Revisit and Revise: Year 3 curriculum Developing geographical skills and knowledge: Understand how agriculture has shaped land-use in Britain and the world	Revisit and Revise: Year 3 curriculum Developing geographical skills and knowledge: Understand how the water system and agriculture are linked and develop locational understanding of Africa	
Religious Education	Revisit and Revise: Year 2 curriculum Exploring religious festivals: Advent	Christian Beliefs	Revisit and Revise: Year 2 curriculum Exploring religious festivals: Holi	Sikh Beliefs	Revisit and Revise: Year 3 curriculum Exploring religious festivals: Vaisakhi	Sanatana Dharma (Hindu) Beliefs	
Computing	Computing basics	and Online safety	Coding usin Assignment: Produc			Create a digital presentation using Google slides Assignment: Using Google slides to create vlog	
Music	Three Little Birds (Glockenspeil) a		Ukulele Development - First Access (C, G, Am and F)		Ukulele Development (3 chords Am, C G) - Shake it Off Oil pastels		
Art	Artist study: Peter Dorey (Do		Soft pastels Ancient cave paintings		Artist study: Georgia O'Keefe		
DT	Structures - 3l Assignment: Constructi	ion of coastal defences	Food technology - flatbread		Textiles - Bookmark		
STEM (Creator Space)	KNEX: Mechanical systems - Invasion		TinkerCAD and 3D printing - Net and wall games		Incorporating electrical circuits - Strike and field games		
PE	Gymnastics (inc. direction, half, quarter, 3 qua Alphabet & Sounds		Gymnastics	s & Dance		Athletics	
MFL	Greetings Introductions; Introduction to Spain; Importance of learning a language	Numbers to 10 Feliz Navidad	Days of the week Spanish cuisine	Months of the year Euros & cents (identify and compare to pounds and pence)	Classroom commands La Tomatina	Classroom objects Links to secondary school?	
PSHE	Being me in my world - my aspirations for the future	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me	
Spiritual	Exploring Chri Exploring religious celebrations in assemblies: Han		Exploring religious celebrations in assemblies: Shrove	Tuesday and Lent, The night of forgiveness, Ramadan	Exploring Sanatama Dharma in RE Exploring religious celebrations in assemblies: Eid-al-Fitr, Vesakha Puja, Pentecost, Humanism day		
Moral	In class: Belonging week, creating class culture within our 4 behaviour values, leadership voting, Newsround and discussion of World events, Healthy Relationships and keeping safe, class debates - moral V financial impact of building near a beach, impact of pollution on erosion Promoting equality: Celebrating Black History Month and exploring religions and beliefs, equality in school and at work PSHE: Caring for myself, others and the environement. Celebrating difference Assemblies: Philosophy 4 Children questions, Sharing excellent work assemblies, Learning links		In class: Newsround and discussion of World events, Understanding charity - RND, Class debates - is it morally right to 'dig up' the past (including skeletons), is tourism damaging to our local wildlife Promoting equality: Fairtrade, Autism awareness, Inspirational people of the World PSHE: Future thinking, setting goals and making healthy choices Assemblies: Philosophy 4 Children questions, Eco Warriors and Anti bullying ambassadors, Autism awareness, Charity work, Self-		In class: Newsround and discussion of World events, World events, Olympic values, debates around eating local/seasonal produce Promoting equality: Valuing difference and diversity in our friendships, Inspirational people from the past, SEND awareness PSHE: Healthy relationships and changing inside and out Assemblies: Philosophy 4 Children questions, SEND awareness, Celebrating excellent work, Friendship and one kind word		
Social	Links with the wider community: RNLI, local services, AFCB, Universities, Wessex Water, Bikeability, Author visits, Engineer visit Building collaboration/social skills: Leadership, Aspire Award, Play buddies, Wide variety of clubs, Presentation opportunities, Local walks and trips - look at local buildings, land use Assemblies: Communication & collaboration, Healthy relationships, Leadership voting and responsibilities, Anti-bullying week, safety in the community and at the beach		regulation Links with the wider community: RNLI, local services, AFCB, Universities, Wessex Water, Bikeability, Author visits, RSPB, Poole tourism Building collaboration/social skills: Leadership groups, Aspire Award, Play buddies, Wide variety of clubs, Presentation opportunities, Local walks and trips, Residential visits and activity weeks Assemblies: Teamwork, stranger danger, safety in the community, communicating kindly online, World Book Day, British Values		Links with the wider community: RNLI, local services, AFCB, Universities, Wessex Water, Bikeability, Author visits, Poole museum visit Building collaboration/social skills: Leadership groups, Aspire Award, Play buddies, Wide variety of clubs, Presentation opportunities, Local walks and trips, Residential visits and activity weeks Assemblies: Teamwork, stranger danger, safety in the community, communicating kindly online, British Values		
Cultural	Increasing Worldly knowledge and widening the World: Christiani around the World, Comparing our locality to o	ity, STEM - Moving parts, Ukulele tuition, poets, musicians and artists	Increasing Worldly knowledge and widening the World: Sikhism around the World, Compar	n, STEM - 3D printing, Ukulele tuition, poets, musicians and artists		ama Dharma, STEM - electrical circuits, Ukulele tuition, poets, musicians d, Comparing our locality to others.	
RSE	Online relationships Being safe Online Healthy rel Staff who c Water and b Stranger	lationships an help me each safety r danger	Families and people who care for me Keeping healthy ir Kitchen Safety on Handling	safety the coast artefacts	Basic 1 Building he Unders	Relationships and sex education all safety irst aid training althy relationships anding consent	
Safeguarding in the curriculum	How do those working in coastal areas, plan for safety? Police visit, Fire safety Firework safety RNLI Anti-bullying week Bike-ability (cycling proficiency)		People we can trust Road safety Safety at the pool Mindfulness and wellbeing Understanding our emotions Healthy choices		Understanding age restrictions (games and apps) Dangerous substances and age restrictions Online safety (CEOP) How to tackle peer pressure Keeping safe in the sun Moving up and moving on		

Ocean Academy Poole an Aspirations Academy	Autumn 1	Autumn 2	EAR 4 - Ocean Academy Whole So Spring 1	Spring 2	Summer 1	Summer 2
Guiding Principles	Self		Enga	gement		rpose
Conditions of learning	Belonging Fun & excitement	Heroes	Spirit of adventure Sense of accomplishment	Curiosity & creativity	Leadership & responsibility	Confidence to take action
Ocean Learning skill	Teamwork	Respect	Independence	Resilience	Communication	Self-motivation
No Limits Topic	Destination: Italy How can we communicate persuasively to encourage	Electricity How can we use our knowledge of electricity and circuits to	Timecop: Romans in Britain How can we prove that the Romans had a positive impact on	Survivors	Wanted: Scientists! How can we use collaboration to demonstrate our scientific	All the World's a Stage How can we promote a Shakesperean play to audiences
No Limits Driving Question	potential tourists to visit Italy?	solve a problem?	life in Britain?	How can we survive and unive in a nostile environment?	learning?	from the ancient world to the present day?
ATL Assignment	green screen	Investigating insulators and conductors to create an electrical game	To persuade others which chosen Roman invention has had the most impact on our lives today.	Use evidence to justify the 5 essential items to survive in a mountainous area.	Groups create exhibits about an area of their scientific learning from the half term.	Create a theatre poster which advertises The Tempest to Ancient Greek, Shakespearean and modern day audience
Power Skills	Think critically and solve complex problems Work collaboratively Communicate effectively Learn how to learn - Direct own learning/Creativity	Think critically and solve complex problems Work collaboratively Communicate effectively Learn how to learn - Direct own learning/Creativity	Think critically and solve complex problems Work collaboratively Communicate effectively Learn how to learn - Direct own learning/Creativity	Think critically and solve complex problems Work collaboratively Communicate effectively Learn how to learn - Direct own learning/Creativity	Think critically and solve complex problems Work collaboratively Communicate effectively Learn how to learn - Direct own learning/Creativity	Think critically and solve complex problems Work collaboratively Communicate effectively Learn how to learn - Direct own learning/Creativity
Employability focus: Gatsby 2 & 4 Linking curriculum learning to careers)	Tourism Advertising Politics Retail	Engineering (careers in STEM)	Archaeology Historians/experts in a field Education	Geographer Explorer Environmentalist	Scientist Research assistant	Literature Historian Entertainment
Employability: Gatsby 5 Encounters with employers/employees)	Visit from local tourism board employee	Wessex Water	Poole Museum visit	Stories from explorers	Bournemouth University	Royal Shakespeare Company
	Rememberance D	ay - minute silence I Need Day	Internet	Safety Day		
Cultural Capital	Democratic voting for le Visit to a local ch AFC Bournemouth V Virtual ar Roald D Musical app Christmas ca	adership responsibilities urrch (Christianity) lisits - PSHE sessions uthor visit bahl Day reciation day	World I Residential: Hooke C Auth Visit from Poole M RNI Visit from V	Book Day Sourt - Life as a Roman or visits useum and artefacts LI visit Vessex Water local church	Virtual tour of T Watch performan Scier Visit from Bourr	th - Healthy schools he Globe Theatre ces of Shakespeare nce Fair ternouth University ts Day
Whole class reader	Michael Morpurgo: Toro!	Josh Lacey: Hope Jones Saves the World	E B White: Charlotte's Web	Onjali Q Rauf: The boy at the back of the class	Cressida Cowell: How to train your dragon	Nizrana Farook: The Girl Who Stole an Elephant
Nriting purpose & focus text	Michael Morpurgo: Toro! Toro! To persuade: To write a letter to stop bullfighting.	The Lost Thing: Shaun Tan To entertain: to write a short story of a lost thing	Fantastic Beasts and where to find them: JK Rowling To inform: to write a non-chronological report about a fantastic beast	Ice Trap! Shackleton's Incredible Expedition: Meredith Hooper To entertain: to write a diary entry from the perspective of an explorer	Cressida Cowell: How to train your dragon To entertain: To write a fictional narrative which includes direct speech.	2 11 11 11 11 11
English	Simple sentences Multi clause sentences including coordinating conjunctions Rhetorical questions	Multi clause sentences including subordinating conjunctions Fronted adverbials including the use of commas after fronted adverbials Use of inverted commas and other punctuation to indicate direct speech	Revise sentence structures Expanded noun phrases Revise fronted adverbials inlcuding the use of commas after fronted adverbials	Tense (past, present and future) Varying subordination within multi-clause sentences	Revise use of inverted commas and other punctuation to indicate direct speech Apostrophes for plural possessions Sentence structure revision	Various purposes: Building a writing anthology of different genres.
Dracy	Debate: Should bullfighting be made illegal?	Poetry: Talking turkeys: Benjamin Zephaniah	Poetry: Jabberwocky: Lewis Carroll	Debate: The rubbish and pollution left behind on mountains such as Mount Everest means that expeditions to reach these peaks must end.	Debate: The 'sugar tax' on fizzy drinks is unnecessary at a time when many foods are becoming more expensive.	Poetry: Poetry for Kids: William Shakespeare (Dr. Marguerit Tassi Ph.D)
Spelling	Topic Words Adding the suffix – ly Adding – ing to root words/verbs including those ending in consonant letter – y Doubling consonants 1 Endings which sound like –un 1	Topic Words Adding the suffix – ly 2 Adding the suffix -ment Adding the suffix -ness Endings which sound like –sion Adding the suffix –sure –ture 1	Topic Words Adding the suffix -ly 3 Contractions: using apostrophes for contraction Doubling consonants 2 Adding the suffix -ation Homophone and near-homophones 3	Topic Words Silent letters The // sound spelt ou -ough spellings Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que	Topic Words Endings which sound like –un 1 Adding the suffix –sure –ture 2 Adding the suffix -ment and -ness The /ɪ / sound spelt y elsewhere than at the end of words Year 3 & 4 Spelling List	Topic Words ch as 'k' of 'sh' ei, eigh, ey Words with the !/! sound spelt ch Words with the !/s 'sound spelt sc Year 3 & 4 Spelling List
Maths	Homophones and near-homophones 1 Place Value	Homophones and near-homophones 2 Addition, subtraction and multiplication	Division and fractions	The suffix –ous Decimals, measures, perimeter and area	Money and time	Statistics, Properties of shape, position and direction
Science	Sound	Electricity		Revisit and Revise: Year 4 curriculum Developing scientific skills - asking/answering questions and	Animals incl. Humans States of Matter	living this panel their Habitata
History	Revisit and revise: Year 3 curriculum Developing historical skills: 'Address and devise questions about significance' developed through considering significance of Italian landmarks	Revisit and revise: Year 3 curriculum Developing historical skills: 'Address and devise questions about change and cause' developed by considering cause and consequence in improving scientific understanding	making predictions through working on Roman artefacts Iron Age in Britain and Roman Britain	making predictions through study of mountain life Revisit and revise: Year 4 Spring 1 Developing historical skills: 'Address and devise questions about similarity and difference' developed through discussions about explorers through the ages	Revisit and revise: Year 4 Spring 1 Developing historical skills: Understanding chronology (lengths of time periods) through maths curriculum	Living things and their Habitats Anicent Greece and Theatre as a historical theme
Geography	Locational: Europe Country study: Italy Human geography: Land-use & Tourism	Revisit and Revise: Year 3 curriculum Developing geographical skills and knowledge: Collecting, recording and analysing data in science	Revisit and Revise: Year 3 curriculum Developing geographical skills and knowledge: Using maps to identify the movement of the Romans to and across Britain and developing UK locational understanding	Human Geography: Comparing civilisations in various landforms, climates and terrains Physical geography: Mountains and volcanoes	Revisit and Revise: Year 4 curriculum Developing geographical skills and knowledge: Collecting, recording and analysing data in science	Revisit and Revise: Year 4 curriculum Developing geographical skills and knowledge: Using positional and directional maths learning in geographical contexts eq. orienteering.
Religious Education	Revisit and Revise: Year 3 curriculum	Jewish Beliefs	Revisit and Revise: Year 3 curriculum	Christian Beliefs	Revisit and Revise: Year 4 curriculum	Islamic Beliefs
Samuetina	Exploring religious festivals: Chanukah Create a Google slides presentation	Coding with microchit (1)	Exploring religious festivals: Lent	Safety (2)	Exploring religious festivals: Ramadan	Saratah (1) Craata a guiz
Computing	Assignment: Using the green screen and editing software	Coding with micro:bit (1)		• • •	Create a movie/video	Scratch (1) – Create a quiz
Music Art		ss - Ukulele using oil pastels	Creating Music through Technology - Charanga - YouStudio Half face method / sketching		Ukulele Performance skills - Counting Stars Painting scenery	
411	Artist Stud	y: Picasso	Artist study: Matt Hollings in black & white		Artist Study: Claude Monet	
от		ology - Pizza	Mechanical - Moving toy (cams)		Structures - Photo frame	
STEM (Creator Space)	KNEX: Building and testing a go	ction of electrical game off club to complete a set criteria	TinkerCAD and 3D printing -		Incorporating electrical circuits -	
PE	Invasion	n games nastics	Net and	wall games ics & Dance	Strike and	field games letics
MFL	Age; Numbers to 20	Numbers to 30	Seasons & Weather	cs & Dance Colours; Euros & Cent (counting and making whole amounts)	Body parts	Common words
PSHE	Spanish-speaking countries across the world	Day of the Dead (Mexican celebration)	Spanish artists	, , , , , , , , , , , , , , , , , , ,	San Juan (Saint John's Day)	Job opportunities with the Spanish language
PSHE Spiritual		Celebrating difference idaism in RE		Healthy me hristianity in RE	Relationships Exploring	Changing me Islam in RE
-paa	· · · · · · · · · · · · · · · · · · ·	vest, Advent & Christmas, Diwali, Rosh Hashannah		e Tuesday and Lent, The night of forgiveness, Ramadan	Exploring religious celebrations in assemblies: E	id-al-Fitr, Vesakha Puja, Pentecost, Humanism day
Moral	In class: Belonging week, creating class culture within our 4 behaviour values, leadership voting, Newsround and discussion of World events, Healthy Relationships and keeping safe, class debates Promoting equality: Celebrating Black History Month and exploring religions and beliefs PSHE: Caring for myself, others and celebrating difference Assemblies: Philosophy 4 Children questions, Sharing excellent work assemblies, Learning links		In class: Newsround and discussion of World events, Understanding charity - RND, Class debates Promoting equality: Fairtrade, Autism awareness, Inspirational people of the World PSHE: Future thinking, setting goals and making healthy choices Assemblies: Philosophy 4 Children questions, Eco Warriors and Anti bullying ambassadors, Autism awareness, Charity work, Self-regulation		In class: Newsround and discussion of World events, World events, Olympic values Promoting equality: Valuing difference and diversity in our friendships, Inspirational people from the past, SEND awareness PSHE: Healthy relationships and changing inside and out Assemblies: Philosophy 4 Children questions, SEND awareness, Celebrating excellent work, Friendship and one kind word	
Social	Links with the wider community: RNLI, local services, AFCB, Universities, Wessex Water, Bikeability, Author visits Building collaboration/social skills: Leadership groups, Aspire Award, Play buddies, Wide variety of clubs, Presentation opportunities, Local walks and trips Assemblies: Communication & collaboration, Healthy relationships, Leadership voting and responsibilities, Anti-bullying week, safety in the community		Links with the wider community: RNLI, local services, AFCB, Universities, Wessex Water, Bikeability, Author visits Building collaboration/social skills: Leadership groups, Aspire Award, Play buddies, Wide variety of clubs, Presentation opportunities, Local walks and trips, Residential visits and activity weeks Assemblies: Teamwork, stranger danger, safety in the community, communicating kindly online, World Book Day, British Values		Links with the wider community: RNLI, local services, AFCB, Universities, Wessex Water, Bikeability, Author visits Building collaboration/social skills: Leadership groups, Aspire Award, Play buddies, Wide variety of clubs, Presentation opportunities, Local walks and trips, Residential visits and activity weeks	
Cultural	Increasing Worldly knowledge and widening the World: Judaism, STEM - Moving parts, Ukulele tuition, poets, musicians and artists around the World, Comparing our locality to others.		Increasing Worldly knowledge and widening the Wor	nide: Christianity, STEM - 3D printing, Ukulele tuition, poets, orld, Comparing our locality to others.	Increasing Worldly knowledge and widening the World	ands: Italian, STEM - electrical circuits, Ukulele tuition, poets, orld, Comparing our locality to others.
RSE	Online relationships Being safe	Respectful relationships Caring friendships	Families and people who care for me	Being safe	Respectful relationships	Relationships and sex education
Safeguarding in the curriculum	Online Healthy re Staff who c Water and t Strange Polic Fire : Firewor	safety lationships an help me peach safety r danger e visit	Kitche Safety or Emergen People w Roac Safety s	inc. healthy eating en safety In the coast locy services locy services local trust as afety at the pool and wellbeing	Basic firs Building healt Understan Understanding age rest Dangerous substanc Online s	safety t aid training hy relationships ding consent rictions (games and apps) ees and age restrictions fety (CEOP) e peer pressure

3 Guiding Principles 8 Conditions of learning Ocean Learning skill No Limits Topic No Limits Driving Question ATL Assignment Power Skills Employability focus: Gatsby 2 & 4 (Linking curriculum learning to careers) Employability: Gatsby 5 (Encounters with employers/employees)		Heroes Respect Rocketman: Fly me to the moon! How can we design, develop and refine a rocket which will defy the laws of gravity? Design and create a water rocket 1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively 4. Learn how to learn - Direct own learning/Creativity Aeronatics / astronaut Engineering (careers in STEM)	Spring 1 Spirit of adventure Sense of accomplishment Independence Timecop: Ancient Maya How can we demonstrate the daily life of an ancient Mayan? Museum exhibit 1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively 4. Learn how to learn - Direct own learning/Creativity Archaeology Historians/experts in a field Education	Curiosity & creativity Resilience Rocketman: Life on Mars	Leadership & responsibility Communication Wateraid How can we help find solutions to water problems around the world? Pitch to the board 1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively	pose Confidence to take action Self-motivation Timecop: Invaders or Settlers? Were the Vikings blood-thirsty invaders or civilised settlers? Debate with a focus on constructing an argument supported by researched information. 1. Think critically and solve complex problems
Ocean Learning skill No Limits Topic No Limits Driving Question ATL Assignment Power Skills Employability focus: Gatsby 2 & 4 (Linking curriculum learning to careers) Employability: Gatsby 5	Fun & excitement Teamwork Destination: South America How can we communicate clearly our opinions around deforestation and the Amazon rainforest? Debate about deforestation and global warming 1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively 4. Learn how to learn - Direct own learning/Creativity Environmental studies Rainforest conservation Authors / Writers Author online visit Zoo Keeper Rememberance Da	Respect Rocketman: Fly me to the moon! How can we design, develop and refine a rocket which will defy the laws of gravity? Design and create a water rocket 1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively 4. Learn how to learn - Direct own learning/Creativity Aeronatics / astronaut Engineering (careers in STEM)	Sense of accomplishment Independence Timecop: Ancient Maya How can we demonstrate the daily life of an ancient Mayan? Museum exhibit 1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively 4. Learn how to learn - Direct own learning/Creativity Archaeology Historians/experts in a field	Resilience Rocketman: Life on Mars How can we demonstrate our understanding of the solar system? Create a television programme 1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively 4. Learn how to learn - Direct own learning/Creativity	Communication Wateraid How can we help find solutions to water problems around the world? Pitch to the board 1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively	Self-motivation Timecop: Invaders or Settlers? Were the Vikings blood-thirsty invaders or civilised settlers? Debate with a focus on constructing an argument supported by researched information.
No Limits Topic No Limits Driving Question ATL Assignment Power Skills Employability focus: Gatsby 2 & 4 [Linking curriculum learning to careers) Employability: Gatsby 5	Destination: South America How can we communicate clearly our opinions around deforestation and the Amazon rainforest? Debate about deforestation and global warming 1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively 4. Learn how to learn - Direct own learning/Creativity Environmental studies Rainforest conservation Authors / Writers Author online visit Zoo Keeper Rememberance Da	Rocketman: Fly me to the moon! How can we design, develop and refine a rocket which will defy the laws of gravity? Design and create a water rocket 1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively 4. Learn how to learn - Direct own learning/Creativity Aeronatics / astronaut Engineering (careers in STEM)	Timecop: Ancient Maya How can we demonstrate the daily life of an ancient Mayan? Museum exhibit 1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively 4. Learn how to learn - Direct own learning/Creativity Archaeology Historians/experts in a field	Rocketman: Life on Mars How can we demonstrate our understanding of the solar system? Create a television programme 1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively 4. Learn how to learn - Direct own learning/Creativity	Wateraid How can we help find solutions to water problems around the world? Pitch to the board 1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively	Timecop: Invaders or Settlers? Were the Vikings blood-thirsty invaders or civilised settlers? Debate with a focus on constructing an argument supported by researched information.
ATL Assignment Power Skills Employability focus: Gatsby 2 & 4 Linking curriculum learning to careers) Employability: Gatsby 5	deforestation and the Amazon rainforest? Debate about deforestation and global warming 1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively 4. Learn how to learn - Direct own learning/Creativity Environmental studies Rainforest conservation Authors / Writers Author online visit Zoo Keeper Rememberance Da	defy the laws of gravity? Design and create a water rocket 1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively 4. Learn how to learn - Direct own learning/Creativity Aeronatics / astronaut Engineering (careers in STEM)	Museum exhibit 1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively 4. Learn how to learn - Direct own learning/Creativity Archaeology Historians/experts in a field	system? Create a television programme 1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively 4. Learn how to learn - Direct own learning/Creativity	world? Pitch to the board 1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively	Debate with a focus on constructing an argument supported by researched information.
Power Skills Employability focus: Gatsby 2 & 4 [Linking curriculum learning to careers) Employability: Gatsby 5	Debate about deforestation and global warming 1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively 4. Learn how to learn - Direct own learning/Creativity Environmental studies Rainforest conservation Authors / Writers Author online visit Zoo Keeper Rememberance Da	Design and create a water rocket 1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively 4. Learn how to learn - Direct own learning/Creativity Aeronatics / astronaut Engineering (careers in STEM)	Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively 4. Learn how to learn - Direct own learning/Creativity Archaeology Historians/experts in a field	Create a television programme 1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively 4. Learn how to learn - Direct own learning/Creativity	Pitch to the board 1. Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively	by researched information.
Employability focus: Gatsby 2 & 4 Linking curriculum learning to careers) Employability: Gatsby 5	Work collaboratively Communicate effectively Learn how to learn - Direct own learning/Creativity Environmental studies Rainforest conservation Authors / Writers Author online visit Zoo Keeper Rememberance Da	Work collaboratively Communicate effectively Learn how to learn - Direct own learning/Creativity Aeronatics / astronaut Engineering (careers in STEM)	Work collaboratively Communicate effectively Learn how to learn - Direct own learning/Creativity Archaeology Historians/experts in a field	Work collaboratively Communicate effectively Learn how to learn - Direct own learning/Creativity	Work collaboratively Communicate effectively	Think critically and solve complex problems
(Linking curriculum learning to careers) Employability: Gatsby 5	Rainforest conservation Authors / Writers Author online visit Zoo Keeper Rememberance Da	Engineering (careers in STEM)	Historians/experts in a field	Working in Media	4. Learn how to learn - Direct own learning/Creativity	Work collaboratively Communicate effectively Learn how to learn - Direct own learning/Creativity
	Zoo Keeper Rememberance Da		Farming and Agriculture	Presenting Scientists	Environmental studies Marine biologist Coastal defence and conservation Water safety	Archaeology Historians/experts in a field Education Farming and Agriculture
	Rememberance Da	Research and understand various roles in NASA	Poole Museum	Bournemouth University media dept	Wessex Water visit	Living history specialists
Cultural Capital	Rememberance Day - minute silence Children in Need Day Online author visit and Q and A Democratic voting for leadership responsibilities Visit to Marwell Zoo - study of tropical environments Orienteering session Water rocket build and launch Christmas carols to parents Visit to a local church		Internet Safety Day World Book Day Planetarium Visit from Poole Museum Maya artefact handling Music appreciation assembly Visit from Bournemouth University - media		Residential at Viking Longhouse & Viking experiences at school Wessex Water visitor Bournemouth Symphony Orchestra visit: Poole Lighthouse Sports Day Sikhism workshop with local secondary school	
Whole class reader	Katherine Rundell: The Explorer	Frank Cottrell-Boyce: Cosmic!	Maz Evans: Who Let the Gods out?	Ross Mackenzie: The Nowhere Emporium	Michael Morpurgo: Kensuke's Kingdom	Brightstorm: Vashti Hardy
Writing purpose & focus text	Katherine Rundell: The Explorer To entertain: To describe a moment of exhilaration and drama from the story	Frank Cottrell-Boyce: Cosmic! To persuade: To persuade someone to visit a theme park.	To inform: To explain and inform about aspects of Mayan life for a living museum.	Ross Mackenzie: The Nowhere Emporium To entertain: To create and describe settings and creatures on the other side of the Emporium.		
English	Simple sentences Multi clause (compound sentences) including coordinating conjunctions Multi clause (complex sentences) including subordinating conjunctions	Figurative language focusing on similes for effect Expanded Noun Phrases including Identifying and selecting determiners. Fronted Adverbials including using adverbials of time to link ideas across paragraphs Use devices to build cohesion within a paragraph (e.g. then, after that, this, firstly)	Commas to clarify meaning, enable pauses in sentences or avoid ambiguity. Begin to use punctuation for parenthesis: brackets, commas, dashes. Choose vocabulary and grammar to suit formal and informal writing, with guidance.	Understand 'relative clause' which begins with relative pronouns: who, which, where, when, whose. Indicate degrees of possibility using adverbs e.g. perhaps, surely; and modal verbs e.g. might, should, must. Figurative language - similes, metaphor and personification	Various purposes: Building a writing anthology of different genres.	Various purposes: Building a writing anthology of different genres.
	lebate: Deforestation is necessary to maintain the lifestyle of the current population of the world. It can't and shouldn't be stopped.	Poetry: The Eagle: Alfred Tennyson Topic Words	Debate: Children from Year 5 upwards should be able to use their mobile phones in class to support their learning.	Poetry: House of Air. Philip Gross	Poetry: We refugees: Benjamin Zepheniah	Debate: Children get a better education when they are home schooled because they get closer attention to their learning. In school, you have to share the adults.
Spelling	Topic Words Homophones 1 ing / ed / double consonants Unstressed vowels in polysyllabic words i as y ou + ough	ch as 'k' of 'sh' sc and ci ei, eigh, ey gue, que Prefixes dis- and mis-	Topic Words -sure and -ture suffixes -tion,-sion, -ssion, -cian suffixes -ant, -ance suffixes -ent -ence suffixes Year 5/6 spelling list 1	Topic Words -ous and -ious suffixes -cious and -itous suffixes -cial and -tial suffixes Homophones 2 Year 5/6 spelling list 2	Topic Words -able suffix -ible suffix -ible suffix ei after c, plus exceptions Homophones 3 Year 5/6 spelling list 3	Topic Words Silent letters -fer suffix Hyphens Homophones 4 Year 5/6 spelling list 4 and 5
Maths	Place Value Addition and Subtraction Problem Solving	Prefixes in- and im- Statistics Short and Long Multiplication Measuring Length and Finding Perimeter	Short Division, remainders & problems Equivalent fractions, comparing, ordering, Converting decimals, fractions & percentages	Adding, subtracting & multiplying fractions Working with decimals Reading scales and converting between units of measure,	Angle measuring and calculating Properties of 2D and 3D shapes Coordinates, translation	Revision of issues from the year Introductions to algebra, percentages and long division
Science	Living things and their habitats	Forces	Revisit and Revise: Year 4 curriculum Developing scientific skills - drawing conclusions based on	plus intro to ratio. Earth and Space	Properties and Changes of Materials	Animals incl. Humans (also taught through RSE)
	Revisit and revise: Year 3 curriculum Developing historical skills: 'Construct responses that involve selection and organisation of information' developed through assignment debate and letter		information from sources about the Maya Ancient Maya	Revisit and revise: Year 5 Spring 1 Developing historical skills: Understanding chronology (comparing time periods) through work in maths on timetables	Revisit and revise: Year 5 Spring 1 Developing historical skills: 'Construct responses that involve selection and organisation of information' developed through assignment when writing pitch	Anglo-Saxons and the Vikings in Britain up to 1066
	Locational: South America Country study: Brazil Human geography: Land-use, resources and deforestation Physical geography: Biomes, climate zones and rainforests	Revisit and Revise: Year 3 curriculum Developing geographical skills and knowledge: Analyse weather reports to determine rocket launch day and measuring area over large scales in maths	Physical geography: Biomes, climate zones and rainforests	Revisit and Revise: Year 4 curriculum Developing geographical skills and knowledge: Comparing temperature and weather conditions across planets and understanding tides	Physical geography: Rivers and the water cycle	Revisit and Revise: Year 5 curriculum Developing geographical skills and knowledge: Using maps to identify movement of Anglo-Saxons, Vikings and Norman- across Europe and deepening UK locational understanding
Religious Education	Revisit and Revise: Year 3 curriculum Exploring religious festivals: Diwali	Christian Practices	Revisit and Revise: Year 4 curriculum Exploring religious festivals: Epiphany	Sikh Practices	Revisit and Revise: Year 5 curriculum Exploring religious festivals: Passover	Sanatana Dharma (Hindu) Practices
Computing	Coding with	micro:bit (2)	Online S		Create a Google f	orms questionnaire
Music	Creating music in		Assignment: using green screen and editing software Ukulele development - (Ho Hey - The Lumineers)		Ukulele performance- (Walk the Moon - Shut up and Dance)	
Art	Create a self portra Artist study:		Re-create the starry night using paint Artist study: Vincent Van Gogh		Re-create 'The Scream' using soft pastels Artist study: Edvard Munch	
DT	Structures - S Assignment: Design and co		Food technology - Omelette		Textiles - Bag Assignment: designing water-based product	
STEM (Creator Space)	KNEX: Building and testing a	car to complete a set criteria	TinkerCAD and 3D printing -		Incorporating electrical circuits -	
PE	Invasion Gymna	astics	Net and wall games Gymnastics & Dance		Strike and field games Athletics	
Spiritual	Exploring Chri Exploring religious celebrations in assemblies: Harv	vest, Advent & Christmas, Diwali, Rosh Hashannah	Exploring Sikhism in RE Exploring religious celebrations in assemblies: Shrove Tuesday and Lent, The night of forgiveness, Ramadan In class: Newsround and discussion of World events, Understanding charity - RND, Class debates		Exploring Snatama Dharmain RE Exploring religious celebrations in assemblies: Eid-al-Fitr, Vesakha Puja, Pentecost, Humanism day In class: Newsround and discussion of World events, World events, Olympic values	
Moral	In class: Belonging week, creating class culture within our 4 behaviour values, leadership voting, Newsround and discussion of World events, Healthy Relationships and keeping safe, class debates Promoting equality: Celebrating Black History Month and exploring religions and beliefs PSHE: Caring for myself, others and celebrating difference Assemblies: Philosophy 4 Children questions, Sharing excellent work assemblies, Learning links		Promoting equality: Fairtrade, Autism awareness, Inspirational people of the World PSHE: Future thinking, setting goals and making healthy choices Assemblies: Philosophy 4 Children questions, Eco Warriors and Anti bullying ambassadors, Autism awareness, Charity work, Self-regulation		Promoting equality: Valuing difference and diversity in our friendships, Inspirational people from the past, SEND awareness PSHE: Healthy relationships and changing inside and out Assemblies: Philosophy 4 Children questions, SEND awareness, Celebrating excellent work, Friendship and one kind word	
Social	Links with the wider community: RNLI, local services, AFCB, Universities, Wessex Water, Bikeability, Author visits Building collaboration/social skills: Leadership groups, Aspire Award, Play buddies, Wide variety of clubs, Presentation opportunities, Local walks and trips Assemblies: Communication & collaboration, Healthy relationships, Leadership voting and responsibilities, Anti-bullying week, safety in the community		opportunities, Local walks and trips, Residential visits and activity weeks Assemblies: Teamwork, stranger danger, safety in the community, communicating kindly online, World Book Day, British Values		opportunities, Local walks and trips, Residential visits and activity weeks Assemblies: Teamwork, stranger danger, safety in the community, communicating kindly online, World Book Day, British Values	
Cultural	Increasing Worldly knowledge and widening the World: musicians and artists around the World		Increasing Worldly knowledge and widening the World: S and artists around the World, C		Increasing Worldly knowledge and widening the World: poets, musicians and artists around the	Sanatama Dharma, STEM - electrical circuits, Ukulele tuition, World, Comparing our locality to others.
PSHE	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
RSE	Online relationships Being safe	Respectful relationships Caring friendships	Families and people who care for me	Planetarium - Awe and Wonder / Spirituality	Respectful relationships	Relationships and sex education
MFL	Family Spanish towns & locations	Places Semana Santa (Holy Week)	Numbers to 50 Spanish musicians	Clothes Euros & Cent (paying totals and receiving change)	Hobbies El día de los Inocentes	Food & Drink Native speaker?
Safeguarding in the curriculum	Online safety Healthy relationships Staff Who can help me Water and beach safety Stranger danger Police visit Fire safety Friework safety Anti-bullying week		Keeping healthy inc. healthy eating Kitchen safety Safety on the coast Emergency services People we can trust Road safety Safety at the pool Mindfulness and wellbeing Understanding our emotions		Rail safety Basic first aid training Building healthy relationships Understanding consent Understanding age restrictions (games and apps) Dangerous substances and age restrictions Online safety (CEOP) How to tackle peer pressure Keeping safe in the sun	

Ocean Academy Poole	YEAR 6 - Ocean Academy Whole School Curriculum Overview: 2022-23							
an Aspirations Academy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
3 Guiding Principles	Self V	Vorth	Enga	agement	Pur	oose		
8 Conditions of learning	Belonging Fun & excitement	Heroes	Spirit of adventure Sense of accomplishment	Curiosity & creativity	Leadership & responsibility	Confidence to take action		
Ocean Learning skill No Limits Topic	Teamwork Destination: North America	Respect Earthquakes	Independence Timecop: The English Civil War	Resilience Evolution and inheritance	Communication Enterprise: Make £5 grow	Self-motivation Timecop: World World War Two		
No Limits Driving Question	How can we collaborate to teach others how the system of trade works in the United States?	How can we research and analyse information to explain the types of plate boundaries and their impact?	Was Oliver Cromwell protecting democracy or stealing the throne?	How can we, as a documentary crew, show how creatures adapted to their environments and why?	How can we develop a successful business plan to make profit from an initial investment?	How can we use World War Two to see how our world has changed over time and what lessons might we learn for the future?		
ATL Assignment	Use knowledge and understanding of trade in the US to create a card game in small groups relating to trade.	Articulate your understanding of earthquakes and what could be put in place to make living near fault lines safer	Debating the driving question having prepared small presentations, questions and answers.	Devise a script, then film and edit a documentary programme about bird adaptation.	term treats	Short performance pieces which demonstrate a changing theme of history over time, inspired by the key details of WW2.		
Power Skills	Think critically and solve complex problems 2. Work collaboratively 3. Communicate effectively Learn how to learn - Direct own learning/Creativity	Think critically and solve complex problems Work collaboratively Communicate effectively Learn how to learn - Direct own learning/Creativity	Think critically and solve complex problems Work collaboratively Communicate effectively Learn how to learn - Direct own learning/Creativity	Think critically and solve complex problems Work collaboratively Communicate effectively Learn how to learn - Direct own learning/Creativity	Think critically and solve complex problems Work collaboratively Communicate effectively Learn how to learn - Direct own learning/Creativity	Think critically and solve complex problems Work collaboratively Communicate effectively Learn how to learn - Direct own learning/Creativity		
Employability focus: Gatsby 2 & 4 (Linking curriculum learning to careers)	Import and export/trade Entrepreneuralism Global commerce Game development Education	Engineering STEAM Geographer	Historian Education	Environmentalist Biologist Broadcaster	Entrepreneur Business Marketing	Historian Education		
Employability: Gatsby 5 (Encounters with employers/employees)	Dorset Coding Day Visit from IT technicians Wessex Water	Visit from Bournemouth University - courses available	Poole Museum Visit	Visit from Science students	Visit from small business	National Trust		
Cultural Capital	Rememberance Day - minute silence Children in Need Day Dorset Coding Day Democratic voting for leadership responsibilities Leadership awards Christmas carols to parents Humanist speaker		Internet Safety Day World Book Day Visit to Corfe Castle Visits from Bournemouth University Visit to local secondary school		Make £5 grow enterprise Visits from Bournemouth university First Aid course Residential visit to New Forest Activity Centre Leavers performance at Magna Academy Sports Day Visit from Poole Museum			
Whole class reader	Holes: Louis Sachar	Clockwork: Phillip Pullman	Pigheart Boy: Malorie Blackman	Wonder: RJ Palacio	There's a boy in the girls' bathroom: Louis Sachar	ocal secondary school Friend or foe: Michael Morpurgo		
Writing purpose & focus text	Various purposes: Building a writing anthology of different	Various purposes: Building a writing anthology of different genres.	Various purposes: Building a writing anthology of different genres.		<u> </u>			
English	genres. Multi clause sentences including coordinating conjunctions Multi clause sentences including subordinating conjunctions Fronted adverbials Using a colon to introduce a list Informal vs. formal Ellipsis	Use of the passive to affect the presentation of information in a sentence Using semicolons, colons or dashes to mark boundaries between independent clauses	Using modal verbs or adverbs to indicate degrees of possibility Figurative language - oxymoron, hyperbole Using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun Recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms	Various purposes: Building a writing anthology of different genres.	Various purposes: Building a writing anthology of different genres.	Various purposes: Building a writing anthology of different genres.		
Oracy	Poetry - Tyger: William Blake	Debate: Using animals as a form of entertainment like zoos, circus acts and theme parks should not be allowed and all of the animals should be freed from captivity to the open wild.	Debate: King Charles I had the divine right of kings and, therefore, was wrongly executed.	Poetry: The lost words: Robert McFarlane & Jackie Morris	Debate: All businesses should be made by law to donate a minimum of 10% of their income to charity.	Poetry: Invictus: William Ernest Henley		
Spelling	Topic Words Homophones 1 ing / ed / double consonants Unstressed vowels in polysyllabic words i as y ou + ough	Topic Words ch as 'k' of 'sh' sc and ci ei, eigh, ey gue, que Prefixes dis- and mis- Prefixes in- and im-	Topic Words -sure and -ture suffixes -tion, -sion, -sion, -cian suffixes -ant, -ance suffixes -ent -ence suffixes Year 5/6 spelling list 1	Topic Words -ous and -ious suffixes -cious and -tious suffixes -cial and -tial suffixes Homophones 2 Year 5/6 spelling list 2	Topic Words -able suffix -ible suffix -ible suffix ei after c, plus exceptions Homophones 3 Year 5/6 spelling list 3	Topic Words Silent letters -fer suffix Hyphens Homophones 4 Year 5/6 spelling list 4 and 5		
Maths	Place Value Addition and subtraction Multiplication and division Statistics	Fractions Shape: Position and direction Properties of shape	Decimals and percentages Algebra	Measure: converting units Perimeter, area and volume Ratio, Geometry and Statistics	Revision Problem solving	Investigational maths		
Science	Electricity	Light	Revisit and Revise: Year 4 curriculum Developing scientific skills - drawing conclusions based on information from sources about the English Civil War	Living things and habitats Evolution and inheritance	Animals including humans	Revisit and Revise: Year 5 curriculum Developing scientific skills - drawing conclusions based on information from sources about WW2		
History	Revisit and revise: Year 4 curriculum Developing historical skills: 'Note connections, contrasts and trends over time' developed through exploring how trade as evolved in USA	Revisit and revise: Year 5 curriculum Developing historical skills: 'Note connections, contrasts and trends over time' developed through exploring how faultlines can be identified by looking for earthquake 'hotspots'	Local history study: The English Civil War	Revisit and revise: Year 6 Spring 1 Developing historical skills: 'Note connections, contrasts and trends over time' developed through exploring religion has influenced scientific thought, including linking back to Y5 work on Copernicus/Gallieo	Revisit and revise: Year 4 curriculum Developing historical skills: Understanding chronology (specific date recall) through developing personal revision and recall tools	Beyond 1066: World War Two		
Geography	Locational: North America Country study: USA Human geography: Trade and global commerce	Locational: North America Country study: USA Physical geography: Plate boundaries and earthquakes	Revisit and Revise: Year 4 curriculum Developing geographical skills and knowledge: Use maps to identify battlegrounds and movements of Civil War armies	Locational: Darwin's expeditions across the globe Physical: Biomes, climate zones and ecosystems	Revisit and Revise: Year 5 curriculum Developing geographical skills and knowledge: Conduct surveys and analyse data from potential customers	Revisit and Revise: Year 6 curriculum Developing geographical skills and knowledge: Use maps to identify battlegrounds and movements of axis/allied armies		
Religious Education	Revisit and Revise: Year 4 curriculum Exploring religious festivals: Alll Saints Day	Humanist Beliefs and Practices	Revisit and Revise: Year 5 curriculum Exploring religious festivals: Humanism and celebrations	Christian Practices	Revisit and Revise: Year 6 curriculum Exploring religious festivals: The Hajj	Islamic Practices		
Computing	Create a Digita Assignment: Using Google slide		Online safety (4) Assignment: video editing software		Coding with microbit (3)			
Music Art DT	Develop our singing voice whilst learning more Repeated image with vary Artist study:	chords on ukulele (Count on Me - Bruno Mars) ing colour using oil pastels Andy Warhol	Creating a track using digital technology using multiple instruments for a purpose. Create a stencil in the style of street art using paint Artist study: Banksy		Ukulele development for performance. (I'm Yours - Jason Mraz) WW2 scene black silhouette image on a sunset background using paint Artist study: Jan Pienkowski link to the solid black imagery Mechanical - Moving toy (cams)			
STEM (Creator Space)		s - Bridge	Food technology - Seasonal soup TinkerCAD and 3D printing -		Assignment: Creating products to sell (structures and food technology) Incorporating electrical circuits -			
PE	KNEX: Bridging the gap to match a set criteria Invasion games		Net and wall games		Strike and field games			
	Gymn Animals	astics Transport	Gymnas Numbers to 100	tics & Dance Revision	Athl Time	etics Holiday & Beach		
MFL PSHE	Spanish landmarks	Nochevieja/El día de Reyes	Spanish literature	Euros & Cent (exchange rates)	Popular culture	Magna secondary link		
Spiritual	Being me in my world Celebrating difference Dreams and goals Healthy me Relationships Changing me Exploring Humanism in RE Exploring Christianity in RE Exploring Christianity in RE							
Moral	Exploring religious celebrations in assemblies. Harvest, Advent & Christmas, Diwali, Rosh Hashannah In class: Belonging week, creating class culture within our 4 behaviour values, leadership voting, Newsround and discussion of World events, Healthy Relationships and keeping safe, class debates Promoting equality: Celebrating Black History Month and exploring religions and beliefs		Exploring religious celebrations in assemblies: Shrove Tuesday and Lent, The night of forgiveness, Ramadan In class: Newsround and discussion of World events, Understanding charity - RND, Class debates Promotting equality: Fairtrade, Autism awareness, Inspirational people of the World PSHE: Future thinking, setting goals and making healthy choices Assemblies: Philosophy 4 Children questions, Eco Warriors and Anti bullying ambassadors, Autism awareness, Charity work, Self-regulation		word word excellent work, Philosophy 4 Children questions, SEND awareness, Celebrating excellent work, Philosophy and one kind			
Social	Links with the wider community: RNLI, local services, AFCB, Universities, Wessex Water, Bikeability, Author visits Building collaboration/social skills: Leadership groups, Aspire Award, Play buddies, Wide variety of clubs, Presentation opportunities, Local walks and trips Assemblies: Communication & collaboration, Healthy relationships, Leadership voting and responsibilities, Anti-bullying week, safety in the community		Links with the wider community: RNLI, local services, AFCB, Universities, Wessex Water, Bikeability, Author visits Building collaboration/social skills: Leadership groups, Aspire Award, Play buddies, Wide variety of clubs, Presentation opportunities, Local walks and trips, Residential visits and activity weeks Assemblies: Teamwork, stranger danger, safety in the community, communicating kindly online, World Book Day, British Values		Links with the wider community: RNLI, local services, AFCB, Universities, Wessex Water, Bikeability, Author visits Building collaboration/social skills: Leadership groups, Aspire Award, Play buddies, Wide variety of clubs, Presentation opportunities, Local walks and trips, Residential visits and activity weeks Assemblies: Teamwork, stranger danger, safety in the community, communicating kindly online, World Book Day, British Values			
Cultural	Increasing Worldly knowledge and widening the World: Humanism, STEM - Moving parts, Ukulele tuition, poets, musicians and artists around the World, Comparing our locality to others.		Increasing Worldly knowledge and widening the World: Christianity, STEM - 3D printing, Ukulele tuition, poets, musicians and artists around the World, Comparing our locality to others.					
RSE	Online relationships	Respectful relationships	Families and people who care for me	Being safe	Respectful relationships	Relationships and sex education		
Safeguarding in the curriculum	Water and t Strange Polic Fire s Firewor Anti-bully	ationships an help me each safety 'danger e visit safety k safety k safety	Keeping health Kitch Safety i Emerge People Roe Safety Mindfulnes Understandi	y inc. healthy eating en safety on the coast not see safety on the coast not services we can trust dd safety at the pool s and wellbeing ng our emotions	Rail: Basic first Building health Understanding age restr Dangerous substando Online saf How to tackle Keeping sa	safety safety said training y relationships ing consent ctions (games and apps) ss and age restrictions ety (CEOP) peer pressure fe in the sun		
	Bike-ability (cyc	ing proticiency)	Onlii	ne safety	Moving up a	nd moving on Ocean Academy Poole or Aparthin Academy		