

## Curriculum Overview for Milton Abbot School: 2020-21 (Cycle A)

Snowy Owls (R)

Barn Owls (year 1 and 2)

Tawny Owls (year 3 and 4)

Eagle Owls (year 5 and 6)

Below is an overview mapping out the coverage for each subject in this cycle (we have two cycles because there are two year groups in each class). Progress within each subject is planned/mapped and teachers are then expected to complete more detailed medium-term plans for each subject to ensure expressive opportunities and engaging and purposeful learning activities that lead to strong progress across the curriculum. We make links in learning and concepts rather than seeking to link subjects.

Autumn 1 (6 full wks)		Autumn 2 (7 full wks)	Spring 1 (6 full wks)	Spring 2 (5 full wks)	Summer 1 (6 full wks)	Summer 2 (7 full wks)
Autumn term is 13 full weeks			Spring term is 11 full weeks		Summer term is 13 full weeks	
Subject	Art: Autumn theme is Friendship		Art: Spring theme is Hope		Art: Summer theme is Colour	
Snowy	Au1- Self- Portraits- Why we are special. Create collaboratively, sharing ideas, resources and skills. Au2- Use a range of small tools, including scissors, paintbrushes and cutlery- Bonfire night paintings/ fossil making.		Sp1- Share their creations, explaining the process they have used. Castle junk modelling. Make Chinese Dragons. Sp2- Begin to show accuracy and care when drawing. Easter cards/ Mothering Sunday crafts. Sketch natural spring flowers.		Su1- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Bushmen cave paintings. Make 3D safari animals. Su2- Explore, use and refine a variety of artistic effects to express their ideas and feelings. Flower/ tree drawings. Butterfly printing. Make sun-catchers. (Look at a local nature artist).	
Barn	Painting: Yvonne Coomber		Charcoal: Ashvin Harrison		Sculpture and Texture: Herb Williams <i>Enrichment: pen and ink drawing in Dartmoor</i>	
Tawny	Painting: Keith Haring		Sculpture and Texture: Andy Goldsworthy		Charcoal: Nelson Makamo <i>Enrichment: pen and ink drawing in Dartmoor</i>	
Eagle	Sculpture and textures: James Rizzi		Painting: Frida Kahlo		Charcoal: Jasper Johns <i>Enrichment: pen and ink drawing in Dartmoor</i>	
Subject	Computing		Computing		Computing	
Snowy	Au1- Use the interactive whiteboard to complete simple games. Au2- Know and talk about the different factors that support their overall health and well being: -sensible amounts of 'screen time'.		Sp1- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Sp2- iPads/ Chromebooks to research dragon facts/ Why we celebrate Easter etc.		Su1- Show resilience and perseverance in the face of a challenge. Su2- Bee Bots- Basic programming. Develop their small motor skills so that they can use a range of tools competently, safely and confidently.	
Barn	An introduction to basic computing		We are painters – creating a basic book		We are TV chefs – capturing on film/video	
Tawny	We are programmers – Scratch animations		We are opinion pollsters – writing quizzes, questionnaires.		We are Network engineers – data/internet	
Eagle	We are game developers - Scratch/debugging		We are architects – Scratch 3D models		We are artists – Inkscape tessellation	

<b>Subject</b>	<b>Design and technology</b>	<b>Design and technology</b>	<b>Design and technology</b>
Snowy	Au1- Create collaboratively, sharing ideas, resources and skills. Au2- Use a range of small tools, including scissors, paintbrushes and cutlery.	Sp1- Return to and build on their previous learning, refining ideas and developing their ability to represent them. Sp2- Explore, use and refine a variety of artistic effects to express their ideas and feelings.	Su1- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Su2- Share their creations, explaining the process they have used.
Barn	Textiles – weaving Control – split pin models	Food and nutrition – bread and cakes Structure – research, design and make a tower. How can you make it stronger?	Food and nutrition – fruit cocktails and fruit salads Mechanism – research, design and make an aquarium with sliding and spinning parts
Tawny	Structure – research, design and make prehistoric buildings. (History link – Neolithic Ages).	Cooking and nutrition – Ancient Roman banquet	Mechanism – Trojan horses – Link to History work. Ancient Greece.
Eagle	Cooking and nutrition –savoury seasonality recipes: know how a variety of ingredients are grown/caught/reared and processed	Structure – research design and make a shelter that will survive in the rainforest	Construction/electric control – motorised models!
<b>Subject</b>	<b>French</b>	<b>French</b>	<b>French</b>
Barn	Enjoyment of French: counting to 20/colours	Enjoyment of French: weather/family	Enjoyment of French: questions/food & eating
Tawny	Greetings/colours/counting/countries	Counting to 31/months/animals	Food/at school
Eagle	On holiday/eating out	Hobbies/School trip	Seasons/The Environment
<b>Subject</b>	<b>Geography: Autumn</b>	<b>Geography: Spring</b>	<b>Geography: Summer</b>
Snowy	Au1- Explore the natural world around them- Forest school and outdoor adventures. Au2- Five senses & seasons- Forest school.	Sp1- Recognise some similarities and differences between life in this country and life in other countries. Sp2- Draw information from a simple map.	Su1- Recognise some environments that are different to the one in which they live. Su2- Understand some important processes and changes in the natural world around them, including the seasons.
Barn	Locational knowledge: continents and oceans	Place knowledge: compare England with Africa, applying map skills.	Geographical skills and fieldwork: exploring the local area including routes, aerial photographs and compass skills <i>Links with History and Art: Drawing Dartmoor.</i>
Tawny	Locating world countries: earth from above	Locational knowledge of Great Britain: how land use has change over time. Urban vs. Rural. Map skills, sketch maps, keys.	Local physical Geography/human geography: Power of water with a focus on flooding <i>Links with History and Art: Drawing Dartmoor.</i>
Eagle	Physical geography: climate zones and biomes	Locational knowledge of Great Britain: comparing a region in GB with a region in Europe (Scandinavia)	Human geography: how renewable is energy? Exploring wind, solar and tidal) <i>Links with History and Art: Drawing Dartmoor.</i>

<b>Subject</b>	<b>Historical Knowledge (History): Autumn</b>	<b>Historical Knowledge (History): Spring</b>	<b>Historical Knowledge (History): Summer</b>
Snowy	Au1-Who am I? Family trees- The history of my family. (Comment on images of familiar situations in the past).  Au2- Talk about the lives of people around them and their roles in society	Sp1- Castles- Who used to live in a castle many years ago? (Visit Okehampton castle).  Sp2-Compare and contrast characters from stories, including figures from the past.	Su1- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Su2- Understand the past through settings, characters and events encountered in books read in class and storytelling.
Barn	Significant people: Mary Seacole and Florence Nightingale	Significant events: The first aeroplane flight and its impact nationally/globally	Local history – changes within living memory: the lifeboat service (Plymouth links)
Tawny	Settlements and their impact: Neolithic farmers to Iron hill forts Bronze Age – Aut 1. Stone Age – Iron Age – Aut 2.	Conquest – Empire, Invasion and Resistance: The Roman Empire and Britain. Claudius – Emperor – Spr 1 focus. Boudicca and her rebellion – Spr 2 focus.	Civilisation and legacy – Ancient Greek civilization – Sum 1 Local history – Sir Edwin Lutyens: a brilliant Briton – Sum 2
Eagle	Settlements and their impact: Anglo-Saxon invasions, settlements and impact	Conquest – invasion and resistance: Scots’ invasions from Ireland to north Britain (no Scotland). Sp2: Struggle for the Kingdom of England: the time of Edward the Confessor.	Power and Monarchy linked to Civilisation and Legacy: Queen Victoria’s Empire Local history linked to Power and Monarchy: ‘Castles, Courts and Churches’
<b>Subject</b>	<b>Music: Autumn theme is Friendship</b>	<b>Art: Spring theme is Hope</b>	<b>Art: Summer theme is Colour</b>
Snowy	Au1- Listen carefully to rhymes and songs, paying attention to how they sound. Au2- Learn rhymes, poems and songs. Explore and engage in music making and dance, performing solo or in groups.	Sp1- Listen attentively, move to and talk about music, expressing their feelings and responses. Sp2- Sing in a group or on their own, increasingly matching the pitch and following the melody.	Su1- Sing a range of well-known nursery rhymes and songs. Su2- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
Barn	Old School Hip-hop Drum beats	Comparing different musical styles Xylophones	Western Classical Music Recorders
Tawny	South African style and Freedom songs Drums/shakers	Reggae focus Recorders/steel drums	Western classical music Ukuleles
Eagle	Rock Music Drums and percussion	Exploring jazz Keyboards	Motown music Ukulele
<b>Subject</b>	<b>PE</b>	<b>PE</b>	<b>PE</b>
Snowy	Au1- Manage their own needs. Au2- Develop body-strength, balance and coordination and agility needed to engage in dance, gymnastics, sport and swimming.	Sp1- Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing. Sp2- Develop overall body strength, balance, coordination and agility.	Su1- Know and talk about the different factors that support overall health and wellbeing: - regular physical activity. Su2- Demonstrate strength, balance and coordination when playing. Move energetically,

			such as running, jumping, dancing, hopping, skipping and climbing.
Barn	Invasion games/dance	Gymnastics/invasion games	Athletics/dance
Tawny	Gymnastics/invasion games	Dance/invasion games	Athletics/swimming
Eagle	Dance/invasion games	Invasion games/gymnastics	Athletics/swimming
<b>Subject</b>	<b>Relationship Education: Self-knowledge</b>	<b>Relationship Education: Self-knowledge</b>	<b>Relationship Education: Self-knowledge</b>
Barn	<b>Families and people who care for me:</b> spending time together <b>Caring friendships:</b> choosing friends <b>Online relationships:</b> exploring with care <b>Mental wellbeing:</b> range of emotions	<b>Respectful relationships:</b> respecting others <b>Being safe:</b> how to ask for help	<b>Healthy eating:</b> what is a healthy diet? <b>Health &amp; prevention:</b> dental health and benefits <b>Basic first aid:</b> who to call in an emergency
Tawny	<b>Families and people who care for me:</b> recognizing unhappy relationships <b>Caring friendships:</b> positive expressions <b>Online relationships:</b> rationing time online <b>Mental wellbeing:</b> range of emotions	<b>Respectful relationships:</b> self-respect <b>Being safe:</b> appropriate boundaries	<b>Healthy eating:</b> prepare a healthy meal <b>Health &amp; prevention:</b> early signs of illness <b>Basic first aid:</b> dealing with common injuries
Eagle	<b>Families and people who care for me:</b> stable and caring relationships <b>Caring friendships:</b> trust and comfortable <b>Online relationships:</b> critical consideration <b>Mental wellbeing:</b> self-care embedded	<b>Respectful relationships:</b> stereotypes <b>Being safe:</b> responding to what they don't know	<b>Healthy eating:</b> unhealthy risks <b>Health &amp; prevention:</b> exposure to the sun <b>Basic first aid:</b> dangers of prank calls <b>Year 6:</b> <b>Drugs, alcohol &amp; tobacco:</b> associated risks <b>Changing Adolescent Body:</b> puberty
<b>Subject</b>	<b>Religious Knowledge - DCC agreed syllabus</b>	<b>Religious Knowledge - DCC agreed syllabus</b>	<b>Religious Knowledge (RE) (RE) DCC agreed syllabus</b>
Snowy	A1- Why is the word 'God' so important to Christians? (God). A2- Why is Christmas special for Christians? (Incarnation).	Sp1- Being special: Where do we belong? Sp2- Why is Easter special for Christians? (Salvation).	Sm1- Which places are special and why? Sm2- Which stories are special and why?
Barn	Christianity: God, Creation and Christmas	Who is <b>Muslim</b> and how do they live?	Who is Jewish and how do they live? What makes some places sacred to believers? (visit or visitor linked)
Tawny	Christianity: Creation and people of God Noah and the Ark; covenant exploration. Nativity story – Christmas	Christianity: Salvation links to 'Good Friday' and Pentecost (Kingdom of God) Easter.	Hinduism: what do <b>Hindus</b> believe God is like? What does it mean to be a <b>Hindu</b> today?
Eagle	Christianity: God as holy and loving. Creation and science.	Christianity: Incarnation, Jesus – Gospel and Salvation	What does it mean to be a <b>Muslim</b> in Britain today? How does faith help people when life gets hard?

Subject	Science: Autumn	Science: Spring	Science: Summer
Snowy	Au1- Explore the natural world around them. Describe what they see, hear and feel while they are outside. Au2- Understand the effect of changing seasons on the natural world around them.	Sp1- Make comments about what they have heard and ask questions to clarify their understanding. Sp2- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.	Su1- Explore the natural world around them, making observations and drawing pictures of animals and plants. Su2- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
Barn	Animals including humans: senses & nutrition Seasonal changes	Everyday materials (waterproof, absorbent) Plants and trees	Everyday materials (water/ice investigations) Living things and their habitats
Tawny	Rocks and fossils Forces and Magnets	Living things and their habitats - adaptations Plants – roots, shoots, leaves	Animals including humans – digestion, predators Electricity – circuits
Eagle	Earth & space – solar system, heliocentricity Properties of materials - oxidation	Forces – gravity, balances Living things & their habitats - classification	Light - light effects / angles, shape, definition, colour, texture, reflecting, illusion, and mirrors