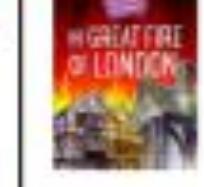
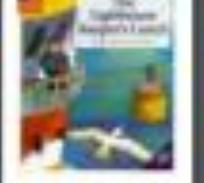


# Oxenhope C of E Primary School: A guide to our curriculum documents

## May 2020

The guide is to help, professionals, outside agencies and parents navigate their way through our curriculum. Each piece is a live document and will be subject to review and could be reworked to best suit the needs of the users and the children.

Document Name	What the document looks like	Overarching purpose
Curriculum Intent	<p style="text-align: center;">Oxenhope Church of England Primary School Curriculum Intent</p>  <p>Our aim is to provide our children with an inspiring and engaging curriculum which ensures that tomorrow's generation are able to succeed in an ever changing new world.</p> <p>At Oxenhope C of E Primary our curriculum is designed to offer children the opportunities to question the world around them. Gifting them time to wonder, to reflect, to grow.</p> <p>The progression our curriculum offers means that children build upon previous learning and are allowed time to explore whole topics and themes in order for them to lead the way in their own learning. Our curriculum is built on a firm pedagogy of linked learning, giving children solid pathways in which to join up thinking and therefore learning.</p> <p>We focus on the whole child building a curriculum which promotes both academic knowledge and real life skills. We ensure that we support all learning styles and open the door to future careers to children of all abilities and we pride ourselves on finding every child's individual strengths.</p> <p>We strongly believe that the community is a vital teaching tool to equip children with empathy and tolerance. We open children's eyes to the world around them, building on their experiences and helping them find a place in society where they can contribute and add positive value to both their own community and the wider world. Teaching children the importance of standing up and making a difference, we instil empowerment ensuring children's voices are heard.</p> <p>We passionately believe that children need a solid foundation of social skills if they are to succeed in the future. Therefore, we offer a curriculum which teaches, resilience, coping strategies, conflict resolution, taking responsibility, being reflective, understanding choices, compromising, seeing things from other people's perspective and being emotionally aware. These are key features which are interwoven throughout our curriculum, embedding fundamental life skills which are the bedrock of a successful individual.</p> <p>Children leave Oxenhope being proud of their primary journey. They have a sense of a tight knit community and have the confidence, knowledge and skills to flourish, make connections and relationships and excel at being life-long learners.</p>	This is a bespoke overview of what the curriculum at Oxenhope intends to achieve. Everything that teachers plan goes back to this vision

Year 1 Curriculum Long Term Plan						
Whole School Themes	Home is where the heart is		Explorers		A Wild Adventure	
Year 1 Strand	Punk at the farm	Jesus is my superhero	In the deep, dark wood	Fly me to the moon	London Calling	Southern Adventures
Learning question	What is growing under the ground?	Why does Christmas matter to Christians?	What might you see in the wood?	Is the moon made of cheese? How do we know?	Who is London's old friend to Christians?	Is the whale of Ben Haggis the true island of Britain?
Books and visual literacy resources			 	  	 	  

This document details the curriculum coverage for each year group. It references the national curriculum, any schemes used eg – Charanga for music and allows teachers at a glance to see what they will be teaching across an entire year. It also helps teacher to see what has been taught in previous years and what will be taught in following years.

Progression of skills documents

Art, history, geography, computing, PE

**Oxenhope Church of England Primary School – Progression in Skills - ART**



**Artists in Year 1 will be able to:**

- ✓ Describe the work of notable artists, artisans and designers
- ✓ Use some of the ideas of artists studied to create pieces
- ✓ Offer opinions about artwork studied
- Drawing –
- ✓ Draw lines of different sizes and thickness
- ✓ Colour own work following the lines
- ✓ Show pattern and texture by adding dots
- Painting –
- ✓ Use thick and thin brushes
- ✓ Experiment with mixing colours
- Collage-
- ✓ Use a combination of materials that are torn, cut and glued
- Sculpture
- ✓ Use a combination of shapes
- ✓ Experiment with own creation of shapes
- Printing
- ✓ Use repeating over lapping shapes
- ✓ Use and create print e.g fruit, sponges

**Artists in Year 2 will be able to:**

- ✓ Describe the work of notable artists, artisans and designers
- ✓ Use some of the ideas of artists studied to create pieces
- ✓ Offer opinions about artwork studied using other artists work as a comparison
- Drawing
- ✓ Show different tones by using coloured pencils
- Painting
- ✓ Mix primary colours to make secondary
- ✓ Add white to colours to make tints and black to make tones
- ✓ Create colour wheels
- Collage
- ✓ Sort and arrange materials
- ✓ Mix materials to create texture
- Sculpture
- ✓ Include lines and texture
- ✓ Use rolled up paper, straws, paper, card and clay form models
- ✓ Use rolling, cutting, moulding and carving as techniques
- Printing
- ✓ Mimic print from the environment eg- wallpaper
- ✓ Press roll and rub to make prints
- Textiles
- ✓ Weaving, plaiting and dip dying
- Digital Media
- ✓ Use a wide range of tools to create different textures, lines, tones and shapes

**Artists in Year 3 will be able to:**

- ✓ Replicate some of the techniques used by notable artists, artisans and designers
- ✓ Create original pieces that are influenced by the studies of others
- ✓ Offer detailed opinions about art work
- Drawing
- ✓ Use different pencils to show difference in line, tone and texture
- ✓ Use hatching and cross hatching to show tone and texture
- Painting
- ✓ Use water colour paint to produce washes for backgrounds and add detail
- ✓ Use a number of brush techniques
- Collage
- ✓ Select and arrange materials for a striking effect
- ✓ Use collaging, overlapping, tessellation and montage
- Be precise
- Print
- ✓ Use layers of two colours
- ✓ Make precise repeating pattern
- ✓ Replicate patterns seen in nature
- Digital Media
- ✓ Create images, video and sound recording

**Artists in Year 4 will be able to:**

- ✓ Replicate some of the techniques used by notable artists, artisans and designers
- ✓ Create original pieces that are influenced by the studies of others
- ✓ Offer detailed opinions about art work
- Drawing
- ✓ Use different pencils to show difference in line, tone and texture
- ✓ Use hatching and cross hatching to show tone and texture
- Painting
- ✓ Use water colour paint to produce washes for backgrounds and add detail
- ✓ Use a number of brush techniques
- Collage
- ✓ Select and arrange materials for a striking effect
- ✓ Use collaging, overlapping, tessellation and montage
- Be precise
- Print
- ✓ Use layers of two colours
- ✓ Make precise repeating pattern
- ✓ Replicate patterns seen in nature
- Digital Media
- ✓ Create images, video and sound recording

**Artists in Year 5 will be able to:**

- ✓ Give details about the style of some notable artists, artisans and designers
- ✓ Create original pieces that show a range of influences and style
- Drawing
- ✓ Use a choice of technique to depict movement
- ✓ Choose a style of drawing suitable for the work
- ✓ Use lines which represent movement
- Painting
- ✓ Sketch lightly before painting
- ✓ Combine colours, tones and tints to enhance the mood of the piece
- ✓ Use brush techniques to create texture
- ✓ Begin to develop a personal style of painting
- Collage
- ✓ Mix texture to create effect
- ✓ Use ceramic mosaic materials
- Sculpture
- ✓ Show life like quality
- ✓ Use frameworks such as wire or mould to support
- Textiles
- ✓ Show precision in techniques
- ✓ Choose from a range of stitching

**Artists in Year 6 will be able to:**

- ✓ Show how the work of those studied was influential in both society and to other artists
- Drawing
- ✓ Use variety of techniques to add interesting effects
- Painting
- ✓ Create colour based on those seen in the natural world
- ✓ Use water colour and acrylic
- ✓ Develop a personal style
- Print
- ✓ Build layer of colour
- ✓ Create an accurate pattern
- ✓ Use a range of visual elements to enhance the work
- Digital media
- ✓ Editing video or sound or images

Activate Window

These documents clearly outline what skills will be taught in each year group. These are sequential and build on previous learning.

Teachers use these to assess learning and as a record of what has been taught over the year. Again they allow teacher to know what has been previously taught and what they need to teach to prepare the children for the next step

# Science



## Scientists in year 1 will be taught to:

### KS1

Working Scientifically Pupils will be taught to use the following practical scientific methods, processes and skills:

- WS1 asking simple questions and recognising that they can be answered in different ways
- WS2 observing closely, using simple equipment and measurement
- WS3 performing simple tests
- WS4 identifying and classifying
- WS5 using their observations and ideas to suggest answers to questions
- WS6 gathering, recording and communicating data and findings to help in answering questions.
- WS7 use scientific language and read and spell age-appropriate scientific vocabulary
- WS8 begin to notice patterns and relationships.

### Plants

- P1 identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- P2 identify and describe the basic structure of a variety of common flowering plants, including trees.

### Animals, including Humans

- AH1 identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- AH2 identify and name a variety of common animals that are carnivores, herbivores and omnivores
- AH3 describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- AH4 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

### Everyday Materials

- EM1 distinguish between an object and the material from which it is made
- EM2 identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- EM3 describe the simple physical properties of a variety of everyday materials
- EM4 compare and group together a variety of everyday materials on the basis of their simple physical properties.

### Seasonal Changes

- SC1 observe changes across the four seasons
- SC2 observe and describe weather associated with the seasons and how day length varies.

**Learning Outcomes****SCARF lesson plans****Me and My Relationships**

Children will be able to:

- Understand that classroom rules help everyone to learn and be safe;
- Explain their classroom rules and be able to contribute to making these.

**Why we have classroom rules**

Children will be able to:

**Thinking about feelings**

- Recognise how others might be feeling by reading body language/facial expressions;
- Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.)

Children will be able to:

**Our feelings**

- Identify a range of feelings;
- Identify how feelings might make us behave;
- Suggest strategies for someone experiencing 'not so good' feelings to manage these.

Children will be able to:

**Feelings and bodies**

- Recognise that people's bodies and feelings can be hurt;
- Suggest ways of dealing with different kinds of hurt.

Children will be able to:

**Our special people balloons**

- Recognise that they belong to various groups and communities such as their family;
- Explain how these people help us and we can also help them to help us.

DT

Oxenhope Church of England Primary School – Progression in Skills – DT



National Curriculum Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Developing, planning and communicating ideas	<p>Begin to draw on their own experience to help generate ideas and research conducted on criteria.</p> <p>Begin to understand the development of existing products: What they are for, how they work, materials used.</p> <p>Start to suggest ideas and explain</p>	<p>Start to generate ideas by drawing on their own and other people's experiences.</p> <p>Begin to develop their design ideas through discussion, observation, drawing and modelling.</p> <p>Identify a purpose for what they intend to design and make.</p>	<p>With growing confidence generate ideas for an item, considering its purpose and the user/s.</p> <p>Start to order the main stages of making a product.</p> <p>Identify a purpose and establish criteria for a successful product.</p> <p>Understand how</p>	<p>Start to generate ideas, considering the purposes for which they are designing- link with Mathematics and Science.</p> <p>Confidently make labelled drawings from different views showing specific features.</p> <p>Develop a clear idea of what has to be</p>	<p>Start to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.</p> <p>Begin to use research and develop design criteria to inform the design of innovative, functional.</p>	<p>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces.</p> <p>Use research and develop design criteria to inform the design of innovative, functional.</p>

Subject implementation documents



Subject Information:  
Music Education at Oxenhope  
C of E Primary School



Subject Information:  
Computing Education at Oxenhope C of E  
Primary School

These documents outline each subject's intent, implementation plan and what the impact will look like across school. They also feature that subjects curriculum at a glance which is the subjects long term plan

Year group learning Journeys

**YEAR 4 LEARNING STORY**

**Year 4 Learning Story - Intent**  
Year 4's journey through the curriculum is designed to help them value community, question the world and develop a strong moral compass.

During the year the children will engage in all subjects from the National Curriculum.

History learning will allow them to become immersed into a time period where they can learn about the past and discuss how we learn from this time. The children will be exposed to debate, evidence evaluation, discussion and they will begin to ask more probing questions.

The children's art learning will consist of developing and refining skills learnt in previous, taking inspiration from influential artists. Exploring different media, the children will start to develop a sense of self-expression and will allow themselves to put value on creativity. The children will begin to understand the emotion behind the art and understand that art can be used as a political tool for change.

Computing will act as facilitator and as a learning tool in its own right. The children in year 4 will build on word processing and information retrieval skills learnt in previous years. They will use a range of devices and software beginning to choose the correct programme for the job they are completing. They will learn that technology can be a useful tool in an ever changing world but that it has to also be used responsibly. The children's learning will be underpinned with a strong safety message which will help them feel more confident when reading to access help.

Learning in design and technology will introduce more independence in the preparation of food, ensuring the children are gaining life skills for their future. They will refine the planning and making of products and with the help of adults begin to offer ways that can improve designs. They will spend time tasting products apart to find out how they work and begin to use this knowledge in their own designs. Their products will offer variety and support to the community.

Within geography, year 4 children will learn about the landscapes of the United States and in the past. They will make links and use this skill of comparison to discuss places and from Fathers. Using **Skellig**, the children will gain confidence of geographical enquiry. Once the children have further developed knowledge of their own community they will look at the world around them investigating Northern America and the depths of the ocean. They will learn about conservation and how the landscape has changed over the years due to humans.

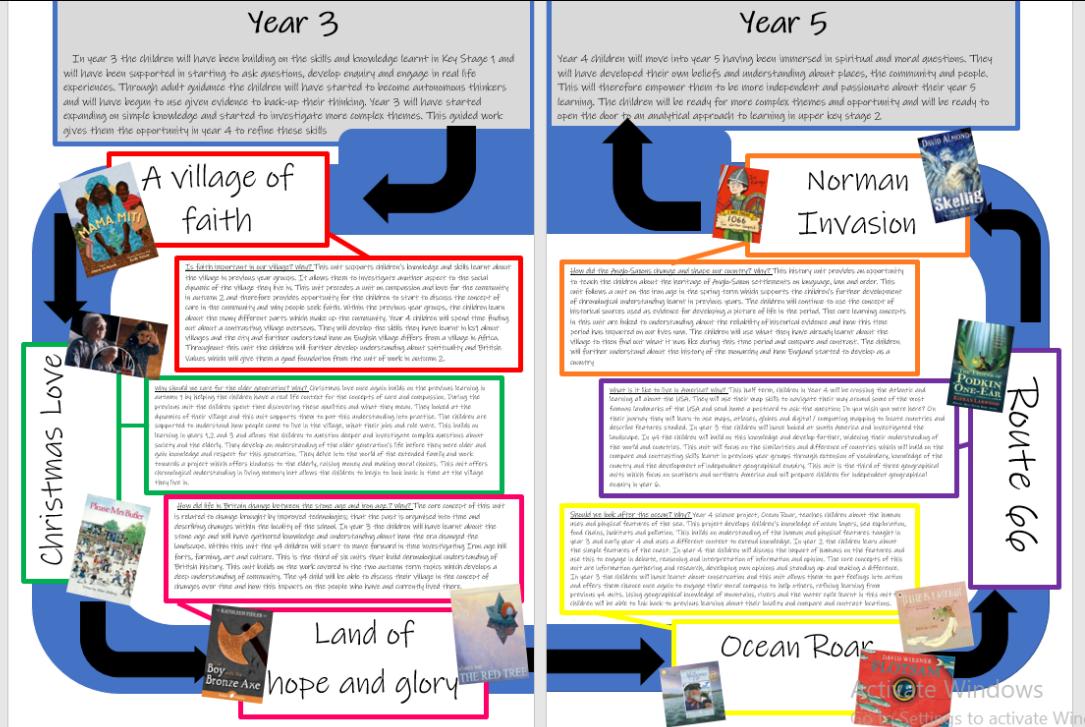
Music will be another opportunity for self-expression for year 4 children and they will understand that music is a form of entertainment. They will perform with awareness and evaluate with confidence. With support year 4 children will develop knowledge of composition and will experiment with creating their own music. They will embark on performances of singing and music understanding the effect the different genres can have on an audience.

Physical education will offer the chance for the children to put their understanding of a healthy lifestyle into practice. Understanding the effect that exercise has on the body and mind, year 4 children will engage in a variety of sports which will then ensure that they can become more competent at sports and other physical activities. Learning to work as a team and evaluate practice the children will enjoy judo, gymnastics, netball, Cricket, Dance and athletics building and refining skills learnt in previous years and potentially further developing talents.

Throughout year 4 science again the children will further learn about the world around us asking relevant questions and offering ways in which to investigate fairly. Using their mathematical knowledge, the children will develop ways in which to record data and observations using these to begin to make conclusions. The themes the children will be exposed to are living things and their habitats, animals including humans, states of matter, sound and electricity. Each of these areas will allow questioning and offer real life opportunity to perfect care in handling and literacy skills.

Within Spanish the children will learn about different cultures and how to communicate basically in another language. This will open their eyes to different people and ways of life and appreciate that English is not the only language in the world. They will plot where on the globe Spanish is spoken and with strengthen their knowledge of speaking and listening.

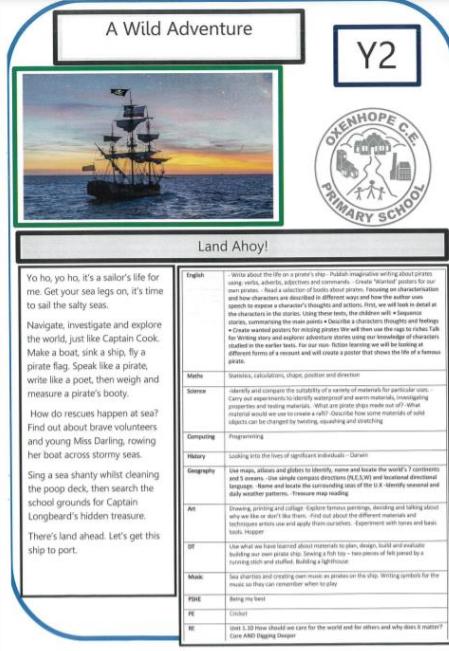
Underpinning all of this learning is quality learning in maths, English, reading and PSHE. These four areas ensure that a strong foundation of learning is established which then opens the door to other subjects and opportunities.



These documents help the teachers articulation about rationale of placement of units eg 'Why does Oxenhope teach Romans in year 3?'

## Individual Learning Units

**A Wild Adventure**



**Y2**

**OXENHOPE C.E. PRIMARY SCHOOL**

**Land Ahoy!**

Yo ho, yo ho, it's a sailor's life for me. Get your sea legs on, it's time to sail the salty seas.

Navigate, investigate and explore the world, just like Captain Cook. Make a boat, sink a ship, fly a pirate flag. Speak like a pirate, write like a poet, then weigh and measure a pirate's body.

How do rescues happen at sea? Find out about brave volunteers and young Miss Darling, rowing her boat across stormy seas.

Sing a sea shanty whilst cleaning the poop deck, then search the school grounds for Captain Longbeard's hidden treasure.

There's land ahead. Let's get this ship to port.

**English**: Write about the life on a pirate's ship - Publish imaginative writing about pirates and their crew. Children will be encouraged to use descriptive language to describe the own pirates. - Read a selection of books about pirates. Focusing on characterisation and how characters are described in different ways. In this unit, we will look in detail at the characters in the stories. Using these texts, the children will: • Sequence events, • Identify the main characters and their roles and responsibilities, • Create wanted posters for missing pirates they will then use the rags to riches Talk to the teacher about what they have learned about pirates. This unit links to the themes studied in the earlier texts. For our non-fiction learning we will be looking at different forms of a resonant sonnet and will create a poster that shows the life of a famous pirate.

**Maths**: Statistics, calculations, shape, position and direction.

**Science**: Identify and compare the suitability of a variety of materials for particular uses. Carry out experiments to identify waterproof and warm material, including waterproof material. What would we need to wear if we were to go swimming? Which material would we use to make a raft? Describe how some materials of solid objects can be changed by heating, squashing and stretching.

**Computing**: Programming.

**History**: Looking into the lives of significant individuals - Darwin

**Geography**: Use maps, atlases and globes to identify, name and locate the world's 7 continents and five oceans. Use world maps to identify Europe and Asia. Name and locate the surrounding seas of the UK. Identify seasonal and daily weather patterns. Treasure map reading.

**Art**: Drawing, printing and collage. Explore texture printing, drawing and talking about what they have learned about printmaking. Experiment with different materials and techniques artists use and apply them ourselves. Experiment with tones and basic black and white.

**D.T.**: Use what we have learned about materials to plan, design, build and evaluate building our own pirate ship. Sewing a fish top - two pieces of felt paired to a running stitch and stuffing. Building a lighthouse.

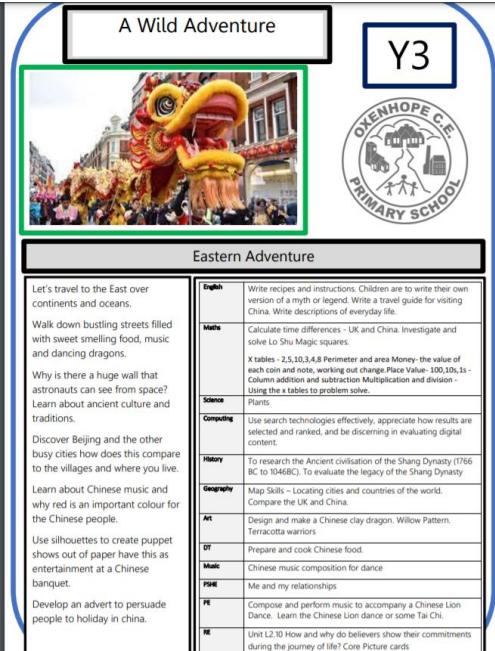
**Music**: Sea shanties and creating our music as pirates on the ship. Writing words for the music in these card templates when to play

**P.E.**: Bring my best!

**Cit**: Cricket

**PSHE**: Unit 1.20 How should we care for the world and for others and who does it matter? Core AND Diving Deeper

**A Wild Adventure**



**Y3**

**OXENHOPE C.E. PRIMARY SCHOOL**

**Eastern Adventure**

Let's travel to the East over continents and oceans.

Walk down bustling streets filled with sweet smelling food, music and dancing dragons.

Why is there a huge wall that astronauts can see from space? Learn about ancient culture and traditions.

Discover Beijing and the other busy cities how does this compare to the villages and where you live.

Learn about Chinese music and why red is an important colour for the Chinese people.

Use silhouettes to create puppet shows out of paper have this as entertainment at a Chinese banquet.

Develop an advert to persuade people to holiday in China.

**English**: Write recipes and instructions. Children are to write their own version of a myth or legend. Write a travel guide for visiting China. Write descriptions of everyday life.

**Maths**: Calculate time differences - UK and China. Investigate and solve Lo Shu Magic squares. X tables - 2,5,10,3,4,8 Perimeter and area Money- the value of each coin and note, working out change Place Value - 100,10s,1s - Column addition and subtraction Multiplication and division - Using the tables to problem solve.

**Science**: Plants

**Computing**: Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

**History**: To research the Ancient civilisation of the Shang Dynasty (1766 BC to 1046BC). To evaluate the legacy of the Shang Dynasty.

**Geography**: Map Skills – Locating cities and countries of the world. Compare the UK and China.

**Art**: Design and make a Chinese clay dragon. Willow Pattern.

**D.T.**: Prepare and cook Chinese food.

**Music**: Chinese music composition for dance

**PSHE**: Me and my relationships

**P.E.**: Compose and perform music to accompany a Chinese Lion Dance. Learn the Chinese Lion dance or some Tai Chi.

**RE**: Unit 1.20 How and why do believers show their commitments during the journey of life? Core Picture cards

These are medium term plans for each year group for each half term. They go into more detail about the unit of work and the rationale and intended outcomes. The feature the national curriculum objectives, activities ideas, the progression of skills and home learning ideas.

## Knowledge organisers

My Own Golden Facts

**My Knowledge Organiser**

**Year 4**  
**Ocean Roar**



Name \_\_\_\_\_

Fact file

### Oceans and seas

Just over two thirds of the Earth's surface is covered with water. Most of this water is found in oceans. There are five oceans called the Atlantic, Pacific, Indian, Arctic and Southern Oceans. Each ocean has its own climate, depending on its location in the world. Seas are smaller than oceans and can be surrounded by land.

### Food chains

All living things need energy to survive. Food chains show where living things get their energy and how all species living in an environment depend on each other. For example, if the producer in a food chain is in short supply, it will affect all the consumers in that food chain.

**Producers** are found at the beginning of a food chain. They are usually green plants. They use energy from the Sun to make their own food in a process called photosynthesis.

**Consumers** get energy from eating plants or animals.

**Prey** are animals that are eaten by other animals.

**Predators** are animals that hunt, kill and eat other animals to get their food.



Fact file

### Ocean exploration

#### Diving:

Ocean diving can be dated back to 4500 BC when people in the coastal areas of Greece and China dived for food. Cousteau was one of the first to mean divers could take air with them, spending more time under the water and going deeper than ever before. Cousteau used the aqua-lung to explore and film the underwater world more freely.



#### Submarines

In 1620, Cornelis Drebbel built the first submarine. He tested it in the River Thames up to depths of around 4.5m for up to 1 hour. Today, submarines are used for exploring the deep oceans. They are built to withstand the extreme pressure and have robotic arms to collect marine creatures and samples from the bottom of the ocean.

#### Oceanography

Between 1872 and 1876, the Royal Navy ship HMS Challenger took part in a four-year expedition around the world. The crew collected information and carried out investigations into the world's oceans. The results were published in *The Challenger Report* and became the basis of modern oceanography.

These show each units key vocabulary and knowledge for the half term. The children will collect these and refer back to them when needed. They can also add to them over the half term.