|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **St Joseph’s Evolve Curriculum** | | | | | | |
|  | **Who am I?** | **Who am I in place and time?** | **How does the world work?** | **How do we organise ourselves?** | **How do I express myself?** | **How do we make the world a better place?** |
| Nursery | Children learn about their bodies, family and friends. Their focus is on celebrating how to use their bodies through PD, using their words to build friendships and understanding who their family is. | Children learn about the changes that have happened since they were babies and their development so far. They look at their parents’ photos when they were growing up and spot similarities to themselves. They learn where they were born and where they live now. | Children learn about the life cycle of bugs and animals and plants. They look at the changes that take place. They gain an understanding of school routines and learn how things work – they develop questioning and conversation skills with their key adults. | Children will explore the world around them and look at the changing season from winter to spring. They will plant seeds and look at farming and how plants grow. They will plant vegetables and herbs to harvest in the summer and they will begin to understand how farmers grow, pick and sell vegetables – local and in  our country. | Children will put together their learning from the last few terms to create pieces of music and art to share what they have learned. They will put together a show to share with their friends and family at school. | Children will be able to talk about what they need to learn next year and talk about taking care of themselves and their friends – especially through transition into Reception. |
| **Big ideas:**  Children will learn about their body parts and how to use them – they will role play life at home (e.g. being family members or members of the community). | **Big ideas:**  Children will become ‘investigators’ identifying changes that have taken place to them (e.g. comparing baby, toddler and current pictures). They will identify how they are growing and who their family members are. | **Big ideas:**  Children will become ‘entomologists’ and discover a new species of bug! They will learn about the bugs in our environment and its life cycle and try and name the new bug! | **Big ideas:**  Children will become ‘farmers’ who need to grow vegetables for their farm. They need to think about what a plant needs to grow and explore its life cycle. They will learn about different types of vegetables and fruits and find places (e.g. the market) to purchase these. | **Big ideas:**  Children will be experts in sharing their knowledge of the world around them. They will organise a have a discovery day where they share their learning with their parents – including their knowledge of bugs, plants and the world around them. | **Big ideas:**  Children will make transition into Reception by joining in with some learning activities. They will be party planners and organise an afternoon tea party for their parents and a graduation into Reception class. |
| **Key areas of learning:**  PSED  PD | **Key areas of learning:**  CL  PD | **Key areas of learning:** Understanding the world  CL | **Key areas of learning:**  Understanding the world  PSED | **Key areas of learning:**  EAD  UTW | **Key areas of learning:**  PSED  CL |
| **Leaders and role models:** | **Leaders and role models:** | **Leaders and role models:** | **Leaders and role models:** | **Leaders and role models:** | **Leaders and role models:** |
| Elm  Reception | Children build on previous learning by putting together sequences of movements and understanding healthy living in PD, their learn about extended family members and traditional and religious celebrations. They build on vocabulary to help them continue developing friendships. | Children build on previous learning by finding out about their family tree and where they come from. They begin to map their school, street and the town of Carterton. They participate in shopping for their cooking lessons and learn where food comes from. | Children build on previous learning by looking at similarities and differences between life in our country and life in other countries. They will look at markets and shops, style of dress and transport, they will look at cities, towns and countryside and think about where they live and what is different and the same. | Children will look at the changing of winter into spring and explore what changes happen during this time. They will explore and understand how farming works in our country. They will explore types of vegetables that are grown around the world and build on previous learning by understanding climate differences and how the food gets to each of the countries. | Children will have the opportunity to share their learning through expressive art and design. They will share their knowledge with their family and friends through role play, show and tell and be able to speak confidently with detailed sentences and stories. | Children will have collected their vegetables to help make their own food. They will learn about caring for their environment and looking after the world we live in. Children will help develop our playground and wild area to be safe for all children. |
| **Big ideas:**  Children will be family investigators taking the opportunity to make links with their wider family members, as well as connections with their peers. They will share family traditions and celebrations as well as talk about what keeps them healthy and happy at home and school. | **Big ideas:**  Children will become ‘explorers’ and explore their school, their home and journey to school as well as their town. They will learn about what we have in our community and begin to map out where we find shops, their route to school and significant buildings. | **Big ideas:**  Children will become ‘civil servants’ and their job will be to explore their town and map it. They will learn about what our town has and what our town needs. They will visit local businesses and take ‘roles and responsibilities’ in the community. | **Big ideas:**  Children will become ‘landscape gardeners’ and ‘botanists’ where they will learn about plants and the world around them. They will look at plant life as it turns to spring as well as plant their own flowers and vegetables to help transform their own playground. | **Big ideas:**  Children will put together a ‘expressive art’ show for their families. They will put together a musical piece, tell stories from their written work and pictures made using various materials with their families. | **Big ideas:**  Children will be ‘farmers’ at the harvest and ready to collect and share their vegetables and fruit. They will begin to look at menus used in school. They will think about what can be grown in school and what could be fresh from our own gardens. They will begin to think about how they can make their home life sustainable and have their own ‘farm’ at home. |
| **Key areas of learning:**  Physical Development  Communication and Language | **Key areas of learning:**  UTW  EAD | **Key areas of learning:**  Understanding the world  Communication and Language | **Key areas of learning:**  Understanding the world | **Key areas of learning:**  Expressive Arts and Design  Literacy | **Key areas of learning:**  UTW |
| **Leaders and role models:**  Children’s parents  Father Paul | **Leaders and role models:** | **Leaders and role models:**  Carterton Town Mayor | **Leaders and role models:** | **Leaders and role models:** | **Leaders and role models:**  Alex James |
| Maple  Y 1/2 | Children begin to gain a deeper understanding of healthy living and the importance of friendships. They learn about wider family, religious and cultural traditions. They look at their life and where they live – including their life as an RAF community. They celebrate tolerance of faith and build mutual respect. | Children look at the life of specific individuals that have changed their world and helped our society get to where we are. They learn about changes that have taken place in our town, county and country including transport, food and cultural changes through immigration. They build on their previous knowledge of their peers and understand where they come from and how these changes help us be a tolerant society. | Children will compare life in our country to other countries and their terrain. They will explore weather and the impact this has alongside areas to live – seaside, mountains, etc. They will explore the materials we use to survive including major structures such as bridges and inventions that have helped the world be connected. | Children will learn about significant leaders that have brought about change. They will explore the meaning of democracy and the rule of law including what this looks like in their lives – at home, in school and as a community. They will begin to know how laws are made and speak to the town mayor to talk about changes in our community. | Children will reflect on their learning from the whole year and think about how they would like to share what they have learned. They reflect on cultures and leaders they have learned choosing who they feel might be role models and why. They will be able to present this to their peers and family with a clear structure of successful cultures, traditions and changes that have made Britain what it is. | Children will use all their knowledge to create a campaign to make the world better. They will look at the impact on the environment of farming and mass production of things we use. They will model themselves on people they look up to and lessons they have learned from the past to create ideas of how we can change the world to be a better place and to look after our Earth. |
| **Big ideas:**  Children become ‘well-being’ ambassadors who explore what it means to be fit, healthy and how to care for themselves and others. They create a view of the class thinking about who their families are, how they fit in the community and explore cultural inputs on their lives (e.g. RE, food choices, traditions). | **Big ideas:**  Children explore significant people who changed our world and become ‘ghost writers’ to create new information files on those individuals. They learn about their significance in the age that is studied and how this has impacted us today. | **Big ideas:**  Children will be ‘stranded’ in the jungles of Brazil and seeking to find their way back to Carterton. They will learn to navigate their way out of the rainforest while learning about the people, places and cities and comparing these to home. They will explore and write letters identifying these comparisons and be able to talk about what they have learned. | **Big ideas:**  Children will be looking to ‘elect a new leader’. They will explore current and historical famous leaders and decide what made them good leaders. They will create a picture about who is a good leader and try to decide who will help them make changes and ask challenging questions of those in charge now. | **Big ideas:**  Children will be in charge of a cultural exhibition as ‘museum coordinators’. They design a museum and set up areas that will display their information from their previous learning (e.g. famous people section, cultural art, etc.). | **Big ideas:**  Children will become ‘conservationists’ – surveying the surrounding land and it’s use. They will look at solar, plant and animal farming in order to gain an understanding of what farmland we have here. They will they explore what would be best to conserve our land to protect our animals and help make our county a green county. |
| **Key areas of learning:**  STEM  PSHE | **Key areas of learning:**  History | **Key areas of learning:**  Geography | **Key areas of learning:**  History  PSHE | **Key areas of learning:**  Art and Design  History | **Key areas of learning:**  Geography  STEM |
| **Leaders and role models:**  Father Paul  Serena and Venus Williams  Dalai Lama | **Leaders and role models:** | **Leaders and role models:** | **Leaders and role models:**  Current Prime Minster  Henry VIII  Queen Elizabeth | **Leaders and role models:**  Van Gogh | **Leaders and role models:** |
| Chestnut  Y 3/4 | Children begin to think about their roles inside their family, class, school and wider community. They explore their own beliefs as well as other beliefs and cultural practices in our community. Children begin to understand how their bodies work and choices to stay healthy. They explore how they may be involved with the wider community and how they can impact and how they are impacted by being an RAF town. | Children will learn about significant periods in the history of Great Britain and how this has shaped our country. They will look at the impact of migration and the changes that this brought for our country. They will research where we can still find evidence of our past today and how it is incorporated in our lives now. They will look at how major world events and how they have impacted Great Britain. | Children will look at inventions that have changed how the world works including the phone, the internet, planes/trains, they will explore designing processes and the impact on the environment and social life these inventions have had. They will look at world problems and what new ideas might be need to help our world thrive. | Children will look at invaders and raiders of Great Britain and the rise and fall of kings through time. They will learn how kings ruled England and organised the country. They will compare this to how our country is run today. They will gain a better understanding of rulers and begin to learn about the rise of democracy in England. | Children will explore art and expression of self through multiple cultures and compare and contrast artists. They will explore music through cultures and compare and contrast cultural influences. They will reflect on their learning from the year to put together an exhibition of art works share with their friends and family. | Children will reflect on all they have learned and use this understanding to discuss how to make the world a better place. They will reflect on their learning about leadership and changes in history and think about what they can do as a collective to change their local community to be better – through farming, town planning or changes in their area. |
| **Big ideas:**  Children become ‘well-being’ ambassadors who explore what it means to be fit, healthy and how to care for themselves and others. They create a wide view of the class and school, thinking about where our families come from, where they fit in the community and explore links with our present and past. | **Big ideas:**  Children will work for the ‘foreign office’ and discover how Britain was populated – they learn about significant periods that impacted Britain and how they shaped our past. They will move into understanding how we are populated today and how immigration is shaping our culture. | **Big ideas:**  Children explore what save the oceans and think about what can be done at source (e.g. local river). Children will be expert ‘river investigators’ sent out to report back their findings on a local river and campaign for a greater change. They will explore inventions for river clean ups and think about new ways to help their local area thrive. | **Big ideas:**  The children will become ‘history professors’ at a university specialising in democracy. They will explore how England was ruled and where democracy began. They will ‘teach’ about famous Kings and the changes that happened that created the foundations of parliament. | **Big ideas:**  The National Gallery is looking for a group of people to compare works of art through time between Great Britain and Europe. The children will be the art specialists who will research what cultures they would like on display in the gallery and compile what art was being enjoyed in various cultures while England was producing their own. | **Big ideas:**  The children will be approached by the ‘town council’ seeking assistance on what would improve Carterton and the wider community of West Oxfordshire. They will be given a budget and think about what they believe the money could be spent on. They will need to do a presentation to the council and share what they believe will improve the town. |
| **Key areas of learning:**  STEM  PSHE | **Key areas of learning:**  History | **Key areas of learning:**  Geography  Science | **Key areas of learning:**  History  PSHE | **Key areas of learning:**  Art and Design  History | **Key areas of learning:**  PSHE  Geography |
| **Leaders and role models:**  BZN Station Commander | **Leaders and role models:** | **Leaders and role models:**  Ocean CleanUp inventors  Carterton Town Mayor  David Attenborough | **Leaders and role models:** | **Leaders and role models:** | **Leaders and role models:** |
| Eucalyptus  Y5/6 | Children begin to express their own ideas, opinions and beliefs with a respect for others beliefs and practices. Celebrating uniqueness and our individuality and our changing personalities across time. The focus is on children’s interests and aspirations of what they want to become in their futures what they need to learn about to achieve this. Look at the role they play in their community with a focus on Carterton. | Children look at global colonialism and the wider global history of the world. They will look in depth at world history and the impacts this has had on cultures (e.g. Shang Dynasty, Mayans, etc.). They will compare the development of democracy and rule of law and how these have shaped countries and cultures around the world? They will compare our country and its practices with the practices of other countries and begin to understand how these shape societies including our own. | Children will explore forces on the world and look at how they affect changes. Looking at our place in the universe and the impact of light and environmental changes. They will learn how environmental changes that have taken place and the impact this has had on the world. Children will learn about significant scientists and significant scientific discoveries from our past. | Children will explore the idea that working together is what makes a successful community and country. They will compare this to other countries and how they are organised by looking at who is in charge and how change is brought about. Children will discuss how create successful organisations and think about how working together respectfully can make for the biggest change. | Children will reflect on their geographical and historical knowledge to express their understanding of the world. They will look at their uniqueness as an individual as well as their involvement as an individual in society. They will use their understanding from the year to explore other cultures with their own and share their understanding through a cultural exhibition. | Children will think about their futures and reflect on what their aspirations were for their futures. Thinking about what they want in their futures – they will think about the impact they will have as individuals and as a group and think about the impact they can have on the wider world. They will use their knowledge from the year to suggest changes that our leaders will need to make to help the world become a better place. |
| **Big ideas:**  The children will become ‘journalists’ exploring current affairs. They will focus on what is happening on the world around them and what impact this has on them and the world they live in. They cover the top stories reporting on one that is most relevant to them. | **Big ideas:**  Children become ‘historians’ who specialise in foreign history. Choosing an era they studied previously, they compare what was happening in Britain during that time and what happened in the wider world. They explore what impacts this had on our culture and how it has helped to shape Britain and Europe. They provide lectures on their growing understanding of the wider world. | **Big ideas:**  Children will become ‘environmental scientists’ exploring the changes that have impacted the Earth and our decisions to make commercial space travel and possibly inhabit another planet. They will need to understand what has happened to make our planet in danger and explore what we need to do to protect another planet to save it. As scientists they will need to question how this will happen and if we should be allowed. | **Big ideas:**  The class will create a ‘Parliament’ where children will take on ‘roles and responsibilities’ that are in our government. They will have to build a relationship with another country – looking at democracy and thinking how other countries are built and agree a trade deal with ‘MPs’ from another country. | **Big ideas:**  The children be ‘art curators’ for a museum and they will need to organise a cultural exhibition. They will explore expressions of art from various cultures and compare and critique the art before deciding what cultures will be represented in the exhibition. | **Big ideas:**  The children will be approached by a ‘influencer company’. The company is looking for the next big change, opportunity, invention, etc. and they need motivational people who will influence others to be on board with their ideas. They will need to think about what the world needs and then how to inspire others to be influenced by their ideas. |
| **Key areas of learning:**  Computing  Literacy | **Key areas of learning:**  History  Computing | **Key areas of learning:**  STEM  Computing | **Key areas of learning:**  PSHE  Geography | **Key areas of learning:**  Art and Design | **Key areas of learning:**  Computing  STEM |
| **Leaders and role models:**  Jon Snow  Huw Edwards  Andrew Marr | **Leaders and role models:** | **Leaders and role models:**  Elon Musk  Richard Branson  David Attenborough | **Leaders and role models:**  Winston Churchill  Margaret Thatcher  Queen Elizabeth | **Leaders and role models:** | **Leaders and role models:** |