

Our Ormesby Odyssey

a long and eventual journey or experience.

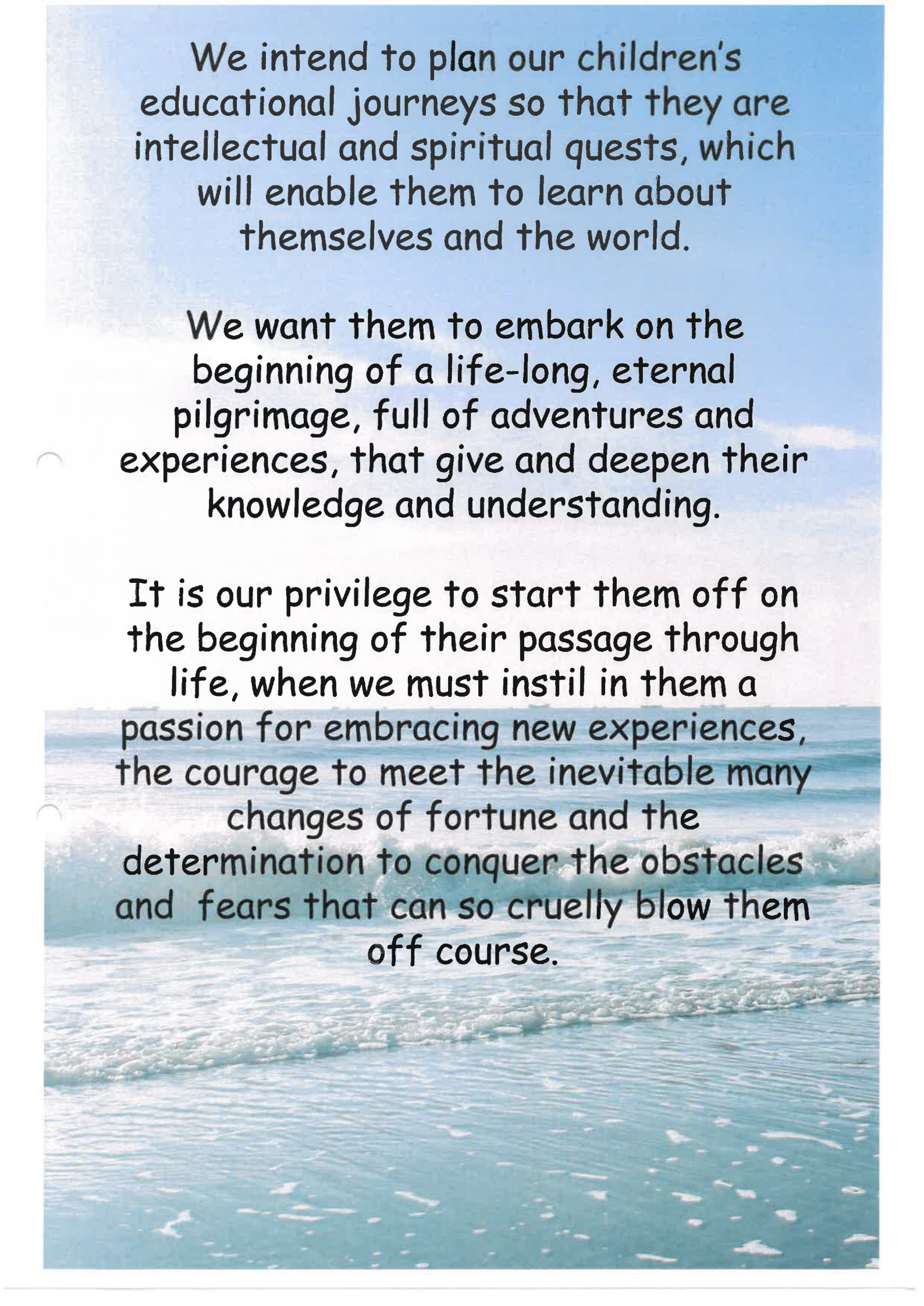
An intellectual or spiritual quest: an odyssey of discovery.

Our Ormesby Odyssey

Curriculum Intent

At the Ormesby Village Schools we want our children's personal odysseys to be in the spirit of Odysseus' epic voyage back to his beloved homeland:-

'Long ones,
Full of adventure, full of discovery.
May there be many a summer morning when,
With what pleasure, what joy,
They come into harbours seen for the first time.
But do not hurry the journey at all,
Better if it lasts for years,
So they are old by the time they reach the
island'.
Wealthy with all they have gained on the way'.



We intend to plan our children's educational journeys so that they are intellectual and spiritual quests, which will enable them to learn about themselves and the world.

We want them to embark on the beginning of a life-long, eternal pilgrimage, full of adventures and experiences, that give and deepen their knowledge and understanding.

It is our privilege to start them off on the beginning of their passage through life, when we must instil in them a passion for embracing new experiences, the courage to meet the inevitable many changes of fortune and the determination to conquer the obstacles and fears that can so cruelly blow them off course.

So that we offer our children an educational voyage full of adventures, and the richest of experiences, we intend to light in them a spark, which we will nurture into a flame: these flames will burn strong and bright through all our planning across the Ormesby curriculum.

We intend to follow and incorporate the following key skills, attributes and principles into every lesson, for every child...



S— Skills: subject specific skills—
reading/writing/counting/problem-
solving/reasoning/relevant skills in
Science/History/Geography/Art/DT/P.E./Music/R.E.

life-skills—
observing/speaking/listening/sharing/negotiating/
collaborating/applying/predicting/deducing/concluding/
persevering

P—Personal Development: opportunities to acquire
self-awareness and awareness of others/to form opinions,
develop likes and dislikes/become resilient in the face of
adversity

A—Awe and Wonder: offer an array of amazing
learning activities, ensuring
engagement and an understanding of the purpose for
learning

R—Refresh and Remember: Teach by refreshing
prior learning/opportunities for re-visiting/
reviewing/reflecting—so remembering, transferring and
applying key knowledge and skills essential for moving
learning on to the next level

K—Knowledge: Subject specific information which
provides every child with the 'cultural capital' they need
to succeed in their journey through life

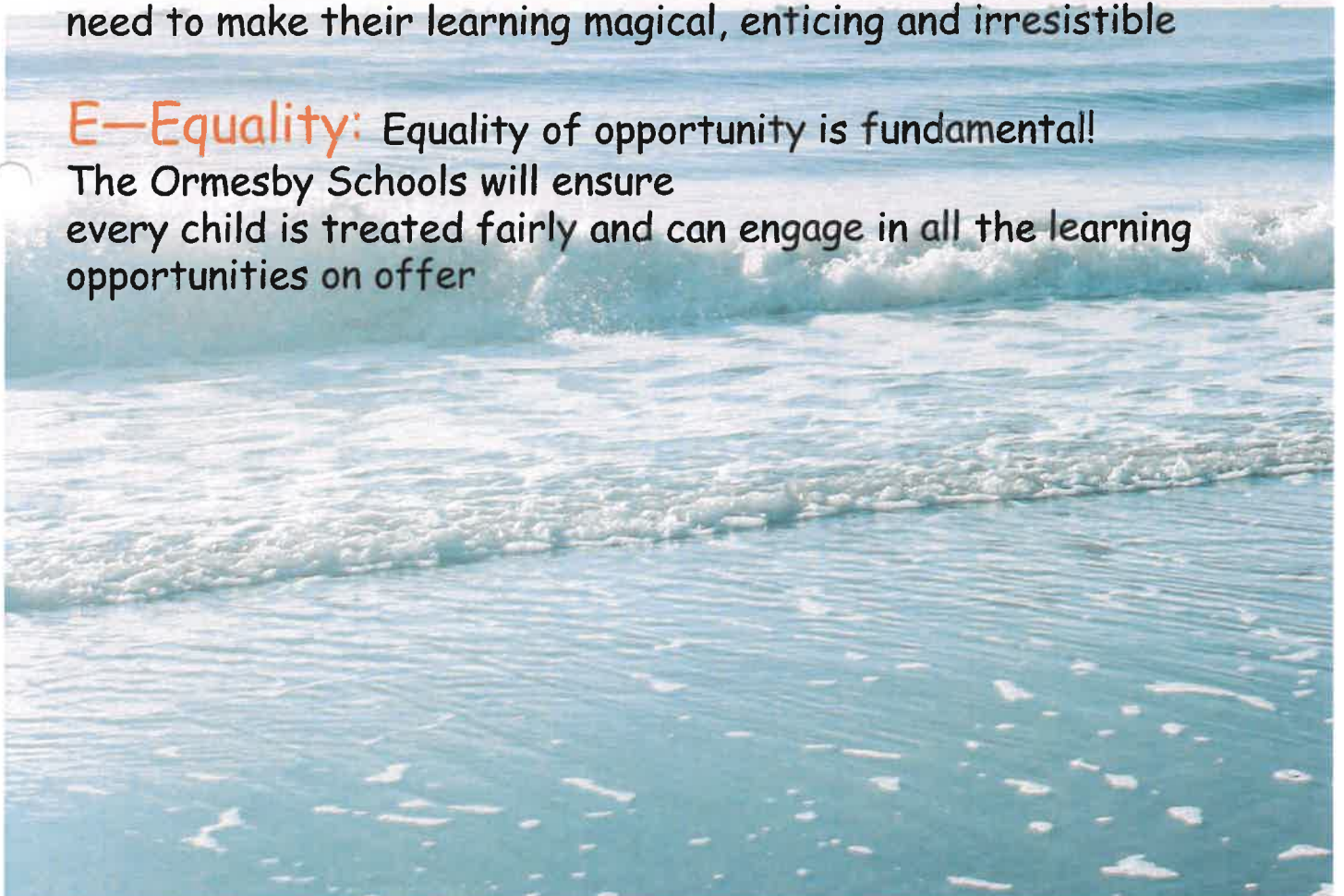
F— Future: Plan teaching and learning that not only refer back, but crucially look forward to the future, both immediate and long-term. Learning for the immediate future needs to be sequential and progressive, so preparing children for the next stage in their educational journey

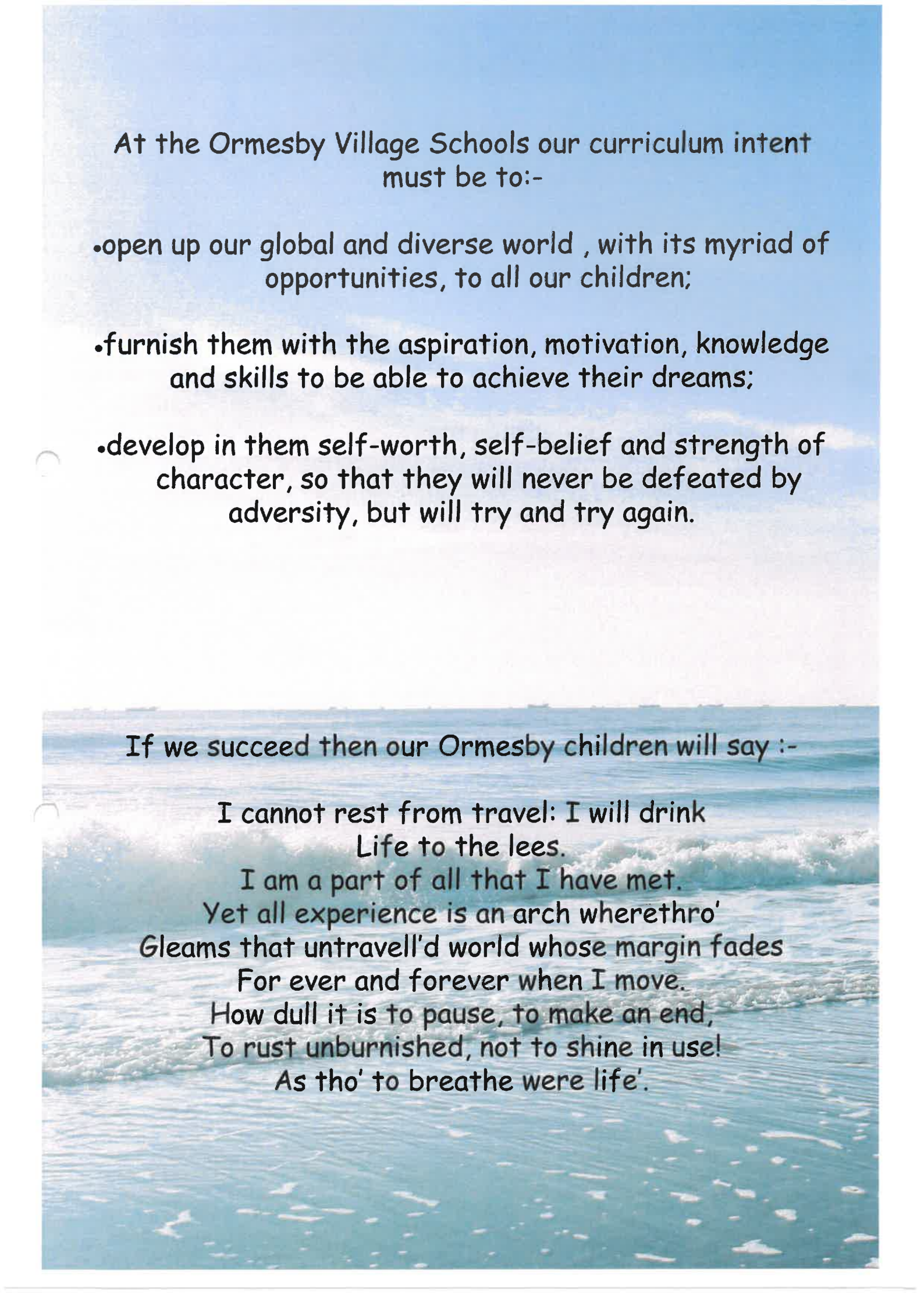
L—Life-long: Learning will be planned in a context that supports children to appreciate that they are on a 'forever' journey. Activities will be open-ended and investigative, requiring them to ask questions and to want to discover answers and solutions—and the next questions to ask

A—Ambition: Planning will be ambitious and aspirational; we must dream for all our children and teach them to dream and be ambitious for themselves

M—Motivation: Our children need to be motivated to learn, and the acquisition of this crucial attribute is down to us! We need to make their learning magical, enticing and irresistible

E—Equality: Equality of opportunity is fundamental! The Ormesby Schools will ensure every child is treated fairly and can engage in all the learning opportunities on offer





At the Ormesby Village Schools our curriculum intent must be to:-

- open up our global and diverse world , with its myriad of opportunities, to all our children;
- furnish them with the aspiration, motivation, knowledge and skills to be able to achieve their dreams;
- develop in them self-worth, self-belief and strength of character, so that they will never be defeated by adversity, but will try and try again.

If we succeed then our Ormesby children will say :-

I cannot rest from travel: I will drink
Life to the lees.

I am a part of all that I have met.

Yet all experience is an arch wherethro'
Gleams that untravell'd world whose margin fades

For ever and forever when I move.

How dull it is to pause, to make an end,
To rust unburnished, not to shine in use!

As tho' to breathe were life'.

What do we want our children to be?

- Be happy
 - show curiosity
 - have good manners
- confident to speak in front of adults and their peers.
 - Thoughtful about the environment
- responsible for their own things – independent of adults
- Valuing their own and others things – including school resources
 - Know their own strengths
- Find appropriate help when needed (without losing independence)
 - Be resourceful
- Be able to work as part of a group
- be ambitious with activities they will try (and for their future)
 - Have self confidence
 - Show empathy to others
 - be kind
 - be tolerant
- Have a range of coping strategies (emotional and work based)
 - Be resilient and able to persevere
 - be adaptive
 - be risk aware and responsible (in work and play)
 - be healthy and active
- recognise differences between people and accept them
 - have a thirst for learning

What do they need to experience to build upon their backgrounds?

- Increased speaking opportunities
- Experience of a wide range of vocabulary
- To be inclusive of all starting points and backgrounds.
- Experience of cultural diversity
- Learn about our what makes our Geography unique and the Wider world



S

Skills — what the children need to learn as subject specific skills set out for each year group.

P

Personal development — What should be encouraged/developed to help the children to become the learners we would like them to be.

A

Awe and Wonder — the exciting events planned as part of the topic that engage the children in their learning

R

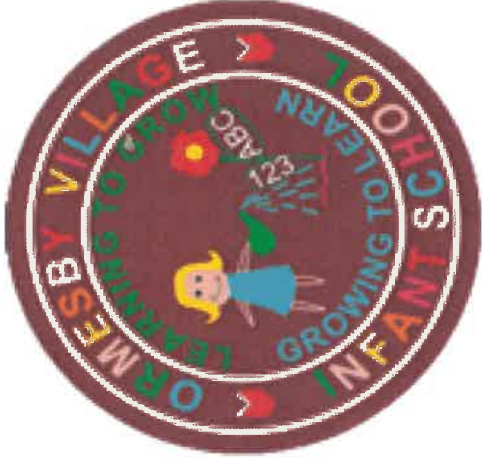
Revisit — planned recap of what's been taught before and revisit of any concepts that need consolidating.

K

Knowledge — Subject specific knowledge that is specific for each year group.

Could the children design a SPARK logo?

Big Concepts for Personal Development!



- Perseverance/resilience & determination
- Hope & ambition
- Motivation
- Independence
- Exploration
- Tolerance & respect.

Big Concepts for Exploring the World!



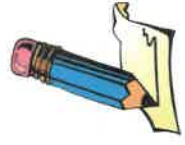
- Discovery
- Relationships
- Consequence
- Achievement/success
- Growth & Change
- Significance (legacy)
- Safety

Concepts for subjects.



Reading.

- Accuracy
- Enjoyment
- Comprehension



Writing.

- Accuracy
- Creativity
- Genre/style



Maths.

- Fluency
- Reasoning
- Problem solving



PSHE.

- Identity
- Belonging
- Choices



Science.

- Investigation
- Observation
- Explanation



History.

- Chronology
- Evidence
- Significance



Geography.

- Location
- Landscape
- Climate



Computing.

- Coding
- Presenting
- Retrieving



Art.

- Inspiration
- Experimentation
- Expression



DT.

- Design
- Trial & improvement
- Skills & expertise



Music.

- Listening
- Experimentation
- Performance



PE.

- Challenge
- Collaboration
- Personal best



RE.

- Faith
- Diversity
- Acceptance

Personal, Social & Emotional development

BEING ME IN MY WORLD

I can explain why my class is a happy and safe place to learn.

I can explain why my behaviour can have an impact in the people in my class.

Key Questions/ Learning Hooks

Aliens want to visit Earth in disguise! What do they need to look like?

Children are in role as travel agents, advertising holidays in two local contrasting seaside locations.

In addition: when would they prefer to visit Gt Yarmouth – now or then?

Science (Animals, including humans)

Y1 Learning about parts of the Human body and our senses.

Y2 The needs of humans and babies growing into adults.

Learning about a part of our locality.

Looking at coastal features, through maps and photographs.

(Compare Great Yarmouth and Winterton)

Our own History.

Lighthouses. Comparing seaside Holidays present/past *(Victorian times)*.

Topic Theme:

Marvellous Me! (humans)

Oh I do love to be beside the seaside. (our coast)

Awe & Wonder:

Whole school:
Exploring our senses with Asda, fruit tasting.

EYFS: Exploring our school area and getting to know our school grounds.

KS1: Exploring our local beach. (weather permitting) (Winterton or Hemsby)

Art & Design

Famous artist: Pablo Picasso.
Portrait painting
Style – Cubism, 'Weeping Woman'.

RE

Harvest.
How does a celebration bring a community together?

ICT:

EYFS: Exploring uses of technology.
KS1: We are Photographers.
(Taking better photos.)

Design, make & evaluate:
A lighthouse model for Marcel the Lighthouse Keeper.

How do Christians belong to their faith family?

Personal, Social & Emotional development

CELEBRATING DIFFERENCE

I can tell you some ways that I am different and similar to the people in my class and why this makes us special.

I can say what bullying is and what I can do about it.

Key Questions/ Learning Hooks

The Three Little Pigs need a house that will stand up to the Big Bad Wolf. Which materials will be suitable to stand up to the huff and puff test (wind)?

(Exten: to stand up to the elements – wind & rain.)

Science

(Materials)

Learn about the properties of materials by ... *designing & building a house for the pigs.*

Y1 identify, describe, group & compare materials and their properties.

Y2 Suitability of materials and changing the shape of solid materials.

Topic Theme:

**Traditional Tales
(The Three Little Pigs)**

Can you build a house to stand up to the BIG BAD WOLF?

Awe & Wonder:

EYFS: & KS1:
Traditional Tale dress up day and activities.

Art & Design

Working with clay. Creating our own Diwali lamps.

EYFS - exploring clay.

Y1 – pinch pots

Y2 – Coil pots.

RE

Diwali/Christingle.

Why is light important to Christians and Hindus?

Christmas.

What does the nativity story teach us about Jesus?

ICT:

EYFS: Exploring uses of technology.

KS1: We are Painters.

(Illustrating an e-book.)

Design, make & evaluate:
Our own Little Pigs House.

Personal, Social & Emotional development

DREAMS & GOALS

I can set myself a challenge and talk about how I will achieve it.

I can work as a group to achieve a task and talk about how we succeeded.

Geography

7 Continents and 5 oceans. Use atlases & globes.
Recognise human and physical features of these continents.

Create your own travel brochure for your favourite continent.

Science

(Animals, including Humans)

Learn about animals from each of the 7 continents

Would you rather be a Panda or a Grizzly?

Y1 Animal classification groups and the structure of these animals.
Identify carnivores, herbivores and omnivores.

Y2 Compare living, dead & never been alive. Look at how animals are suited to their habitats. Learn about animal lifecycles and food chains.

Key Questions/ Learning Hooks

Children are in role as zookeepers, tasked with setting up the perfect enclosure for an animal from each continent.

Topic Theme:

**Bear in the World.
Part (1)
(continents & animals)**

Awe & Wonder:

EYFS & KS1:
Visit from the animals from Africa Alive.

Art & Design

Famous artist: Vincent VanGogh.

Landscape painting 'Starry Night'.

RE

Why do people have different views about the idea of God?
(Christianity/Hinduism/Judaism/Islam)

ICT:

EYFS: Start to learn our own unique logins.

KS1: We are Treasure Hunters.

(Writing algorithms, using programmable toys)

Personal, Social & Emotional development

HEALTHY ME

I can find out how to keep my body safe and healthy.

I can talk about a healthy balanced diet and know how medicines can be good for my body.

Geography

7 Continents and 5 oceans. Use atlases & globes.
Recognise human and physical features of these continents.

Create your own travel brochure for your favourite continent.

Science

(Animals, including Humans)

Learn about animals from each of the 7 continents

Would you rather be a Panda or a Grizzly?

Y1 Animal classification groups and the structure of these animals. Identify carnivores, herbivores and omnivores.

Y2 Compare living, dead & never been alive. Look at how animals are suited to their habitats. Learn about animal lifecycles and food chains.

Key Questions/ Learning Hooks

Children are in role as zookeepers, tasked with setting up the perfect enclosure for an animal from each continent.

Topic Theme:

**Bear in the World.
Part (2)
(continents & animals)**

Awe & Wonder:

EYFS & KS1:
Preparing food for our families to come in and enjoy during an open afternoon.

Art & Design

Drawing techniques.
Learn to draw a range of animals.

RE

Why does Easter matter to Christians?
Why are symbols and artefacts important to some people?
(Christianity/Judaism)

ICT:

EYFS: start to learn log ins. Using programmable toys.

KS1: We are TV chefs. (Filming a recipe.)

Food Technology

Prepare dishes thinking of a healthy and varied diet.

Personal, Social & Emotional development

RELATIONSHIPS

I can say why some people are special to me and can show how I appreciate them.

I can talk about what makes me feel comfortable/uncomfortable in relationships. I know who to talk to if I'm worried.

Key Questions/ Learning Hooks

Oh no! Some pages of Samuel Pepys' diary have been burned in the great fire! Children use what they have learned about the fire from other sources to write the missing pages explaining what happened.

ICT:

EYFS: familiarize ourselves with keyboards, early word processing on chrome books.

KS1: We are researchers. (Researching and presenting a topic.)

History

The Great Fire of London.
Lives of significant individuals,
Samuel Pepys
King Charles

Explore these roles during the time of the fire...

We are painters

We are bakers

We are writers

We are firefighters

A Day in the life of a (Stuart) child.

Topic Theme:

**London's Burning
(The Great Fire of London)**

Awe & Wonder:

EYFS:

Visiting Firefighters and engine. (other job roles in our community)

KS1: Day in the Life of a Stuart.

Visiting Firefighters .
Sharing our Topic presentations with our families.

Art & Design

Portraits from the past.
Drawing and painting portraits of others.

RE

How did the Universe come to be?
Compare Hindu and Christian creation stories.

Food Technology

Baking the recipe that was cooking at the time of the fire.

Personal, Social & Emotional development

CHANGING ME

I can talk about how I've changed since I was a baby and name the parts of my body.

I know how boys and girls are different and understand that parts of my body are private.

Key Questions/ Learning Hooks
Something or someone is doing something in our school grounds! Plants and flowers are not growing as they should – or might not in the future. Use evidence/clues to find out what is happening. Grow seeds/plants to be sure they know what they need. It turns out a witch has been living in our science shed. She has been trying to make potions with plants but did not know how to grow them or look after them.

ICT:

EYFS: familiarize ourselves with keyboards, early word processing on chrome books.

KS1: We are botanists. (Collecting data about flowering plants)

Science

(Plants)

Identify a range of plants found in our school grounds. Find out about the parts of plants and what they need to grow.

Y1 Identify a range of plants in our school environment, including flowering plants, deciduous and evergreen trees.

Y2 How do seeds and bulbs grow?

Topic Theme:

Into the Woods

(Our resident friendly witch is on holiday in the Bird Hide!)

Awe & Wonder:

EYFS:

KS1: The Friendly Witch leaves us letters and tasks to complete to help her solve problems/mysteries.

Art & Design

Famous artist:
Andy Goldsworthy.
Land art.

RE

How does a celebration bring a community together?
Eid al Adha
What does it mean to belong to the Muslim community?

Food technology/Design

We are potion makers.
Making smoothies/trifles for the resident witch.