

Our Lady and All Saints Catholic Primary School

Curriculum Map 2018-2019

Class 2 - Years 1 and 2



Curriculum Intent at Our Lady and All Saints Catholic Primary School

At Our Lady and All Saints Catholic Primary School, we provide our pupils with a rich, varied and balanced curriculum in a safe, caring and nurturing environment which is underpinned by our Mission Statement: *'In the light of God's love, together we will grow.'* Our bespoke curriculum gives children the opportunity to develop spiritually, morally, socially and culturally and to celebrate and rejoice in their faith and experiences.

Every child is recognised as an individual with their own strengths, interests and talents. We celebrate and welcome uniqueness and diversity within our school community and show respect for ourselves and others. Through our broad curriculum, we employ a climate of high aspirations and challenge where children are encouraged to develop their inter-personal and collaborative learning skills as well as their own independence as learners. We encourage children to try new things, to problem solve and to develop resilience through varied, challenging learning opportunities where they can experience first-hand the joy of discovery. Children are encouraged to listen to others and to be critical, creative thinkers. Community involvement is an essential part of our curriculum. We celebrate local traditions, learning and developing new skills to enable the children to take an active role in events throughout the year whilst developing a sense of belonging to their community.

Through our curriculum, we create a happy, enjoyable learning culture where children develop a love of learning, a thirst for knowledge and are equipped with the skills to become lifelong learners.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Religious Education	<p>Following Liverpool Archdiocese guidance, and being under the trusteeship of Ampleforth Abbey, the mission of our Religious Education is to equip our children with the knowledge, understanding and skills to live a Catholic life by knowing and sharing in the love of Jesus, knowing that “In the light of God’s love, together we will grow”. Following the “Come and See” programme, we aim to develop our children’s faith commitment and spirituality, appropriate to their age and capacity, ensuring they are religiously literate young people. This year we are following the Year One Curriculum.</p>					
	<p>Families Know and understand; <ul style="list-style-type: none"> About the love and care shown in the family About the love and care for every family Acquire the skills of assimilation, celebration and application of the above.</p> <p>Belonging Know and understand; <ul style="list-style-type: none"> About belonging to different groups That Baptism is an invitation to belong to God’s family Acquire the skills of assimilation, celebration and application of the above.</p>	<p>Waiting Know and understand; <ul style="list-style-type: none"> About the times that it is necessary to wait and the use of that time That Advent is a time of waiting to celebrate Jesus’ coming at Christmas Acquire the skills of assimilation, celebration and application of the above.</p> <p>Judaism Family; the story of the family of Abraham, the story of Moses and how God led the Jewish people.</p>	<p>Special People Know and understand; <ul style="list-style-type: none"> That there are special people in our lives who are there to help That on Sunday in Church, we meet people who do special jobs as we gather to celebrate the Good News of Jesus Acquire the skills of assimilation, celebration and application of the above.</p> <p>Meals Know and understand; <ul style="list-style-type: none"> Families and groups share special meals Mass as Jesus’ special meal Acquire the skills of assimilation, celebration and application of the above.</p>	<p>Change Know and understand; <ul style="list-style-type: none"> That we change and grow Lent; a time to change in preparation for the celebration of Easter Acquire the skills of assimilation, celebration and application of the above.</p>	<p>Holidays and Holydays Know and understand; <ul style="list-style-type: none"> Holidays as days to be happy Pentecost; a holy day – the feast of the holy Spirit Acquire the skills of assimilation, celebration and application of the above.</p> <p>Islam Special stories and Muhammad; Muhammad preached kindness and Muhammad is important for Muslim people.</p>	<p>Being Sorry Know and understand; <ul style="list-style-type: none"> We have choice – sometimes we choose well, and sometimes wrongly God helps us to choose well and to be sorry, God forgives us Acquire the skills of assimilation, celebration and application of the above.</p> <p>Neighbours Know and understand; <ul style="list-style-type: none"> Neighbours all around Everyone is our neighbour and is loved by God Acquire the skills of assimilation, celebration and application of the above.</p>
Relationships and Sex Education	<p>As a school, we have adopted the "A Journey in Love" programme to support the delivery of Relationship and Sex Education. The foundational premise of this programme is one that believes we are made in the image and likeness of God. Throughout the year, children will consider the following aspects of love; physical, social, emotional, intellectual and spiritual. This will enable them to grow and develop healthily and holistically towards an understanding of their gender and its implications for successful relationships; they must be at ease with themselves and grow in self-knowledge. RSE will work alongside Religious Education lessons under Liverpool Archdiocese guidance and in conjunction with SMSC.</p> <p>Learning Objective (Y1): Children know and understand that they are growing and developing as members of their own family and God’s family.</p>					

Topic title	Moon Zoom	Splendid Skies	Bright Lights, Big City	Bounce!	Enchanted Woodland	Wriggle and Crawl
Class Novels	Aliens Love Underpants Aliens in Underpants Save the World Non-fiction books	Weather poetry	Paddington The Great Fire of London stories		The Magic Faraway Tree, Enid Blyton	Animal stories
English	We believe reading and writing are the key to successful learning. Generous time is given to the teaching of English, both as a separate subject and across other curriculum areas. All children participate in lessons where grammar, writing, comprehension and reading skills are developed and improved through a combination of shared, guided and independent work. Children are encouraged to use taught skills effectively to extend learning across all of the curriculum. Children are encouraged to read for pleasure and are read to by their class teacher each day.					
	Genres and writing opportunities Non- chronological report; Neil Armstrong/ Tim Peake Narrative – retell and imaginative Instructions Letter writing	Genres and writing opportunities Non- chronological report; Sir Francis Beaufort Letter writing Recount Instructions Poetry – nursery rhymes, acrostic	Genres and writing opportunities Letter writing Narrative Instructions; Recipes Information texts	Genres and writing opportunities Information texts Instructions	Genres and writing opportunities Recount Narrative Information texts	Genres and writing opportunities Recount Narrative Poetry
	Grammar (Y2) Nouns, Verbs, Adjectives Plurals Commas in a list	Grammar Conjunctions Contractions Apostrophe for missing letters Compound words	Grammar Sentences; question, command, statement, exclamation Adverbs Suffix -ly	Grammar Noun phrases Suffixes –ness, –er, –est, –ful, –less	Grammar Suffixes –ed, Past and present tense	Grammar Apostrophe for singular possession
Mathematics	The knowledge and skills taught in Mathematics are essential to everyday life, critical to science, technology and engineering, as well as most forms of future employment for our children. We therefore aim to ensure that all children become fluent and accurate in the fundamentals of mathematics. Children will be taught a range of written and mental methods for calculation and encouraged increasingly to choose the most efficient strategies. They will enjoy developing their understanding through varied and frequent practice so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. Children will be provided with opportunities to apply their mathematical knowledge to science and other subjects.					
	Number and Place Value Length and Mass/ Weight Position and Direction	Sequencing and Sorting Fractions Capacity Money Addition and Subtraction Time	Number and Place Value Mass/ Weight 2D and 3D shape Money Multiplication Division	Length Addition and Subtraction Fractions Position and Direction Time	Number and Place Value Addition and Subtraction Fractions 2D and 3D shape	Time Multiplication Division Measurement Sorting and Sequencing

Science	<p>Through the teaching of science at Our Lady and All Saints Catholic Primary School, we aim to stimulate and excite children’s curiosity about phenomena and events in the world around them, helping them to make sense of these. Through direct teaching and exploration, we aim to enable the children to learn to question and discuss science-based issues that may affect their own lives, the direction of society and the future of the world.</p>					
	<p>Everyday materials</p> <ul style="list-style-type: none"> describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties. 	<p>Seasonal changes</p> <ul style="list-style-type: none"> observe and describe weather associated with the seasons and how day length varies 	<p>Uses of everyday materials</p> <ul style="list-style-type: none"> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. 	<p>Animals including humans</p> <ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	<p>Plants</p> <ul style="list-style-type: none"> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees. observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<p>Living things and their habitats</p> <ul style="list-style-type: none"> identify and name a variety of common animals. identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals. explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including microhabitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

British Values	<p>We promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. We embed these values in everything we do and sometimes promoting these values means challenging opinions or behaviours in school that are contrary to fundamental British values – these actions could be from staff, parents or children. We encourage each member of our school to have a voice and ensure that it is listened to, and demonstrate how democracy works by actively promoting democratic processes such as a school council whose members are voted for by the pupils.</p>					
	<p>The Rule of Law: An appreciation that living under the rule of law protects individual citizens and is essential for wellbeing and safety. The difference between rules and laws.</p>	<p>Individual Liberty: The free exercise of rights generally seen as outside Government control. It is the protection of your rights and the rights of others. It is seen in day to day life through the following:</p> <ul style="list-style-type: none"> • Equality and Human Rights • Respect and Dignity • Rights, choice, consent and individuality • Values and principles 	<p>Democracy: An understanding of how citizens can influence decision making through a democratic process.</p>	<p>Respect and tolerance for others: To treat everyone fairly. We treat with dignity and respect: all backgrounds and cultures all ages all genders and sexualities all religions and beliefs We celebrate and value our diversity. We recognise that people have different opinions and we accept and respect them even if we do not always agree with them.</p>		<p>Democracy Votes for Awards Evening</p>
Physical Education	<p>Our PE curriculum is designed to inspire all pupils to succeed and excel in competitive sport and other physically demanding activities. We firmly believe that opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. Through our alliance with West Lancashire School Sports Partnership, our curriculum is designed to ensure our pupils:</p> <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead healthy, active lives. <p>Pupils in Key Stage 1 and Lower Key Stage 2 attend the local swimming pool for lessons and presently Upper Key Stage 2 children have the opportunity to experience outdoor pursuits during an activity residential.</p>					
	Striking and fielding	Dance	Athletics	Target Games	Gymnastics	Invasion Games
	Invasion Games	Striking and fielding	Dance	Athletics	Target Games Swimming	Gymnastics Swimming

Computing	<p>A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. Pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.</p>					
	<p>Computing curriculum</p> <p>Espresso Coding</p>	<p>Computing curriculum</p> <p>Create "Starry Night" using Paint</p> <p>create, organise, store, manipulate and retrieve digital content</p>	<p>Computing curriculum</p> <p>Espresso Coding including debugging</p>	<p>Computing curriculum</p> <p>Espresso Coding</p>	<p>Computing curriculum</p> <p>Internet research</p>	<p>Computing curriculum</p> <p>Microsoft PowerPoint presentation skills</p>
	<p>Being a good digital citizen</p> <p>Use technology safely, respectfully and responsibly</p>	<p>Being a good digital citizen</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Keyword used for searches</p>	<p>Being a good digital citizen</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Being a good digital citizen</p> <p>What to do if things go wrong – reporting, trolling etc</p>	<p>Being a good digital citizen</p> <p>What should we post online and who do we need permission from?</p>	<p>Being a good digital citizen</p> <p>Our digital self – what have we become this year?</p>
History	<p>We believe a high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.</p>					
	<p>Lives of significant individuals in the past (Neil Armstrong)</p>	<p>Lives of significant individuals in the past (Sir Francis Beaufort)</p>	<p>Events beyond living memory that are significant nationally (Great Fire of London)</p>	<p>Lives of significant individuals – sporting heroes</p>	<p>Science focus</p>	<p>Science focus</p>

Geography	Our Geography curriculum will inspire children to be curious and fascinated about their immediate surroundings and the wider world as we develop their interests in the variety of human and physical conditions on the earth's surface. We create and foster a sense of wonder about the world inspiring a sense of responsibility and care as we equip children with the skills of critical enquiry and an ability to ask and answer geographical questions.					
	<ul style="list-style-type: none"> - Devise a simple map; and use and construct basic symbols in a key <p>Geographical Vocab: house, shop, city, town, village</p>	<ul style="list-style-type: none"> - Name and locate the world's seven continents and five oceans - Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles - Use world maps to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage <p>Geographical Vocab: season, weather, sea</p>	<ul style="list-style-type: none"> - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key - Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map <p>Geographical Vocab: city, town, village, factory, farm, house, office, shop</p>	<ul style="list-style-type: none"> - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment <p>Geographical Vocab: beach, cliff, coast, forest, hill, mountain, sea, valley, vegetation</p>	Science focus	<ul style="list-style-type: none"> - Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment <p>Geographical Vocab: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, city, town, village</p>

Art	<p>Children will develop their skills in drawing, painting, sculpture and other art and craft techniques to enable them to produce their own pieces using a wide variety of media and techniques. Children will be encouraged to produce creative work through which they explore their own ideas and experiences. They will also learn about the work of other artists and explore how their work can be inspired by this. Children's art work will be celebrated and shared through regular display within school.</p>					
	<p>Artist: Vincent Van Gogh</p> <p>Medium: paint</p> <ul style="list-style-type: none"> - To use painting to develop and share their ideas, experiences and imagination - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Digital media</p>	<p>Portraiture, Printing</p> <ul style="list-style-type: none"> - To use drawing and painting to develop and share their ideas, experiences and imagination - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Artist: Jackson Pollock</p> <ul style="list-style-type: none"> - To use painting to develop and share their ideas, experiences and imagination - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Artist: Andy Goldsworthy</p> <p>Medium: fabric; weaving</p> <ul style="list-style-type: none"> - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>Medium: sculpture</p> <ul style="list-style-type: none"> - To use drawing and sculpture to develop and share their ideas, experiences and imagination - To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
Design Technology	<p>Children will develop the skills to design and make a variety of high-quality, imaginative products that meet specific requirements of themselves and others. Children will be taught how to evaluate existing products, as well as those that they have created. As an essential skill for life, children are given many exciting and enjoyable experiences of cooking. They will learn both the practical skills for safe food preparation, as well as the critical principles of nutrition and healthy eating.</p>					
	<ul style="list-style-type: none"> - Moon buggy explore and use mechanisms (wheels and axles) 		<ul style="list-style-type: none"> - Houses build structures, exploring how they can be made stronger, stiffer and more stable - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics - Cooking and nutrition; tea party (sandwiches and iced biscuits), bread baking - Understand where food comes from 	<ul style="list-style-type: none"> - Cooking and nutrition; healthy plate (MasterChef) - Use the basic principles of a healthy and varied diet to prepare dishes - Understand where food comes from 		

Music	Our Music curriculum inspires children's love of music by giving them the opportunity to experience a range of music and composers including live music. They are taught to, listen to, evaluate, compose and perform a range of music from a variety of historical periods, genres, styles and traditions using the Charanga Musical School.					
	Rap (Y1) Afro Pop (Y2)	Classical (Vivaldi's Four Seasons)	Recorders	Latin (Round and Round: Charanga)	Recorders	Composition
Languages	Learning a language can open doors to the world for children. We aim to develop a positive attitude to lifelong language learning with excitement, enjoyment and challenge through songs, games, speaking and writing. Learning another language also raises awareness of the multilingual and multicultural world, introducing an international dimension to children's learning. We use the natural links between languages and other areas of the curriculum to enrich the learning experiences.					
	French Review of prior learning Pronouns with signs	French French alphabet Weather and seasons Christmas activities	French Review Autumn term Pets/ animals Time	French Family Parts of the body Design a monster Easter traditions	French Review Autumn and Spring term Days and months Hobbies/ sports	French Food and drink Simple schoolbag Famous France

During SMSC we encourage and teach our pupils so that they are reflective about beliefs, values and more profound aspects of human experience, using their imagination and creativity, and developing curiosity in their learning. They will develop and apply an understanding of right and wrong in their school life and life outside school. School will give each pupil the opportunity to take part in a range of activities requiring social skills. Pupils will develop awareness of and respect for diversity in relation to, for example, gender, race, religion and belief, culture, sexual orientation and disability.

Through this teaching we hope that pupils will gain a well-informed understanding of the options and challenges facing them as they move through the school and on to the next stage of their education and training, they will develop an appreciation of theatre, music, art and literature and finally and most importantly, develop the skills and attitudes to enable them to participate fully and positively in a democratic modern Britain.

Aspects of all strands are taught throughout the year in all subjects.

Social

- Co-operate effectively with each other and participate successfully in the community as a whole
- Develop the inter-personal skills necessary for successful relationships
- Exercise responsibility
- Participate successfully as a member of a group or team
- Show respect for people, living things, property and the environment
- Relate well to other people's social skills and personal qualities
- Accept others' rights to hold different views / beliefs
- Respect others' needs and interests
- Resolve conflicts intelligently and seek consensus
- Challenge, when necessary and in appropriate ways, the values of a group or wider community
- Reflect on their own contribution to society and to the world of work
- Benefit from advice offered by those in authority or counselling roles
- Appreciate the rights and responsibilities of individuals within the wider social setting
- Understand how societies function and are organised in structures such as the family, the school and local and wider communities
- Participate in activities relevant to the community
- Understand the notion of interdependence in an increasingly complex society

Moral

- Take personal responsibility for their actions
- Know the difference between right and wrong
- Tell the truth and keep promises
- Respect the rights and property of others
- Exercise self-discipline
- Understand the consequences of the actions of themselves and others
- Help those less fortunate than themselves
- Show a keen interest in ethical issues
- Make reasoned and responsible responses to moral dilemmas
- Reassess values in the light of experiences
- Articulate their own attitudes and values
- Help set guidelines to govern their own behaviour and behave consistently in accordance with these principles

Spiritual

- Develop personality and character
- Are self-aware and sensitive to the needs of others
- Think deeply and reflect
- Experience a sense of awe, wonder and mystery
- Have clear personal values and are open to new ideas
- Appreciate the importance of beliefs and values in human affairs
- Have a clear sense of identity and belonging
- Are able to express their feelings and emotions openly
- Are creative, imaginative and perceptive
- Are curious about the world around them
- Respond with interest and develop from new experiences

Cultural

- Understand that cultures are always changing and equip students to cope with change
- Have insight into their own and others' cultures
- Embrace and celebrate diversity
- Challenge any form of prejudice
- Recognise and understand their own cultural assumptions and values
- Appreciate cultural diversity and accord dignity and respect to other people's values and beliefs
- Are open to new ideas and demonstrate a willingness to modify cultural values in the light of experience
- Develop an ability to use language and understand images / icons – for example, in music, art, literature – which have significance and meaning in a cultural context
- Are willing to participate in, and respond to, artistic and cultural enterprises
- Experience a sense of personal enrichment through encounters with cultural media and traditions from a range of cultures
- Have a regard for the heights of human achievement in all cultures and societies
- Appreciate the diversity and interdependence

Enrichment	Moon rock loan	Forest School	Tesco Visit: Farm to Fork	Famous sportsperson visit	Woodland Trust workshop	Williamson Park
	Pop Project – Pop concert linked to British Values		Forest School		Forest School	