

# Our Lady and All Saints Catholic Primary School



## Curriculum Map 2018-2019

### Class 3 - Years 3 and 4

#### 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
<b>Religious Education</b>	<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 Five Syllabus.</p>					
	<p><b>Homes</b> Know and understand:</p> <ul style="list-style-type: none"> <li>• The joys and sorrows of being a family at home</li> <li>• God’s vision for every family</li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above.</p> <p><b>Judaism</b> The importance of the Torah Celebration of Bar/Bat Mitzvah</p>	<p><b>Promises</b> Know and understand:</p> <ul style="list-style-type: none"> <li>• Belonging to a group involves promises and rules</li> <li>• The meaning of the promises made at Baptism</li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above.</p> <p><b>Visitors</b> Know and understand:</p> <ul style="list-style-type: none"> <li>• The demands and joys of visitors</li> <li>• Advent: waiting for the coming of Jesus</li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above.</p>	<p><b>Journeys</b> Know and understand:</p> <ul style="list-style-type: none"> <li>• a journey through a year</li> <li>• the Christian family’s journey with Jesus through the Church’s year</li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above</p> <p><b>Listening and sharing</b> Know and understand:</p> <ul style="list-style-type: none"> <li>• Listening and sharing with one another</li> <li>• Listening to the Word of God and sharing in Holy Communion</li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above.</p>	<p><b>Giving All</b> Know and understand:</p> <ul style="list-style-type: none"> <li>• How people give themselves</li> <li>• Lent, a time to remember Jesus’ total giving</li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above</p>	<p><b>Energy</b> Know and understand:</p> <ul style="list-style-type: none"> <li>• The energy of fire and wind.</li> <li>• The wonder and power of the Holy Spirit.</li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above</p> <p><b>Islam</b> The importance of the Qur’an in guiding the lives of Muslims. The 99 beautiful names for Allah</p>	<p><b>Choices</b> Know and understand:</p> <ul style="list-style-type: none"> <li>• Choices have consequences</li> <li>• The importance of conscience in making choices.</li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above</p> <p><b>Special Places</b> Know and understand:</p> <ul style="list-style-type: none"> <li>• Everyone has a special place</li> <li>• Special places for Jesus and the Christian community</li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above</p>
<b>Relationships and Sex Education</b>	<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><b>Learning objective (Y3):</b> Children know and understand the virtues essential to friendship, e.g. loyalty, responsibility ... and experience the importance both of forgiving and being forgiven and celebrating God’s forgiveness. (Next year, we will follow the Year 4 scheme of work in Come and See)</p>					

	Potions	Traders and Raiders	Gods and Mortals	Tremors	Mighty Metals	Road Trip USA
Class Novels	<p>Alice in Wonderland</p> <p>Romeo and Juliet</p>	<p>King Arthur and the Knights of the round table</p> <p>Beowulf</p> <p>Anglo-Saxon Boy</p>	<p>Greek Myths</p>	<p>Escape from Pompeii by Christina Balit</p> <p>The Pebble in my Pocket: A History of Our Earth by Meredith Hooper &amp; Chris Coady</p>	<p>The Iron Man By Ted Hughes</p>	<p>The Indian in the cupboard by Lynne Reid Banks</p>
<p>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.</p>						
English	<p><b>Genres and writing opportunities</b></p> <p>Instructions Playscripts</p>	<p><b>Genres and writing opportunities</b></p> <p>Non-Chronological reports King Arthur legends</p>	<p><b>Genres and writing opportunities</b></p> <p>Character profiles Myths and legends Diaries</p>	<p><b>Genres and writing opportunities</b></p> <p>Recount (newspaper report) Poetry</p>	<p><b>Genres and writing opportunities</b></p> <p>Non-chronological reports Poetry</p>	<p><b>Genres and writing opportunities</b></p> <p>Postcards Diaries</p>
	<p><b>Grammar</b></p> <p>Revision of:</p> <ul style="list-style-type: none"> <li>nouns/noun phrases</li> <li>adjectives, adverbs, verbs</li> </ul> <p>Conjunctions (time) Consonants and vowels</p>	<p><b>Grammar</b></p> <p>Revision of:</p> <ul style="list-style-type: none"> <li>past/present tense</li> <li>apostrophes</li> <li>commas</li> </ul> <p>word families prefixes and revision of suffixes</p>	<p><b>Grammar</b></p> <p>Revision of:</p> <ul style="list-style-type: none"> <li>statements</li> <li>questions</li> <li>exclamations</li> <li>commands</li> </ul> <p>Punctuating direct speech using inverted commas (or 'speech marks')</p>	<p><b>Grammar</b></p> <p>Determiners Use of commas after fronted adverbials clauses and subordinate clauses</p>	<p><b>Grammar</b></p> <p>Prepositions Apostrophes to mark plural possession</p>	<p><b>Grammar</b></p> <p>Appropriate choice of noun or pronoun to aid cohesion and avoid repetition Conjunctions (place and cause)</p>

<b>Mathematics</b>	<p><b>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.</b></p>					
	<p><b>Year 3</b>  Numbers and counting sequences  Place value and mental calculation  2D shape  Length  Statistics and mental calculation  Written addition and subtraction</p> <p><b>Year 4</b>  Place value  Place value (decimals and fractions)  Addition and subtraction and inverse  2D shape  Time</p>	<p><b>Year 3</b>  Counting Sequences  Multiplication  Written and mental multiplication  Written and mental division  Time  3-D shape</p> <p><b>Year 4</b>  Mental multiplication  Mental division  Written multiplication  Length and perimeter  statistics</p>	<p><b>Year 3</b>  Place Value Mental  Addition and Subtraction  Fractions  division  Volume/capacity and mass  Counting sequences  multiplication  Multiplication (statistics/measures)</p> <p><b>Year 4</b>  place value and negative numbers  fractions  fractions, decimals and division  position and direction  area and multiplication  addition, subtraction and measures</p>	<p><b>Year 3</b>  2-D and 3-D shape  Angles  Addition and subtraction (statistics)  Fractions  Position and direction  Time</p> <p><b>Year 4</b>  Multiplication and division  Place value  Written multiplication  2-D shape and position  Addition and subtraction (statistics)</p>	<p><b>Year 3</b>  Multiplication Facts (Statistics)  Addition and subtraction (measures)  Multiplication and division (measures)  2-D shapes  Angles  Addition and subtraction (money)  3D-shape sorting</p> <p><b>Year 4</b>  Counting and sequences (statistics)  Fractions and decimals (measures)  Fractions and division  Measures – volume/capacity/mass  Shape and area  Multiplication facts  Time</p>	<p><b>Year 3</b>  Place Value (Measures)  Mental calculation  Fractions  Measures  Statistics</p> <p><b>Year 4</b>  Place value  Statistics  Addition and subtraction (statistics)  Multiplication and division  Shape</p>

<p><b>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.</b></p> <p><b>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.</b></p>						
<b>Science</b>	<p><b>States of Matter</b></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius. (°C)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p><b>Living things and their habitats</b></p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p><b>Sound</b></p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p><b>Rocks</b></p> <p>Compare and group together different kinds of rocks based on their appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p><b>Forces and Magnets</b></p> <p>Compare how things move on different surfaces</p> <p>Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</p> <p>Observe how magnets attract or repel each other and attract some materials and not others</p> <p>Compare and group together a variety of everyday materials based on whether they are attracted to a magnet, and identify some magnetic materials</p> <p>Describe magnets as having two poles</p> <p>Predict whether two magnets will attract or repel each other, depending on which poles are facing.</p>	<p><b>Electricity</b></p> <p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>

<b>British Values</b>	<p><b>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.</b></p>					
	<p><b>The Rule of Law:</b> An appreciation that living under the rule of law protects individual citizens and is essential for well-being and safety. The difference between courts.</p>	<p><b>Individual Liberty:</b> 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"> <li>Equality and Human Rights</li> <li>Respect and Dignity</li> <li>Rights, choice, consent and individuality</li> <li>Values and principles</li> </ul>	<p><b>Democracy:</b> An understanding of how citizens can influence decision making through a democratic process.</p>	<p><b>Respect and tolerance for others:</b> 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>Revision of all values through digital citizenship work</p>	<p>Revision of all values through digital citizenship work</p>
<b>Physical Education</b>	<p><b>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:</b></p> <ul style="list-style-type: none"> <li>develop competence to excel in a broad range of physical activities</li> <li>are physically active for sustained periods of time</li> <li>engage in competitive sports and activities</li> <li>lead healthy, active lives.</li> </ul> <p><b>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.</b></p>					
	Striking and fielding	Dance	Athletics	Target Games	Gymnastics	Invasion Games
	Invasion Games	Striking and fielding	Dance	Athletics	Target Games	Gymnastics
	Swimming	Swimming	Swimming	Swimming		

Computing	<p><b>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.</b></p>					
	<p><b>Computing curriculum</b></p> <p>Coding Year 3: Sequence and animation Year 4: Introduction to variables</p>	<p><b>Computing curriculum</b></p> <p>Using publisher to create a classification key</p>	<p><b>Computing curriculum</b></p> <p>Coding Year 3: conditional events (selection) Year 4: Repetition and loops</p>	<p><b>Computing curriculum</b></p> <p>Using Word to produce a newspaper report</p>	<p><b>Computing curriculum</b></p> <p>Using email</p>	<p><b>Computing curriculum</b></p> <p>Using PowerPoint to produce a presentation</p>
	<p><b>Being a good digital citizen</b></p> <p><b>Powerful passwords</b> Pupils explore reasons why people use passwords, the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords.</p>	<p><b>Being a good digital citizen</b></p> <p><b>My online community</b> Pupils explore the concept that people can connect with one another through the Internet. They understand how the ability for people to communicate online can unite a community.</p>	<p><b>Being a good digital citizen</b></p> <p><b>Things for sale</b> Pupils examine product websites and understand that the purpose of the site is to encourage buying the product. Pupils and students learn methods used to promote products on these sites.</p>	<p><b>Being a good digital citizen</b></p> <p><b>Show respect online</b> Pupils explore the similarities and differences between in-person and online communication, and then learn how to write clear and respectful messages</p>	<p><b>Being a good digital citizen</b></p> <p><b>Writing good emails</b> students learn how to communicate effectively by email, considering the purpose and audience of their message, and the tone they want to convey.</p>	<p><b>Being a good digital citizen</b></p> <p><b>Private and personal information</b> How can you protect yourself from online identity theft? Pupils think critically about the information they share online.</p>
History	<p><b>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.</b></p>					
	History of medicine	Anglo-Saxons and Vikings	Ancient Greece	Eruption of Mount Vesuvius and Pompeii	Geography focus	Geography focus
Geography	<p><b>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.</b></p>					
	History focus	History focus	Symbols and keys – maps of Greece and surrounding European countries	Volcanoes and Earthquakes	Human and physical geography of a region of the UK	Map work of USA

Art	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.					
	collage	DT focus	Painting and pattern – Greek pottery design	Sculpture – clay figures (Pompeii)	DT focus	DT focus
Design Technology	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.					
	Art focus	Bath Bombs and packaging (strengthen and reinforce a net)	Art focus	Art focus	Design and make a magnetic game	Design and make a food product
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.					
	Let your spirit fly RnB. Singing in two parts.	Glockenspiel Stage 1 Playing the glockenspiel. The language of music.	Three little Birds Reggae and Bob Marley.	The Dragon Song Singing in two parts - Music from around the world	Bringing us Together Disco music	Reflect, Rewind and Replay Revision and deciding what to perform. Listen to Western Classical Music. The language of music.
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 French Phonics	FRENCH Verbs and their endings Etre and Avoire Sports	FRENCH Time Daily activities Areas of the house	GERMAN Animals Colours The home	FRENCH Transport	FRENCH Information leaflet on French famous towns

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

<b>Enrichment</b>	Pop Project – Pop concert linked to British Values	German teaching delivered by specialist staff from St Bede's	Trip to Liverpool World Museum – Ancient Greece	Forest School for 'Tremors' topic	Forest School for 'Mighty Metals' topic	
	Forest School for 'Potions' topic	Trip to Liverpool Cathedral/Walker Art Gallery		Trip to see Liverpool Philharmonic Orchestra		