

# Our Lady and All Saints Catholic Primary School

## Curriculum Map 2018-2019

### Class 4 - Years 5 and 6



#### 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><b>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.</b></p>					
	<p><b>Ourselves</b> A deepening awareness of ‘Who I am’; ourselves as made in the image and likeness of God. Acquire the skills of assimilation, celebration and application of the above.</p> <p><b>Life Choices</b> Showing care and commitment. The call to life and love within the community; marriage. Acquire the skills of assimilation, celebration and application of the above.</p>	<p><b>Hope</b> Waiting hopefully. Advent is the Church’s season of waiting in joyful hope for the coming of Jesus, the promised One, at Christmas and at the end of time.</p> <p>Acquire the skills of assimilation, celebration and application of the above.</p> <p><b>Other faith – Judaism</b> The escape to freedom – God frees Moses and his people from the Egyptians.</p>	<p><b>Mission</b> The mission of inspirational leaders. Dioceses continue the work and mission of Jesus including ecumenism. Acquire the skills of assimilation, celebration and application of the above.</p> <p><b>Memorial Sacrifice</b> How memories are kept alive. The Eucharist keeps the memory of Jesus’ sacrifice alive and present in a special way. Acquire the skills of assimilation celebration and application of the above.</p>	<p><b>Sacrifice</b> Giving or refusing to give; appreciating the cost of giving. Lent, a time of giving in preparation for the celebration of the sacrifice of Jesus. Acquire the skills of assimilation, celebration and application of the above.</p>	<p><b>Transformation</b> Transforming energy. Pentecost, the celebration of the Spirit’s transforming power. Acquire the skills of assimilation, celebration and application of the above.</p> <p><b>Freedom and responsibility</b> Freedom involves responsibility. God’s rules for living freely and responsibly – the Commandments. Acquire the skills of assimilation, celebration and application of the above.</p>	<p><b>Stewardship</b> Caring for the Earth. The Church is called to stewardship of Creation. Acquire the skills of assimilation celebration and application of the above.</p> <p><b>Other Faith – Islam</b> Ramadan and pilgrimage</p>
<b>Relationships and Sex Education</b>	<p><b>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.</b></p> <p>Learning Objective (Y5): Children know and become aware of the physical and emotional changes that accompany puberty – sensitivity, mood swings, anger, boredom, etc. and grow further in their understanding of God’s presence in their daily lives.</p>					

<b>Topic title</b>	<b>Time Traveller</b>	<b>Revolution</b>	<b>Beast Creator</b>	<b>Allotment</b>	<b>Off With Her Head</b>	<b>Gallery Rebels</b>
<b>Class Novels</b>	<b>Alice in Wonderland</b>	<b>Coming Home</b>	<b>Charlotte's Web</b>	<b>A Tale Dark &amp; Grimm</b>	<b>In A Glass Grimmly</b>	<b>Once</b>
<b>English</b>	<b>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.</b>					
	<b>Genres and writing opportunities</b> Character descriptions Precis Narrative poetry Limericks	<b>Genres and writing opportunities</b> Biography Non-Chronological reports Narrative Newspapers	<b>Genres and writing opportunities</b> Non-Chronological reports Fantasy stories Comic Strips Discussion Persuasion	<b>Genres and writing opportunities</b> Explanations Instructions Letter writing	<b>Genres and writing opportunities</b> Stories with flashbacks Diary entries Writing from different viewpoints	<b>Genres and writing opportunities</b> Biography Poem with imagery
	<b>Grammar</b> Word classes recap nouns and adjective Word classes recap verbs and adverbs Difference between formal and informal speech Basic punctuation recap. Synonyms and antonyms Homophones	<b>Grammar</b> Linking ideas across a paragraph Use of adverbial phrases for text cohesion Linking ideas between paragraphs, co-ordinating conjunctions semi colons, colons and dash hyphen to avoid ambiguity Article use A, an, the	<b>Grammar</b> Apostrophes Active and passive effect on a sentence Subject and object Punctuation of statements to list Clauses and phrases Conjunctions Pronouns Semi colons, colons and dash Sentence formation Brackets for parenthesis Root word guides Vocabulary choices	<b>Grammar</b> Tenses / being verbs Past tense with have Use of adverbial phrases for text cohesion Linking ideas between paragraphs Word classes recap nouns and adjective Word classes recap verbs and adverbs Speech marks recap	<b>Grammar</b> Coordinating Subordinating conjunctions Using conjunctions Prepositions Sentence practise Commas in lists conjunctions for cohesion	<b>Grammar</b> Check on: Y5- modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity Y6- subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points

	<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>					
<b>Mathematics</b>	<p>Place value and decimals Mental &amp; written addition Mental &amp; written multiplication 2-D &amp; 3-D shape Mental and written subtraction Mental and written division</p>	<p>Fractions Percentages, ratio and proportion Geometry Statistics Measurement – length, perimeter and mass Measurement – area and volume Assess and review</p>	<p>Place value, Sequence, Co-ordinates 2-D shape Co-ordinates Translation and reflection Temperature Mean, mode, median, range Calculation with fractions Mental and written division Mental and written multiplication</p>	<p>Mental and written addition and subtraction Measurement Ratio Proportion 2-D and 3-D shape Area Perimeter Statistics Line graphs Assess and review</p>	<p>Place value Decimals Fractions Mental and written calculation Fractions Ratio Proportion Co ordinates Translation Reflection Algebra and sequences Measurement statistics</p>	<p>Measurement Mass, volume and capacity Mental and written calculation Fractions Place value – decimals 2-D and 3-D shapes Assess and review</p>
<b>Science</b>	<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. 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. There is fair testing and data collection in all terms.</b></p>					
<p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. Describe the changes as humans develop to old age.</p>	<p>Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit. Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches. Use recognised symbols when representing a simple circuit in a diagram.</p>	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics.</p>	<p>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.</p>	<p>Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets. Know that some materials will dissolve and describe how to recover a substance from a solution. Use knowledge of solids, liquids and gases to decide how mixtures might be separated.</p>	<p>Recognise that light appears to travel in straight lines and use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes. Use the idea that light travels in straight lines to explain shadows.</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>Visit to court and continuation of all values through digital citizenship.</p>	<p><b>Democracy:</b> Votes and key speakers for y6 roles.</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	

<b>Computing</b>	<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>					
	<b>Computing curriculum</b>	<b>Computing curriculum</b>	<b>Computing curriculum</b>	<b>Computing curriculum</b>	<b>Computing curriculum</b>	<b>Computing curriculum</b>
	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	Use sequence, selection, and repetition in programs; work with variables and various forms of input and output	Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration	Key skills on DTP
<b>Being a good digital citizen</b>	<b>Being a good digital citizen</b>	<b>Being a good digital citizen</b>	<b>Being a good digital citizen</b>	<b>Being a good digital citizen</b>	<b>Being a good digital citizen</b>	
What is a digital citizen? How do we use technology safely on a day to day basis? SMART rules	Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. Keyword used for searches	Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	What to do if things go wrong – reporting, trolling etc	What should we post online and who do we need permission from?	Our digital self – what have we become this year?	

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>					
	Geography focus	The Victorians Differences between rich and poor; children in the workhouse; dawning of the industrial revolution.	Geography focus	Local history - farming	The Tudors	Art through the ages - Baghdad AD 900 to Banksy 2019
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>					
	UK locational knowledge Mapping skills GR 4 fig and 6 fig.	History focus	Climates and habitats around the world. Continents and oceans	History focus	History focus	8 points of a compass and mapping skills – symbols
Art	<p><b>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.</b></p>					
	Painting skills <b>Kerry Darlington</b>	Collage Mixed media <b>William Morris</b>	Modelling – clay Wire models <b>Andy Scott</b>	Vegetable/fruit life drawing – pencil, pastel <b>Giuseppe Arcimboldo</b>	Portraiture <b>Hans Holbein the younger</b>	Colour investigation <b>David Hockney, Damian Hirst, Grayson Perry</b>
Design Technology	<p><b>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.</b></p>					
	Making Hatter hats	Cooking skills	Modelling with clay and other media	Making bird feeders Cooking	Constructing moving circuits behind portraits	Creating gears for paint plate spinning Sock Monkeys

<b>Music</b>	<b>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.</b>					
	Brass Live music play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Brass Singing chorally for reflection improvise and compose music for a range of purposes using the inter-related dimensions of music	Brass Philharmonic Concert and song learnt listen with attention to detail and recall sounds with increasing aural memory	Brass Music composition use and understand staff and other musical notations	Brass appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Brass develop an understanding of the history of music
<b>Languages</b>	<b>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.</b>					
	FRENCH All about me	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 Bedes	Trip to Blackpool Zoo Liverpool Philharmonic	Bring yer wellies - Preston	Visit to court	Art gallery visit
	Tower Wood	Bikeability Balance Bikes Trip to Liverpool Cathedral Trip to Preston Steam Museum	World Museum			