

Curriculum at Our Lady's Roman Catholic Primary School



“Learning and loving together, we grow with Jesus.”

Our Core Values



Our Mission Statement is:

"Learning and loving together; we grow with Jesus"

The Core Values that provide the foundation for that Mission are:

Faithful

Positive

Respectful

Nurturing

Safe

Honest

Forgiving

Fair



*The School's six nurturing principles sum up our practice and theory.
They underpin the context, organisation and curriculum.*

1. Children's learning is understood developmentally
2. The classroom offers a safe base
3. The importance of nurture for the development of wellbeing
4. Language as a vital means of communication
5. All behaviour is communication
6. The importance of transition in children's lives

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Intent



At Our Lady's R.C. Primary School, we strive to ensure that all pupils have access to a rich and balanced curriculum which is relevant to 21st century life and which encourages children to become lifelong learners. Enriching the curriculum with first hand experiences, pertinent educational visits and expert visitors further brings learning to life for children at Our Lady's. At Our Lady's, we are constantly refining and developing our school curriculum so that it meets the needs of our learners and adequately prepares them for their future lives to ensure a 'Catholic education for all.' When designing our curriculum, we spent a considerable amount of time reflecting on our ethos and values to ensure that our curriculum reflected these elements. We considered the needs of our community and combined this with evidence based research. At all times, we strive to ensure that there is excellence, rigour and challenge in all areas of our curriculum. We know that our SAT's results reflect the resilience, hard work and progress made by our pupils. Although, our ambitions for our children go far beyond academic results. We feel it is vitally important that these core values are at the heart of everything we do at Our Lady's. Our values are traditional, but our approach is innovative.



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Implementation

At Our Lady's, we work hard to create an environment in which every child feels safe, happy and valued. Our talented and experienced teachers provide stimulating learning experiences that are fun and engaging. These include special theme weeks and sessions, such as 'Love Your Community Day, Super Learning days, Collaborative Curriculum Enrichment, World Book Events, Forest Schools and Outdoor Learning, Maths and Science Challenge Days, as well as visits from external providers such as theatre companies, science professionals, authors, artists and many more who are able to add another dimension to our teachers' classroom practice. We offer enrichment challenge mornings for other schools and have formed strong links with our cluster to access a programme for our gifted and able. These sessions include: spelling, science, maths and history from which our children gain confidence and raised aspirations.

Our Curriculum is implemented with our Curriculum Intent at the heart of all we do at Our Lady's. Curriculum maps are produced for each year group, ensuring clarity of coverage with a strong emphasis on progression of knowledge, vocabulary and skills. Carefully selected enrichment opportunities are key to providing all pupils rich experiences to enhance their learning. We work hard to develop a deep understanding of the Gospel and fundamental British values, which are underpinned by our spiritual, moral, social and cultural teaching. This content is then explored through various aspects of our curriculum and assembly themes.



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Implementation



Our curriculum design is based on evidence from principles of learning, on-going assessment and organisation and cognitive research. (EEF research, Cognitive Science, Psychological Science) These main principles underpin this:

- Start from a learner's existing understanding.
- Involve the learner actively in the learning process.
- Develop the learner's overview, i.e. metacognition – this requires that students have a view of purpose, have an understanding of the criteria of quality of achievement, and self-assess. (EEF Metacognition and Self regulation of learning).
- Emphasis the social aspects of learning (i.e. learning through discussion) as these make a unique contribution to learning. (EEF research Collaborative Learning).
- Curriculum organisation and timetabling enable learners' opportunities for constant recapping of knowledge and skills with well-spaced reviews. (interleaving and addressing the forgetting curve)



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Implementation



We deliver a coherently planned curriculum with a progressive development and understanding of key knowledge, vocabulary, skills and concepts, which will be revisited regularly. Some of our content is subject specific whilst other content is combined in a cross-curricular approach enabling us to put knowledge into context. The use of Knowledge Organisers provide transparency within the curriculum - an overview of pre-teach content and also a means of tracking knowledge, vocabulary skills and understanding of concepts which are regularly re-visited in the form of a variety of retrieval exercises.

This regular revisiting enables knowledge to be committed to long-term memory. Year group content is carefully tracked by Subject Leaders, to ensure topic content is not repeated, the progression of key knowledge, vocabulary and skills is still maintained and also that content is differentiated for different age groups when necessary.



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Impact



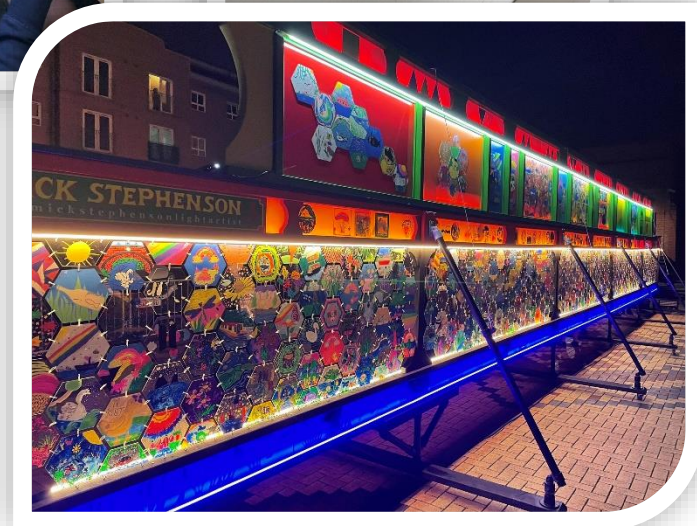
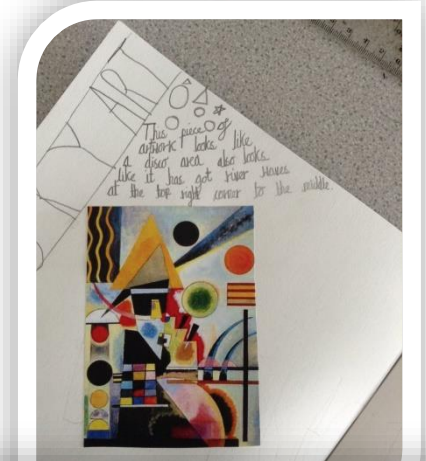
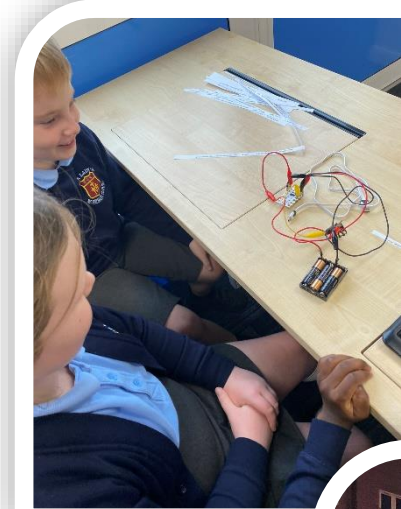
At Our Lady's, our definition of progress is; the widening and deepening of essential knowledge, skills, understanding and learning behaviours. We designed, organised and planned our curriculum to ensure that children are not merely covering content, but achieving a depth to their learning which enables them to use their skills and understanding in all areas of the curriculum. Our careful curriculum design and planning means that we build in many opportunities for repetition and practise for essential skills, knowledge and understanding in every subject. This ensures that children can revisit previous learning, which allows them to gradually develop a deeper understanding of the skills and processes within subjects, at their own pace and in the best possible way for each individual child. In terms of Maths and English, the impact of our curriculum on outcomes is proving to be very positive with sustained and rapid progress being made. As a former Maths Hub Lead school, we continue to support a range of schools with their Mastery Maths development. One of our former Maths Hub schools recently had an Ofsted inspection where Maths was highlighted as demonstrating outstanding practice. Our continued curriculum development, will also be reflected in the end of year outcomes for 2022. Outcomes for pupils in Early Years and the proportion of those achieving a Good Level of Development remains consistently above National and that of the Local Authority. This is also reflected in KS1 where we are confident that our pupils in Year 2 will continue to demonstrate outcomes in reading, writing and maths which are above National and that of the Local Authority.



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As a result of our curriculum development, Our Lady's Primary School is now a founding member of the Wigan Local Cultural Education Partnership. Our Artspeak project, supported by the Community Investment Fund, created opportunities for children and staff to engage with a range of artists and the wider community, make their own artwork and see their achievement celebrated in an exhibition. Those children that took part achieved the Discover Arts Award and culture and creativity are now embedded across the curriculum. Our Lady's Primary School have made a commitment to continue developing opportunities through art, culture and creativity so that their children may develop fully, express themselves and be more deeply engaged with learning. With this in mind, curriculum experts in Music, Art and Design and Technology work alongside our teachers to ensure our children gain a high level skill set.



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Impact



Some of the many ways that we assess the impact of our curriculum include:

- Knowledge Organiser assessment tasks
- In school attainment tracking of both core and foundation subjects(see below)
- Attendance data
- Behaviour Logs
- Engagement in enrichment activities
- Pupil voice – questionnaires, pupil book reviews
- Subject Leader monitoring – Lesson visits, scrutiny of books, assessment, pupil interviews and questionnaires
- Governor monitoring



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Impact



To develop our History and Geography curriculum we worked collaboratively with the PTI (Prince's Trust Institute), which enabled subject leaders and specialists across Salford Diocese to ensure a rich subject.

Our progression of knowledge, vocabulary and skills within these subjects are rigorous and have led to improved outcomes for all pupils.

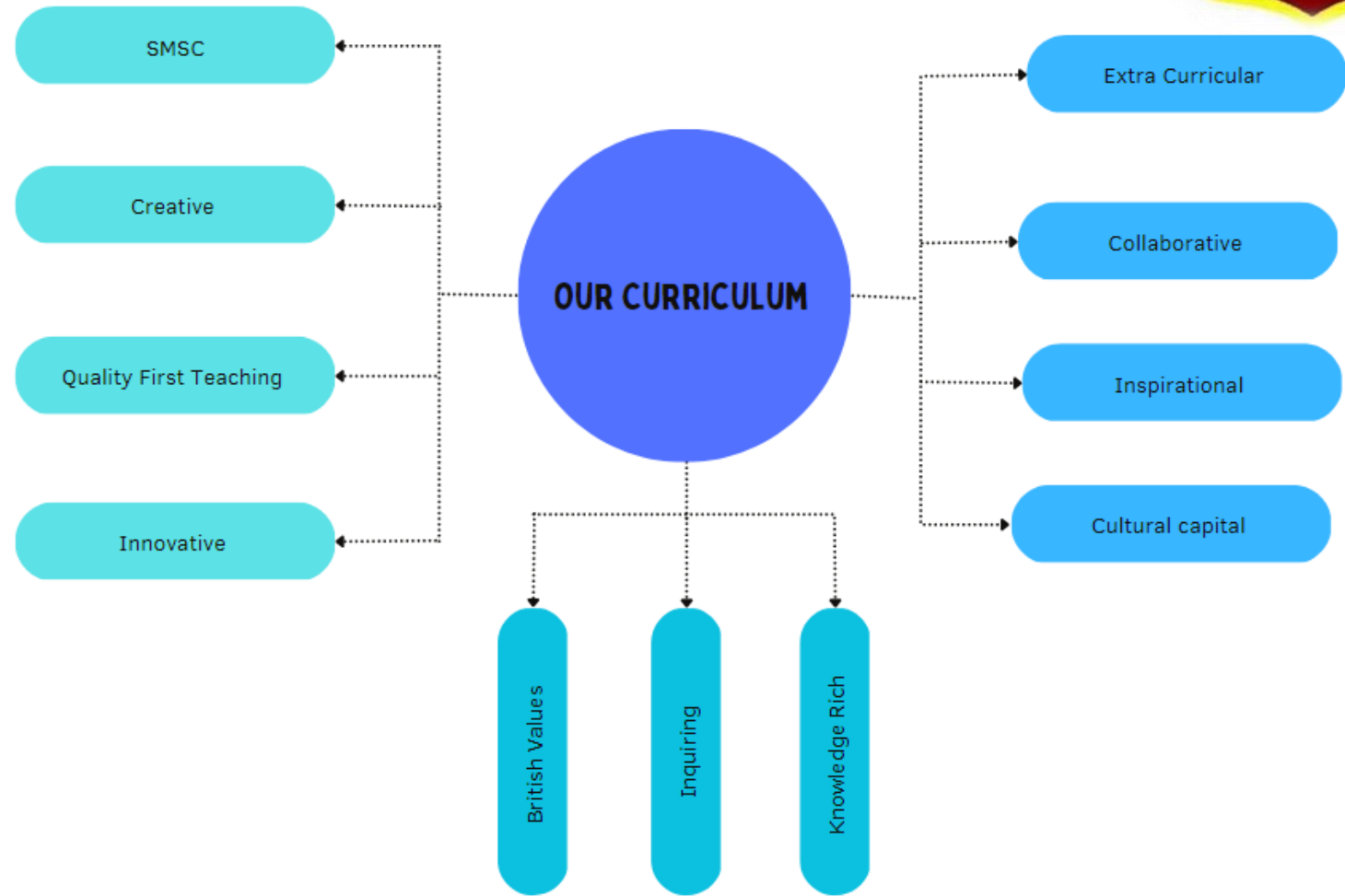
Evaluating our Curriculum

We pride ourselves in constantly improving our school and value feedback from all of community. We give our parents and governors many opportunities to share and celebrate the outcomes of our curriculum. All year groups regularly invite parents to termly celebrations of their work, such as: assemblies, curriculum museums and workshops (virtual or face to face), where they showcase their learning. Fortnightly Headteacher newsletters, subject specific letters/newsletters and website pages also inform parents of their child's curriculum journey



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Our Curriculum Offer



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Inspiring Cultural Capital



Throughout their time at school, all children will have an opportunity to experience new things in addition to their educational curriculum visits:

Young Voices concert

Pantomime

University visit

A visit to the beach

Local walks

Rock Band Experience



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EYFS Curriculum Overview



-Term	Autumn Term	Spring Term	Summer Term
Theme	Difference	Weather and Growing	Minibeasts and Under the Sea
Hook	Photos of family	Mini allotment day	Caterpillars
Home learning project	Bring in photos of their family	Grow something from a seed	Minibeast hunt
Story time focus	Peace at last 5 minutes peace	All in one piece On the way home	Whatever Next A quiet night in
Class author	Jill Murphy		
Focus reading text	The Colour Monster Elmer The three little pigs Handa's surprise <u>Extras:</u> The gingerbread man Only one of you Dear Santa Worrmsaurus Owl Babies Stick man Funny bones <u>Supertato</u>	We're Going on a Bear Hunt Jack and the Beanstalk The Tiny Seed The Ugly Duckling <u>Extras:</u> The Tier who came to tea Each peach pear plum Mr Big I really want to shout Polar Bear, Polar Bear What Do You Hear? Only one of you	The Very Hungry Caterpillar The Gruffalo Little Red Riding Hood Rainbow Fish <u>Extras:</u> The Lighthouse Keepers Lunch Tiddler The Frog Prince Commotion in the ocean The lion inside The <u>Bad Tempered</u> Ladybird
Enrichment	Visit from builder on the theme of houses	Farm visit	Sea Life Centre or the beach

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EYFS Curriculum Overview



Subject area	Autumn term	Spring Term	Summer Term
RE	Myself – Why am I precious? Welcome – Why is welcome important? Birthday – Why do we celebrate birthdays?	Celebrating – what and why do people celebrate? Gathering – why do people gather together? Growing – How and why do things grow?	Good News – What is good news? Friends – is it good to have friends? Our World – what makes our world so wonderful?
Writing focus T4W opportunities	Name writing Labels Lists Speech bubbles Wanted poster	Captions Re-telling of familiar stories Recount of farm trip	Fact files Re-telling of familiar stories Postcard
Mathematics	Match and sort Compare amounts Representing 1,2 and 3 Comparing 1, 2 and 3 Composition of 1,2 and 3 Representing numbers to 5 One more and less Compare size, mass and capacity Exploring pattern Circles and triangles Positional language Shapes with 4 sides Time	Introducing zero comparing numbers to 5 composition of 4 and 5 6,7 and 8 Combining two amounts Making pairs Counting to 9 and 10 Comparing numbers to 10 Number bonds to 10 Compare mass Compare capacity Length and height Time 3D shapes Spatial awareness Patterns	Building numbers beyond 10 Counting patterns beyond 10 Adding more Taking away Doubling Sharing and grouping Even and odd Pattern and relationships Spatial thinking. Match, rotate and manipulate Compose and decompose Visualise and build Mapping
UTW (History/ Geography/ Science)	Compare and contrast different family homes Compare and contrast Christmas from the past	Compare the weather on different days and in different countries Observation of the natural works and how <u>this changes</u> in different seasons	Recognise and describe a variety of animals in local habitats and under the Sea
Art	Poonac- <u>Self portraits</u> .	Pollock -Warm/cold collages.	Linda Caverley-Fabric flowers

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EYFS Curriculum Overview



Design Technology	Houses for the 3 little pigs	Make a raft for the Ugly Ducking	Make a sandwich for our trip to the Sea Life Centre
PE	Gymnastics/ Team games	Dance	Team games Develop agility
Music	Me! CHIME programme	Everyone My Stories (Mr Hulme)	Our World Big Bear Funk
PSHE	Handmade with Love Module 1 Unit 1 <ul style="list-style-type: none"> I am me Heads, Shoulders, Knees and Toes Ready Teddy? Module 1 Unit 3 <ul style="list-style-type: none"> I like, You Like, We all like! Good feelings, bad feelings Let's get real 	Module 1 Unit 4 <ul style="list-style-type: none"> Growing up Module 2 Unit 1 <ul style="list-style-type: none"> Role Model Module 2 Unit 2 <ul style="list-style-type: none"> Who's Who? You've got a friend in me Forever friends 	Module 2 <ul style="list-style-type: none"> Safe inside and out My body, my rules Feeling poorly People who help us Module 3 Unit 1 <ul style="list-style-type: none"> God is love Loving God, Loving Others Module 3 Unit 2 <ul style="list-style-type: none"> Me, You, Us
SMSC	Our Early Years Foundation Stage Curriculum promotes children's Spiritual, Moral, Social and Cultural Development, ensuring that they are prepared to be reflective about and responsible for their actions as good citizens.		
British Values	Our Early Years Foundation Stage Curriculum actively promotes the Fundamental British Values of democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith, in order to prepare children for life in Modern Britain.		
Catholic Values	Our Catholic values underpin all of our curriculum at Our Lady's: Faithful Positive Safe Nurturing Forgiving Fair Respectful Honest		

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Year 1 Curriculum Overview



Year 1

Term	Autumn Term	Spring Term	Summer Term
Theme	Local Area and Growth	The Past	Blackpool and Holidays
Hook	Walk around local area Teddy Bear's Picnic	1920s school day	Blackpool rides video clip
Home learning project	Autumn activities	Spring activities	Summer activities
Focus reading text	Dogger (T4W) The Storm Whale in Winter	Beegu The Incredible book eating boy (T4W)	Where the wild things are (T4W) Whose Afraid of The Big Bad Book/Wolf?
Enrichment	Teddy Bear's Picnic Come into school dressed as what you want to be when you grow up Visit to Church	Working with an artist (Belinda) Princess and the Pea Musical (2022)	Trip to the beach Children write questions for the elderly to answer, invite elderly person in to answer questions

Subject area	Autumn term	Spring Term	Summer Term
RE	Domestic Church – Family (FAMILIES) Baptism/Confirmation – Belonging (BELONGING) Advent/Christmas – Loving (WAITING)	Local Church – Community (SPECIAL PEOPLE) Eucharist – Relating (MEALS) Lent/Easter – Giving (CHANGE)	Pentecost – Serving (HOLIDAYS AND HOLYDAYS) Reconciliation – Inter-relating (BEING SORRY) Universal Church – World (SPECIAL PLACES)
Other reading texts	Lost and Found Brian Bear's Picnic (T4W) Up and Down	The Way Back Home How to Catch a Star	Stuck The Heart and the Bottle Seaside poetry
Writing focus Talk for Writing	Invitation Character description Sensory Poem (Autumn) Fact File about Aspull (Geography) Acrostic poem (Winter)	Setting description Narrative Book review Science report (Materials) Letters to Beegu Non Chronological report (History-schools in the past)	Fantasy settings Shape poem (History) Description of meal (RE Multi-Faith) Historical report (Blackpool) Instructions for making ice cream (DT) Diary on plant growth (Science)

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Year 1 Curriculum Overview









Speaking and listening opportunities	Drama of the Nativity story (RE) Weather report role play Nativity Play	Spoken presentation (Art) RE Lent charity event Audio book recording	News report film Interview
SPAG	Recap Reception Capital Letters, Full Stops, lower case letters formed in the correction direction, form digits 0-9, apply phonic knowledge and skills, understand that letters belong to handwriting families and practice these consistently	Form capital letters, combine words to make a sentence, question marks, exclamation marks, use 'and' to join words and clauses, use capital letters for names of people, places, days of the week and the personal pronoun 'I', spell days of the week	Name the letters of the alphabet, use suffixes s and es, uses suffixes for verbs when there's no change to the root word - ing, er and ed, use prefix un to change verbs and adjectives, add er or est to adjectives, spell words containing each of the 40+ phonemes.
Mathematics	Place Value (within 10) Addition and Subtraction (within 10) Geometry (shape) Place value (within 20)	Addition and Subtraction (within 20) Place Value (within 50) Length and Height Weight and Volume	Multiplication and Division Fractions Geometry (position and direction) Place value (within 100) Money Time
Computing	Computing systems and networks – technology around us Creating media – digital painting	Programming A – moving a robot Data and information – grouping data	Creating media – digital writing Programming B – Programming animations
History	Am I the same as when I was born?	What has changed since the 1920s?	What did my grandparents do on holiday?
Geography	Has there always been a co-op in Aspull?	Why do people choose to live in Blackpool?	Why do people choose to live in Blackpool?
Art	Paul Klee-Sketches	Janet Bolton-Textiles	Piet Mondrian – Abstract Art
Science	Animals including humans	Materials	Plants
	Seasonal Changes		
Design Technology	Book for new baby (sliders and levers)	Kite to fit in a book wallet	Healthy beach snack (fruit ice-lollies)
PE	Gymnastics – balance and coordination Gymnastics – developing simple movements patterns	Dance – developing coordination both individually and with others Dance- Developing agility	Participate in team games Developing simple tactics and agility
Music	Hey You Rhythm in the way We walk and the banana rap Nativity	In the Groove Adding rhythm and pitch How does music tell stories about the past? Round and round	Your Imagination Reflect, rewind and replay

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Year 1 Curriculum Overview



PSHE	<p>Speak Truth to Power</p>  <p>Dignity if the Human Person</p> <ul style="list-style-type: none"> God loves us equally as his children We are all different and amazing <p>Stewardship</p> <ul style="list-style-type: none"> God's gardener <p>Stewardship</p> <ul style="list-style-type: none"> Helping God's creation Celebrating God's creation <p>Family and Community</p> <ul style="list-style-type: none"> My family at home My school family We are all different and we love We love and look after each other  <p>Life to the Full:</p> <p>Module 1 Unit 1</p> <ul style="list-style-type: none"> Let the children come <p>Module 2 Unit 1</p> <ul style="list-style-type: none"> God Loves You <p>Lesson 1 All About Money</p>	 <p>Dignity of Work</p> <ul style="list-style-type: none"> Everybody's work is valuable and important for the community Working together to build up our school family <p>Solidarity and the Common Good</p> <ul style="list-style-type: none"> We are <u>brothers</u> and sisters. One family, one world We learn together  <p>Life to the Full:</p> <p>Module 2 Unit 2</p> <ul style="list-style-type: none"> Special people Treat others well ...and say sorry <p>Module 2 Unit 3</p> <ul style="list-style-type: none"> Being safe Good and bad secrets Physical contact Harmful substances Can you help me (part 1 and part 2) 	 <p>Rights and Responsibilities</p> <ul style="list-style-type: none"> Happiness is? Finding happiness with each other <p>Option for the Poor and Vulnerable</p> <ul style="list-style-type: none"> Some of God's family have plenty of food, toys and clothes. Some don't. Exploring the feelings of those who have plenty and those who have little.  <p>Life to the Full:</p> <p>Module 3 Unit 1</p> <ul style="list-style-type: none"> Three in One Who is my neighbour? <p>Module 3 Unit 2</p> <ul style="list-style-type: none"> The communities we live in
SMSC	Our Year 1 Curriculum promotes children's Spiritual, Moral, Social and Cultural Development, ensuring that they are prepared to be reflective about and responsible for their actions as good citizens.		
British Values	Our Year 1 Curriculum actively promotes the Fundamental British Values of democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith, in order to prepare children for life in Modern Britain.		
Catholic Values	Our Catholic values underpin all of our curriculum at Our Lady's: Faithful Positive <u>Safe</u> Nurturing Forgiving Fair Respectful Honest		

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Year 2 Curriculum Overview



Year 2

Term	Autumn Term	Spring Term	Summer Term
Theme	The Great Fire of London All about the UK	Florence Nightingale	Pirates
Hook	Re-enact The Great Fire by burning Tudor houses on field	Dressing up in nurses' uniforms and exploring with hospital equipment	Half ripped treasure map left on the pirate ship by mysterious pirates
Home learning project	Make a Tudor house	Create Florence Nightingale lamps – turn all lights off at home to see what it was like before electricity	Make a treasure map of home/ garden and hide treasure for a family member to find
Focus reading text	VLAD and the Great Fire of London Flat Stanley	VLAD and the adventures of Florence Nightingale The Hedgehog Traction Man	The Pirates Next Door Meerkat Mail
Enrichment	Trip to Rochdale Fire ground Trip to The Lowry Art Gallery	Question and answer from nurse/ paramedic	Trip to the coast/ Blackpool

Subject area	Autumn term	Spring Term	Summer Term
RE	Domestic church- Family: beginnings Baptism/ Confirmation – Belonging: Signs and Symbols Advent/Christmas – Loving: Preparing	Local Church- Community: books Eucharist- Relating: thanksgiving Lent/ Easter- Giving: opportunities	Pentecost – Serving: spreading the word Reconciliation- Inter-relating: rules Universal Church – World: treasures
Other reading texts	The Twits Fantastic Mr Fox	The Enormous Crocodile The Witches	The BFG The Giraffe, the Pelly and Me
Writing focus	Narrative – setting Non-Chronological report Poetry Recount - Diary entry Narrative – story	Explanation Poetry Recount – Letter Recount – Newspaper	Instructions Narrative – Character description Persuasion Poetry Narrative – story Postcards
T4W opportunities			

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Year 2 Curriculum Overview



Speaking and listening opportunities	Newspaper report – recording (English) Drama - Nativity story (RE) Class assembly	Presentation – What I want to be when I grow up (Enrichment) Debate (English)	Adverts – Wanted Pirate (English)
Extended writing opportunities	Diary – Samuel Pepys (History) Non-Chron – Animals (Science) Setting description – Great Fire of London (English)	Newspaper – Florence Nightingale (English) Easter Story (RE) Letter – Florence Nightingale (History)	Instructions – Pirate Map (English) Persuasion – Visit the island (Geography) Story – Pirate (English)
SPAG	Recap Year 1 Capital Letters, Full Stops Adjectives, nouns, verbs Expanded noun phrases to describe List sentences	Sentence types; statement, question, exclamation, command Tense (past and present) Conjunctions Adverbs Using suffixes ness, ful, ment, ness, less, ly Compound words Paragraphs Apostrophes for contractions Apostrophes for possession (singular) List of three to describe Time conjunctions Imperative verbs	Subheadings and headings Time adverbials Sentence types Recap all grammar features
Mathematics	Place Value Addition and Subtraction Money Multiplication and Division Consolidation	Multiplication and Division Statistics Properties of shape Fractions	Length and Height Position and Direction Time Mass, Capacity and Temperature
Computing	Information technology around us Digital photography	Making music Pictograms	Programming A – Robot algorithms Programming B - quizzes
History	Has Pudding Lane always looked the same?	How did Florence Nightingale change nursing?	
Geography	What would be the quickest way to get to London from Aspull?		How do you travel to the Caribbean by boat?

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Year 2 Curriculum Overview



Art	L.S Lowry	James Rizzi	Bridget Wilkinson
Science	Living things and their habitats Materials	Animals including humans	Plants
Design Technology	Moving vehicles	Healthy Pizzas	Pirate ship flag
PE	Gymnastics – balance and coordination Gymnastics – developing simple movements patterns	Dance – developing coordination both individually and with others Dance- Developing agility	Participate in team games Developing simple tactics and agility
Music	Exploring simple patterns Ho, ho, ho Nativity	Exploring feelings through music <u>Zootime</u>	Friendship song Music that makes you dance
PSHE	Being me in my world Celebrating difference	Dreams and Goals Healthy Me	Relationships Journey in Love
SMSC	Our Year 2 Curriculum promotes children's Spiritual, Moral, Social and Cultural Development, ensuring that they are prepared to be reflective about and responsible for their actions as good citizens.		
British Values	Our Year 2 Curriculum actively promotes the Fundamental British Values of democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith, in order to prepare children for life in Modern Britain.		
Catholic Values	Our Catholic values underpin all of our curriculum at Our Lady's: Faithful Positive <u>Safe</u> Nurturing Forgiving Fair Respectful Honest		

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Year 3 Curriculum Overview



Year 3

Term	Autumn Term	Spring Term	Summer Term
Theme	Stone Age	Rivers	The Egyptians
Hook	Stone Age hunting in tree trail	Winnie the Pooh rivers clip	Discovery of Egyptian artefacts
Home learning project	Create a Stone Age poster	Create an environmental map of a local river	Crack the hieroglyphic code
Focus reading text	Stone Age Boy The Iron Man	Nim's Island The Sheep Pig	Secrets of a Sun King Revolting Rhymes
Enrichment	Brockholes – The Stone Age	Brockholes- Rivers	Bolton Museum - Egyptians

Subject area	Autumn term	Spring Term	Summer Term
RE	Domestic Church – Family (HOMES) Reconciliation – Inter-relating (CHOICES) Advent/Christmas (VISITORS)	Local Church – Community (JOURNEYS) Eucharist – Relating (LISTENING AND SHARING) Lent/Easter – Giving (GIVING ALL)	Pentecost – Serving (ENERGY) Baptism/Confirmation – Belonging (PROMISES) Universal Church – World (SPECIAL PLACES)
Other reading texts	The Iron Man Horrid Henry	The sheep pig Horrid Henry	A Mummy ate my homework Revolting rhymes Horrid Henry
Writing focus T4W Opportunities	Diary Entry Non-Chronological Reports Description of setting	Adventure stories Leaflets – RE Letters Recount	Newspaper report Instructions for recipes Poetry Leaflets – persuasion
Speaking and listening opportunities	Drama piece from characters view Trip-advisor review on their setting Reporting their non-chronological reports	Presenting a story board Podcast on recount of the story	TV advertisement Interview (to inform news report) Drama piece for persuasion debate)

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Year 3 Curriculum Overview



SPAG	Recap Year 2 Capital Letters, Full Stops Sentences, Commands, Explanations, Questions Adverbs of Time Fronted Adverbials Nouns, Verbs and Adjectives Commas in lists Apostrophes for possession Present perfect Similes	Pronouns Paragraphs Past tense Conjunctions Adverbs of Cause Direct/Reported Speech Apostrophes for contractions and possession Prepositions of time, cause, and place 'a' or 'an' Similes	Commas in poems Subheadings and Headings/Layout Direct speech Paragraphs Rhetorical questions
Mathematics	Place Value Addition and Subtraction Multiplication and Division	Multiplication and Division Length and Perimeter Fractions Mass and capacity	Fractions Money Time Properties of Shape Statistics
Science	Rocks Forces and Magnets	Animals including humans Plants	Light Investigation Skills
Computing	Get Blogging Animation	A sequence in music Desktop Publishing	Branching databases Events and actions
History	The Stone Age	Opening worlds – Ancient Egypt, Cradles of Civilisation	Opening worlds – The Indus Valley, Persia and Greece
Geography		Opening worlds – Rivers, Mountains	Opening worlds – Settlements, Agriculture
Art	Andy Goldsworthy	Vincent Van Gogh	Andy Warhol
Science	Rocks Forces and magnets	Animals including humans Plants	Light Investigation skills
Design Technology	Stone Age tools and homes	Diet of an ancient Egyptian	Packaging for food to be sent via post
PE	Latics Agility/Balance/Baseline challenge	Latics Dance/Outdoor and Adventure Swimming	Latics Throwing and Catching Athletics/Games Baseline Challenge Swimming

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Year 3 Curriculum Overview



Music	Let Your Spirit Fly Glockenspiel 1	Three Little Birds The Dragon Song	Bringing Us Together Reflect, rewind and replay
PSHE	Being me in my world Celebrating difference	Dreams and Goals Healthy Me	Relationships Journey in Love
Languages	French All About Me Vocabulary	French Happy Birthday	French Body Parts, Colours and Monsters
SMSC	Our Year 3 Curriculum promotes children's Spiritual, Moral, Social and Cultural Development, ensuring that they are prepared to be reflective about and responsible for their actions as good citizens.		
British Values	Our Year 3 Curriculum actively promotes the Fundamental British Values of democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith, to prepare children for life in Modern Britain.		
Catholic Values	Our Catholic values underpin all our curriculum at Our Lady's: Faithful Positive Safe Nurturing Forgiving Fair Respectful Honest		

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Year 4 Curriculum Overview



Year 4

Term	Autumn Term	Spring Term	Summer Term
Theme	What a Wonderful World	Romans	The Anglo Saxons
Hook	World presentation Day	Roman Assembly	The mystery of Sutton Hoo
Home learning project	World presentation	Roman Shield	Anglo Saxon Bread
Focus reading text	The Tear Thief The Lion, the Witch and the Wardrobe	Escape from Pompeii Charlotte's Web	How to Train a Dragon Voices in the Park
Enrichment	Flights into class – Samba music High School Music Teacher	Chester_Diva Roman Museum	Recording studio

Subject area	Autumn term	Spring Term	Summer Term
RE	Domestic Church – People (FAMILY) Baptism/ Confirmation - Called (BELONGING) Advent/Christmas - Gift (LOVING)	Local Church – Community (JOURNEYS) Eucharist – Giving and receiving (RELATING) Lent/Easter – Self Discipline (GIVING)	Pentecost – New Life (SERVING) Reconciliation – New Life (INTER-RELATING) Universal Church – God's People (WORLD)
Other reading texts	The Magic Box – Kit Wright	Escape From Pompeii -Christina Balit Topsy Turvy World - William Bright, Rands (Resistance text)	Dragonology -Dugald Steer Dream Variations – Langston Hughs (Diversity and Complexity of the Plot/ Symbol)
Writing focus T4W opportunities	Shape poem Persuasive letter Setting description Character description Non Chronological report	Instructions Diary Entry Innovation of narrative Podcast Script Balanced argument	Habitat description Non Chronological report Letter Newspaper report Science report

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Year 4 Curriculum Overview



Speaking and listening opportunities	Country presentations Class assembly Nativity story Drama	Podcasts on The Romans Dramatisation Dramatisation of a Roman Soldier Class Assembly	Persuasive newspaper report – Habitat loss Conscience alley – Pentecost – TikTok Anglo Saxon – Mystery of Sutton Hoo
SPAG	Recap Year 3 Capital Letters, Full Stops Sentences, Commands, Explanations, Questions Adverbs of Time Pronouns Fronted Adverbials Nouns, Verbs and Adjectives Commas in lists Apostrophes for contractions and possession Present perfect Similes and Metaphors	Paragraphs Past tense Conjunctions Adverbs of Cause Direct/Reported Speech Apostrophes for plural possession Prepositions of time, cause and place 'a' or 'an' Subheadings and Headings/Layout Noun Phrases Suffixes	Stanza Direct speech Paragraphs Rhetorical questions Standard English Suffixes 2
Mathematics	Place Value Addition and Subtraction Multiplication and Division Calculation – word problems Measurement – perimeter Consolidation	Multiplication and division Fractions Decimals Measurement – Area Consolidation	Decimals Money Time Statistics Properties of Shape Position and direction Consolidation
Computing	Computing systems and networks – The Internet Creating media – Photo Editing Around the world – Fake images.	Creating Media – Audio editing Podcasts on Romans Data and information – Data logging Weather collection – The Water Cycle	Programming A – Repetition in shapes Programming B – Repetition in games
History		What did the Romans ever do for us?	How do we know about the Anglo Saxons in Britain?

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Year 4 Curriculum Overview



History		What did the Romans ever do for us?	How do we know about the Anglo Saxons in Britain?
Geography	Where in the world have the UK population migrated from?		How are the <u>Anglo Saxon</u> settlements different to our towns and cities today?
Art	Aboriginal Art - Naata <u>Nungurayi</u>	Roman Mosaics – Guadi.	Anglo Saxon <u>Prints</u> - Henri Matisse
Science	Animals including humans Teeth and digestive system Electricity	States of matter The water <u>cycle</u>	Living things and their habitats Sound
Design Technology	Night light for a child who is afraid of the dark	Roman aqueducts	Anglo Saxon coin purses
PE	Latics Agility/Balance/Baseline challenge	Latics Dance/Outdoor and Adventure Swimming	Latics Throwing and Catching Athletics/Games Baseline Challenge
Music	How does music bring us together? Mama Mia	How does music connect us with our past? How does music connect us to our community? Podcast creation	How does music connect us with our environment? Blackbird
PSHE Caritas in Action (CIN)	Speak Truth to Power Dignity of the Human Person (CIN) Stewardship (CIN) What can I do with money? Who is in my community?	Changing Bodies How am I feeling? <u>Recognising</u> and helping others to find their gift and share it. (CIN) We face challenges together. (CIN)	Life cycles A community of love Exploring our responsibilities for each other (CIN) Helping each other to see brothers and sisters, not strangers in need. (CIN)
Languages	French Travel Weather	French Days of the week Numbers	French Colours Healthy food and drinks Animals
SMSC	Our Year 4 Curriculum promotes children's Spiritual, Moral, Social and Cultural Development, ensuring that they are prepared to be reflective about and responsible for their actions as good citizens.		
British Values	Our Year 4 Curriculum actively promotes the Fundamental British Values of democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith, in order to prepare children for life in Modern Britain.		
Catholic Values	Our Catholic values underpin all of our curriculum at Our Lady's: Faithful Positive <u>Safe</u> Nurturing Forgiving Fair Respectful Honest		

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Year 5 Curriculum Overview



Year 5

Term	Autumn Term	Spring Term	Summer Term
Theme	Where we live - Aspull	Ancient Greeks	The Vikings
Hook	Mining project	Clay work – tiles and pots	Design and create Viking Longboat
Home learning project	Research on famous rockets	Research on the Parthenon frieze	Create poster/presentation on Viking Gods/God.
Focus reading text	Sky Song Man on the Moon	Thesues and the Minotaur Butterfly Lion	Viking Boy Daffodils
Enrichment	Space dome visit into school	Greek feast	Jorvik museum

Subject area	Autumn term	Spring Term	Summer Term
RE	Domestic Church – Family (HOMES) Reconciliation – Inter-relating (CHOICES) Advent/Christmas (VISITORS)	Local Church – Community (JOURNEYS) Eucharist – Relating (LISTENING AND SHARING) Lent/Easter – Giving (GIVING ALL)	Pentecost – Serving (ENERGY) Baptism/Confirmation – Belonging (PROMISES) Universal Church – World (SPECIAL PLACES)
Other reading texts	Sky Song Friendship Grows Man on the moon Shadow	Butterfly Lion Thesues and the Minotaur Kensuke's Kingdom	Viking Boy Daffodils (poem) Beowulf
Writing focus T4W opportunities	Recount – My first few days in year 5. Persuasive letter – Refugee crisis. First Person narrative – Pebble's story.	Instructional writing – recipe for a friend Retell a known myth. Newspaper report – The Trojan War	Diary entry – 1st person Narrative How to kill a monster – explanation text. Poetic imagery
Speaking and listening opportunities	Storyboarding children's experiences in first few days of year 5. Hot seating – children as a refugee Class debate Presentation to class on history of Aspull Create an advert for job in Aspull in 1900s	Children sharing chosen myths to class. Children acting out Trojan war. Class debate Presenting chosen Greek god Hot seating – Children as Butterfly Lion characters	Hot seating – Children as Viking Boy characters Children share written poems to class. Class debate Presenting chosen Viking God Presenting chosen piece of Banksy art.

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Year 5 Curriculum Overview



Extending writing opportunities	Non-chronological report – Islam Fact file on Mary Sherman Morgan - DT Newspaper report on how Women's roles changed during WW1 - Topic	Easter story – RE Descriptive writing – create a mythical beast – Topic Write a newspaper report on the Trojan war - ENG	Character profiling – Reading Recount on Viking invasion of Lindisfarne – ENG Write an ode poem on a special place to us - ENG
SPAG	To use devices to build cohesion within a paragraph – conjunctions. FANBOYS. Building up simple sentences. Compound. 2 weeks. To use relative clauses beginning with, who, which, where, when, whose, that or an omitted relative pronoun. Complex. To indicate degrees of possibility using adverbs or modal verbs (high levels of certainty e.g. this must stop. Letters) To use brackets, dashes or commas to indicate parenthesis (letter writing – stats)	To use devices to build cohesion within a paragraph – conjunctions. I SAW A WABUB To be able to identify formal and informal voice To be able to change between formal and informal voice depending on the style of writing To use commas to avoid ambiguity and to clarify meaning Use devices to build cohesion across paragraphs – Adverbials time, place and number or tense choices To use brackets, dashes or commas to indicate parenthesis To be able to identify dashes within writing To understand the purpose of dashes within writing Introduce remaining Alan Peat sentences	Change between formal and informal voice. Use relative clauses. Use brackets, dashes and commas to indicate parenthesis. Indicate degrees of possibility. Use modal verbs To use commas to avoid ambiguity and to clarify meaning Adjectives, verbs and adverbs used to interest the reader Consolidation of previous skills Rhyming couplets Rhythm (syllables) Exploration of various poem genres
Mathematics	Numbers to 1 million Addition and subtraction All four operations (continuing throughout the year – arithmetic lessons) Word problems	Fractions, decimals and percentages Properties of shape Graphs Consolidation	Angles Shape Position, direction and movement Area and perimeter Converting units Prime numbers Volume Roman numerals
Computing	Knowsley City Learning Centres. Systems and Searching Video Production	Selection in physical computing Flat-file databases	Introduction to vector graphics Selection in quizzes
History	What job would you have if you lived in Aspull in 19..?	What did the Greeks leave us?	What did the Vikings conquer?
Geography		European countries – Greece, Athens	English settlements What can we find in Aspull?

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Year 5 Curriculum Overview



Science	Earth and space Living things and their habitats	Forces Properties and changes of materials – conductivity	Properties and changes of materials – mixing, filtering and evaporating Human life cycles
Art	David Hockney	Parthenon Frieze Phidias	Banksy
Design Technology	Rockets and electrical systems	Create a Greek Feast	Build a Viking Long Boat
PE	Latics	Latics Dance Orienteering	Latics Orienteering
Music	How Does Music Improve Our World? Wider Opps	How Does Music Shape Our Way of Life? Wider Opps	How Does Music Connect Us with the Environment? Wider Opps
PSHE	Speak Truth to Power Module 1 Unit 1 Calming the Storm Module 2 Unit 1 Is God calling you? Y5: Lesson 5 and Lesson 6 - banking and what is the bank of England	Module 2 Unit 2 Under pressure Do you want a piece of cake? Self-talk Module 2 Unit 3 Sharing isn't always caring Cyberbullying Types of abuse Impacted lifestyles Making Good choices Giving Assistance	Module 3 Unit 1 The Trinity Catholic Social Teaching Module 3 Unit 2 Reaching Out
Caritas	Each person is unique and irreplaceable Stewards of God's world Building up the community	Dignity of Work The many sides of working together to build up the community Solidarity and the Common Good We walk together as people of peace	Rights and Responsibilities Recognising the differences between rights and responsibilities Option for the Poor and Vulnerable What are the needs of those in the poor area compared with those in the rich area?
Languages	French All About Me Vocabulary	French Happy Birthday	French Body Parts, Colours and Monsters
SMSC	Our Year 5 Curriculum promotes children's Spiritual, Moral, Social and Cultural Development, ensuring that they are prepared to be reflective about and responsible for their actions as good citizens.		
British Values	Our Year 5 Curriculum actively promotes the Fundamental British Values of democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith, in order to prepare children for life in Modern Britain.		
Catholic Values	Our Catholic values underpin all of our curriculum at Our Lady's: Faithful Positive <u>Safe</u> Nurturing Forgiving Fair Respectful Honest		

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Year 6 Curriculum Overview



Year 6

Term	Autumn Term	Spring Term	Summer Term
Theme	Angry Earth	World War II	The Ancient Maya
Hook	Report on current extreme weather event	Air Raid siren	Discovery of artefacts
Home learning project	Talking to families about extreme weather they remember in this country	Speaking and Listening project	Creating Mayan masks
Focus reading text	Horrible Geographies Violent Volcanoes	War horse	Hero Twins
Enrichment	Creating volcanoes	Q&A with WWII survivor	Eat a Mayan feast
Term	Autumn Term	Spring Term	Summer Term
Theme	World War 1	Our Earth	The Victorians
Hook	Belinda- sharing war artefacts	A Life on Our Planet	Guess Who
Home learning project	Speak to older family members about times during the war/ tell researching artefacts	Helping the environment	Design a Victorian toy
Focus reading text	War Horse	Greta and the giants Darwin's Dragons	Oliver Twist
Enrichment	Trip to Imperial War Museum	Exploring our local natural environment	Victorian School Day

Subject area	Autumn term	Spring Term	Summer Term
RE	LOVING VOCATION & COMMITMENT EXPECTATIONS Caritas - Rights and Responsibilities Caritas - Stewardship Caritas - Family and Community	SOURCES UNITY DEATH & NEW LIFE Caritas - Dignity of the human Person Caritas - Option for the poor and vulnerable	WITNESS HEALING COMMON GOOD Caritas - Solidarity and the Common Good Caritas - The Dignity of Work
Other reading texts	Flood The Boy at the Back of the Class The Last Tree David Attenborough - Little People, Big Dreams	Flanders Fields Don't Let Them Disappear Somebody Swallowed Stanley The Star Outside My Window	The day we met the queen Street child
Writing focus	Instructions Narrative - Eye of the Storm Poetry Explanations Persuasive pamphlet	Junior speaks - persuasive speeches Newspaper article Balanced Argument Persuasion	Poetry Non-Chronological report Diary Explanation Balanced argument
T4W opportunities			

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Year 6 Curriculum Overview



Speaking and listening opportunities	Weather report Hot seating linked to Boy at the back of the class	Junior speaks Debate Mass Perform poetry	Role play End of year production
Extended writing opportunities	Fantasy narrative – The Eye of The Storm Speeches - Junior Speaks Nativity (RE) Extreme weather report (Geography)	Poetry – Flanders Field Ministry of Defence pamphlet Narrative – told from an <u>animals</u> perspective	Diary- Victorian child <u>Non Chronological</u> report – the Mayans
SPAG	Relative clauses Modal verbs Adverbs Parenthesis Expanded noun phrases Perfect form of verbs Commas to clarify Synonyms and antonyms Word classes Subjunctive form Formal and informal	Colons Semi-colons dashes Bullet points Active and passive Formal and informal Hyphens	Revision Consolidation Cohesion
Mathematics	Number and Place Value Addition and Subtraction Multiplication and Division Fractions Position and Direction	Decimals Percentages Algebra Converting Units Perimeter, area and volume Ratio	Properties of Shape Problem Solving Statistics
Computing	Communication 3D Modelling	Web Page Creation Spreadsheets	Programming Sensing
History	How did WW1 impact Britain?	Why was there another World War?	How do punishments in Victorian times differ <u>to</u> now?
Geography	How do natural disasters impact life on Earth?	Why do we need to look after our planet?	How are we different to the Ancient Maya?
Science	Light	Living Things and Their Habitats Evolution and Inheritance	Animals including Humans Electricity
Art	Kandinsky	Monet	Mike Kelly

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Year 6 Curriculum Overview



Design Technology		Air Raid Shelter with a pulley system	Cooking and Nutrition – Making Pan de Muerto Fairground Rides
PE	Latics Invasion Games Net and Wall	Latics Striking and fielding Gymnastics	Latics Dance Athletics Mult-skills
Music	How does music bring us together? How does music connect us with our past?	How does music change our world? How does music teach us about our community?	How does music shape our way of life? How does music connect us with our environment?
PSHE	Calming the storm	Gifts and Talents Boy's Bodies Girl's Bodies Spots and sleep Body image Peculiar feelings Emotional changes Seeing things online Making babies Menstruation	The Trinity Catholic Social Teaching Reaching out
Caritas theme	Dignity of the human person (stewardship) Family and community (stewardship)	The dignity of work Solidarity and the Common Good	Rights and responsibilities Option for the poor and vulnerable
Languages	French	French	French
SMSC	Our Year 6 Curriculum promotes children's Spiritual, Moral, Social and Cultural Development, ensuring that they are prepared to be reflective about and responsible for their actions as good citizens.		
British Values	Our Year 6 Curriculum actively promotes the Fundamental British Values of democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith, in order to prepare children for life in Modern Britain.		
Catholic Values	Our Catholic values underpin all of our curriculum at Our Lady's: Faithful Positive <u>Safe</u> Nurturing Forgiving Fair Respectful Honest		

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QUALITY FIRST TEACHING

Evidence based and research informed.

Knowledge
Deep subject knowledge and understanding of pupil needs.

1

Environment
Creating a well designed environment backed by researched to support learning and wellbeing.

2

Climate
Instil school values into every day learning to build relationship characterised by our catholic beliefs.

3

Expectations
Be ambitious with expectations of all children throughout the curriculum, challenging and inspiring every young mind.

4

Engage
Inspire and motivate every pupil keeping them engaged in every aspect of learning.

5

Explicit
Be clear and concise when delivering pedagogy to children whilst using concise and subject-specific vocabulary.

6

Structure
Coherent teaching throughout year groups with scaffolding and adaptations to enable all children can vocalise their learning.

7

Model
Model using oracy strategies to share expected outcomes with children.

8

Question
Ask high quality questions to stimulate and promote deep thinking allowing for connections to be made.

9

Interact
Ensure oracy and partner talk takes place and children used given strategies to promote an active learning style.

10

Embed
Use 'sticky knowledge' tasks in all lessons to connect prior learning to new learning and create deepened memory pathways.

11

Activate
Guide children to be problem solvers and independent in their learning.

12

Knowledge organisers



World War Two

Big question: Why did we have another world war?

History skills:

- Place current study on time line in relation to other studies.
- Use relevant dates and terms.
- Sequence up to 10 events on a time line.
- Find out about beliefs, behaviour and characteristics of people, recognising that not everyone shares the same views and feelings.
- Write another explanation of a past event in terms of cause and effect using evidence to support and illustrate their explanation.
- Know key dates, characters and events of time studied.
- Consider ways of checking the accuracy of interpretations – fact or fiction and opinion.
- Confidently use the library and internet for research.
- Recognise primary and secondary sources.

Key Vocabulary

societies	Star of David
summarise	Biltz
major	Nazi
influence	Swastika
world	Adolf Hitler
history	Spitfire
civilizations	Anderson shelter
changes/ continuity	Soldier
persuade	Winston Churchill
viewpoint	Evacuee
propaganda	Ration
	Air raid

History Knowledge:

- I can identify where WWII is in relation to other periods of British history and place events on a timeline.
- I can summarise the main events in WWII explaining the order in which key events happened.
- I can summarise how WWII has had a major influence on world history.
- I can describe features of historical events and people from the WWII.
- I can look at two different versions and say how the author may be attempting to persuade or give a specific viewpoint.
- I can identify and explain the use of propaganda.



Enrichment Opportunities
Imperial war museum

