



Our Lady of Peace Catholic Nursery & Primary School

Curriculum Map 2021-2022

Curriculum Intent

At Our Lady of Peace Catholic Primary School, we are deeply committed to developing the gifts and talents each pupil has been given by God. The school's direction stems from its Mission Statement: 'With Christ in our hearts, together we grow.' Our children strive to give their best in all they do and are encouraged to express their God given talents and to show qualities of honesty, tolerance, forgiveness, caring and patience.

We have developed a bespoke curriculum that aims to create learners who will succeed in the 21st century. In order to facilitate this, we offer an enriched and meaningful curriculum so that all learners reach their full potential both academically and personally. Our curriculum encompasses not only the formal requirements of the National Curriculum, but goes beyond the experiences of the classroom to ensure that all our children, in particular the disadvantaged and those with special educational needs, are exposed to the richest and most varied opportunities that we can provide.

Curriculum Implementation

We aim to implement education through a Catholic Christian curriculum which is based on the life and teaching of Jesus Christ, in which the values of the Gospel underpin all aspects of school life.

Programmes of study are taken from the National Curriculum and carefully sequence learning to suit the interests of our pupils and the context of our locality. Teaching and learning opportunities are thoughtfully mapped to enable pupils to develop the necessary knowledge and skills to contribute successfully in the modern world. Pupils revisit, apply and deepen their prior learning with and across subject areas, whilst maintaining each subject as an independent discipline, with its own unique set of skills.

Religious Education is delivered within the framework of the 'Come and See' programme which is used throughout the school, along with other religious resources. Prayer and worship deepens the pupils' understanding and encourages their spiritual growth. Through purposeful community links, our pupils are encouraged to embrace diversity and make positive contributions. We involve parents and the community, celebrating and reflecting our diversity and Catholic ethos.

Our school follows the 'Talk for Writing' approach which places great emphasis on pupils' acquisition and appreciation of language. Maths lessons are based upon the White Rose Maths scheme of work, which is aimed at deepening pupils' understanding and increasing their fluency in key mathematical skills.

When teaching foundation subjects, pupils are given opportunities to engage in active learning by asking questions and applying their skills and knowledge to different contexts. Through this we provide collaborative and independent learning, experiences promoting curiosity and creativity whilst aiming for mastery through providing opportunities for proving, explaining, exploring and re-applying.

Curriculum Impact






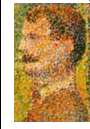


As a result of these strategies, most of our pupils will be:







- Reflective learners who are not afraid to make mistakes and use them as a learning opportunity
- Independent, articulate, confident and well balanced
- Aware of their rights and responsibilities and those of others
- Knowledgeable about how to be, and stay, healthy
- A creative thinker
- Happy, motivated and enthusiastic about life and learning
- Proud of their personal achievements and those of their school
- Respectful, sociable and polite, caring and co-operative
- Have a strong understanding of Catholic values and apply this in their daily life
- Proud of their background and culture whilst being aware and knowledgeable about the culture of others

At Our Lady of Peace, pupils will be happy, well-rounded individuals who can articulate how their Catholic education has impacted on their beliefs and values. Pupils will be confident, self-motivated individuals who are eager for lifelong learning and understanding their place in the world and their importance and value to society as global citizens.

Our Lady of Peace Catholic Primary and Nursery School

Curriculum Overview

Autumn 1	Theme 1: Wellbeing			
	Description: The wellbeing agenda is at the heart of our curriculum. Children and young people should feel happy, safe, respected and included in the school environment and staff are proactive in promoting positive behaviour in the classroom, playground and the wider school community. At Our Lady of Peace, we believe that each individual is given gifts and talents by God. We equip our students with the knowledge and skills on how to identify their emotions as well as understand their own mental health from an early age. Linked to wellbeing is our R.E. unit on 'Belonging.' Having a strong sense of belonging to the family will help children learn life skills to make the best choices into their adulthood. It also provides a firm foundation for the child's identity, enabling them to feel comfortable and confident of trying new things.			
	Nursery	Reception	Year One	Year Two
	Who am I?  Know that I belong to my family and my school. Know the teachers who can help me in the Nursery and who can show me where things are. Can make new friends Can talk about my thoughts and feelings. Can talk about the members of my family. Can join in with prayers and collective worship. Learning the skills to engage with the whole of the curriculum Learning to be a learner	Who am I?  Know that I belong to my family and my school. know about myself and am learning about other people that I know Know about my school, who can help me and where things are Can make new friends Can use words to describe myself and others and talk about my thoughts and feelings Can tell people about my family Know about my faith and can join in with prayers and collective worship Learning the skills to engage with the whole of the curriculum Learning to be a learner	Art How would artists draw a self-portrait?    Can show how people feel in paintings and drawings Can create moods in art work Can describe what I can see and give an opinion about the work of an artist. Can ask questions about a piece of art. Can communicate something about myself in my drawing Can explain the technique used by Vincent Van Gogh Can explain the technique used by Monet Can explain the technique used by Picasso	Art How can we express ourselves through art?  (George Seurat) Can choose and use three different grades of pencil when drawing. Can suggest how artists have used colour, pattern and shape. Can create a piece of art in response to the work of another artist. Can ask questions about art
			Science Who am I?  Can ask simple scientific questions. Can name the parts of the human body that I can see. Can link the correct part of the human body to each sense.	Science How can I be healthy?  Can ask simple scientific questions. Can use simple equipment to make observations. Can explain the basic stages in a life cycle for animals, including humans.

			<p>Can describe what animals and humans need to survive. Can describe why exercise, a balanced diet and good hygiene are important for humans.</p>
		<p>History How have I changed since I was a baby?</p>  <p>Can explain how I have changed since I was born Can spot old and new things in a picture Can retell a famous story in the past</p>	<p>History Did Queen Victoria live a happy life?</p>  <p>Can use words and phrases like: before, after, past, present, then and now. Can recount the life of someone famous from Britain who lived in the past. Can explain what they did earlier and what they did later. Can find out things about the past by talking to an older person Can answer questions using books and the internet Can research the life of a famous person from the past using different sources of evidence Understands that we have a queen who rules us and that Britain has had a king or queen for many years.</p>
	<p>R.E Myself- Why am I precious?</p>  <p>Understand God knows and loves me and each one by name Can listen to religious stories with increasing attention and recall Can recognise and describe special times or events for family and friends. Can capture religious experiences and respond by using a range of media. Aware of own feelings and know that some actions and words can hurt others. Can learn new religious vocabulary Can reflect and share my thoughts</p> <p>Baptism- 'Welcome' Why is welcome important?</p> 	<p>R.E Family- Why do we have a family & who is my family?</p>  <p>Understand God's love and care for every family Can recognise some elements of religious stories and the people and events within. Beginning to recognise many religious signs and symbols and use some religious words and phrases. Able to recognise that people act in a particular way because of their religion. Able to talk about personal experiences and how these made you feel. Can reflect upon some things and wonder about and speak about these. Can listen to a point of view.</p> <p>Baptism- 'Belonging' What does it mean to belong?</p>	<p>R.E. Beginnings- Who made the world and everything in it?</p>  <p>Know God is present in every beginning Can retell accurately many key elements from stories within the Old and New Testament Can describe many religious signs, symbols and actions used in prayer and Liturgy Can describe and give many examples of ways that people with religious beliefs live their lives because of their religious belief. Can ask and answer some questions about how certain experiences make us and others feel and say why we feel that way. Can say what they wonder about God and Jesus. Can listen and respond to a point of view. Can ask and respond to questions about sources (prayers, hymns and scripture stories)</p>

Know what it is to welcome and be welcomed
 Can recognise and describe special times or events for family and friends.
 Can capture religious experiences and respond by using a range of media.
 Aware of own feelings and know that some actions and words can hurt others.
 Can learn new religious vocabulary



Know that people belong to different groups
 Understand that Baptism is an invitation to belong to God's family
 Able to recognise some elements of religious stories and the people and events within.
 Beginning to recognise many religious signs and symbols and use some religious words and phrases.
 Able to talk about many of their own experiences and how these made them feel.
 Can reflect upon some things they wonder about and speak about these
 Can talk about some sources (prayers and hymns).

Baptism- 'Signs & Symbols'

Are signs & symbols important?



Understands signs & symbols in Baptism
 Able to retell accurately many key elements from stories within the Old and New Testament
 Pupil is able to describe many religious signs, symbols and actions used in prayer and Liturgy
 Pupil is able to describe and give many examples of ways that people with religious beliefs live their lives because of their religious belief.
 Pupil is able to ask and answer some questions about how certain experiences make them and others feel and say why they feel that way.
 Pupil can say what they wonder about God and Jesus.

Computing



Pupils become familiar with the I.C.T suite and are able to log on and become familiar with Purple Mash..

Computing Coding



Understand what an algorithm is.
 Can create a computer program using simple algorithms.
 Can compare the Turtle and Character objects.
 Can use the button object.
 Know what debugging means.
 Understand the need to test and debug a program repeatedly.
 Can debug simple programs.
 Can create programs using different kinds of objects whose behaviours are limited to specific actions.
 Can discuss how logic helped them understand that they could only predict specific actions, as that is what the objects were limited to.
 Can use all the coding knowledge, they have learned throughout their programming lessons to create a more complex program that tells a story.
 Know how to share work electronically using the display boards.

Use digital technology to share work on Purple Mash to communicate and connect with others locally.

Online Safety



Have some knowledge and understanding about sharing more globally on the Internet.

Understand Email as a communication tool using 2Respond simulations.

Understand how we talk to others when they aren't there in front of us.

Able to open and send simple online communications in the form of email.

Understand that information put online leaves a digital footprint or trail.

Begin to think critically about the information they leave online

(This will continue in Autumn 2)

P.E.

Basic Movement & Ball Skills



Can catch with two hands.

Can dribble a ball with their hands and feet.

Can understand simple tactics.

Can roll and throw with some accuracy towards a target.

Can say when someone was successful.

Can track a ball that is coming towards them.

Can work co-operatively with a partner.

P.E.

Ball Skills & Dance



Can provide feedback using key words.

Can understand and use simple tactics.

Can dribble a ball with hands and feet with some control.

Can roll and throw a ball to hit a target.

Can send and receive a ball using both kicking and throwing and catching skills.

Can track a ball and collect it.

Can work co-operatively with a partner and a small group.

Can copy, remember, repeat and create dance phrases.

Can describe how their body feels during exercise.

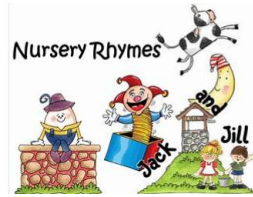
Can show a character and idea through the actions and dynamics they choose.

Can use counts to stay in time with the music.

Can work with a partner using mirroring and unison in their actions.

Can show confidence to perform.

Music Me!



Can explore a wide variety of musical styles.
Can listen to nursery rhymes and explore finding the pulse in each song.
Can clap to the rhythm of names.
Can explore high sounds and low sounds using their voices and musical instruments.

Music Hey You!



Can explore the Old School Hip-Hop style of music.
Know how pulse, rhythm and pitch work together by listening to the main Unit Song.
Know how to create rhythms, sing, improvise, compose and perform music using various resources, games and activities.









Music Hands, Feet, Heart







Know about the South African style of music.
Know that some songs have a chorus or a response part, that songs have a musical style and that songs can tell a story or describe an idea.
Can move to music by dancing, marching and other ways of movement.

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Curriculum Overview

Autumn 1	Theme 1: Wellbeing			
	Year Three	Year Four	Year Five	Year Six
	<p>Art How did Stone Age people communicate?</p>  <p>Can show facial expressions in art. Can use sketches to produce a final piece of art. Can use different grades of pencil to shade and to show different tones and textures Can use a range of brushes to create different effects in painting. Can recognise when art is from different historical periods. Know where each of the primary and secondary colours sits on the colour wheel</p>	<p>Art How can I create a portrait of myself using objects?</p>  <p>Can show facial expressions and body language in sketches and paintings Can show reflections in art. Can experiment with the styles used by other artists. Can explain some of the features of art from historical periods.</p>	<p>D.T. How can I enjoy Ancient Greek art?</p>  <p>Can come up with a range of ideas after collecting information from different sources Can produce a detailed, step-by-step plan Can suggest alternative plans; outlining the positive features and draw backs Can use a range of tools and equipment competently Can create an accurate print design following criteria</p>	<p>Art Can you express your feelings through art?</p>  <p>Can explain why different tools are used to create art. Can explain why specific techniques are chosen to create art. Can produce art using the style of a famous artist and say how it has been influenced by a famous artist.</p>
	<p>Science How can I keep myself healthy?</p>  <p>Can ask relevant scientific questions. Can use observations and knowledge to answer scientific questions.</p>	<p>Science How do different sounds make me feel?</p>  <p>Can ask relevant scientific questions. Can use observations and knowledge to answer scientific questions. Can set up a simple enquiry to explore a scientific question.</p>	<p>Science Out of This World. Where in the World Am I?</p>  <p>Can read, spell and pronounce scientific vocabulary accurately. Can describe and explain the movement of the Earth and other planets relative to the Sun.</p>	<p>Science How can I keep my body and mind healthy?</p>  <p>Can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p>

	<p>Can gather, record, classify and present data in different ways to answer scientific questions. Can use diagrams, keys, bar charts and tables; using scientific language. Can explain the importance of a nutritious, balanced diet. Can explain how nutrients, water and oxygen are transported within animals and humans. Can describe and explain the skeletal system of a human. Can describe and explain the muscular system of a human. Can describe the purpose of the skeleton in humans and animals.</p>	<p>Can set up a test to compare two things. Can set up a fair test and explain why it is fair. Can make careful and accurate observations, including the use of standard units Can describe how sound is made. Can explain how sound travels from a source to our ears. Can explain the place of vibration in hearing. Can explore the correlation between pitch and the object producing a sound. Can explore the correlation between the volume of a sound and the strength of the vibrations that produced it. Can describe what happens to a sound as it travels away from its source</p>	<p>Can describe and explain the movement of the Moon relative to the Earth. Can explain and demonstrate how night and day are created. Can describe the Sun, Earth and Moon (using the term spherical)</p>	<p>Can use the outcome of test results to make predictions and set up a further comparative fair test. Can report findings from enquiries in a range of ways. Can explain a conclusion from an enquiry. Can explain causal relationships in an enquiry Can identify and name the main parts of the human circulatory system. Can describe the function of the heart, blood vessels and blood. Can discuss the impact of diet, exercise, drugs and life style on health. Can describe the ways in which nutrients and water are transported in animals, including humans.</p>
<p>History Would I enjoy living in the Stone Age?</p> 	<p>History What can we learn from the Anglo-Saxons?</p> 	<p>History What did the ancient Greeks achieve and how has this impacted our lives?</p> 	<p>History Why do we owe so much to 'The Few'?</p> 	
<p>Can describe events from the past using dates when things happened Can use a timeline within a specific period of history to set out the order that things may have happened. Can use mathematical knowledge to work out how long ago events happened Can use research skills to find answers to specific historical questions. Can describe events and periods using the words: BC, AD & decade. Can picture what life would have been like for the early settlers.</p>	<p>Can use mathematical skills to round up time differences into centuries and decades. Can explain how the lives of wealthy people were different from the lives of poorer people. Can explain how an event from the past has shaped our life today. Understand that wars have happened from a very long time ago and are often associated with invasion, conquering or religious difference. Can research two versions of an event and say how they differ</p>	<p>Can draw a timeline with different historical periods showing key historical events or lives of significant people. Can use dates and historical language in my work Can describe historical events from the different periods I am studying</p>	<p>Can summarise the main events from a period of history, explaining the order of events and what happened. Can summarise how Britain has had a major influence on the world Can identify and explain propaganda Can describe a key event from Britain's past using a range of evidence from different sources</p>	

R.E. Homes- What makes a house a home?



Understand God's vision for every family
 Can use own words to accurately retell stories about religious events and people and begin to link some of these to religious beliefs.
 Able to describe most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these.
 Able to describe and give examples of many ways that people with religious beliefs behave in their everyday lives and give some reasons for their actions.
 Can share with and question others about the things that have happened.
 Can give some examples of how own and others' behaviour is influenced by what it is felt or believed.
 Can express a point of view and begin to give a reason for it.
 Can make a link to a source that supports a point of view.

Baptism- Promises Why make promises?



Understand that belonging to a group involves promises and rules
 Understand the promises made at Baptism
 Able to use their own words to accurately retell stories about religious events and people and has

R.E. People- Where do I come from?



Understand the family of God in Scripture
 Can make links between many religious stories and people they have shared/learnt about and beliefs.
 Can use a developing religious vocabulary to give reasons for many religious actions & symbols.
 Can give religious reasons for many actions by believers
 Can make some links to show how feelings & beliefs affect behaviour & that of others.
 Can compare most of their own & other people's ideas about questions that are difficult to answer.
 Can express a point of view and give some reasons for it.
 Can make a link to some sources that support a point of view.
 Can express a preference and give some reasons for it.

Baptism- Called What does it mean to be called or chosen?



Understand Confirmation: a call to witness
 Can make links between many religious stories and people they have shared/learnt about and beliefs.
 Can use a developing religious vocabulary to give reasons for many religious actions & symbols.

R.E. Ourselves- Who am I?



Understands that we are made in the image and likeness of God
 Can securely make links between most religious stories and people they have shared/learnt about and beliefs, and begin to describe them & show understanding.
 Can use a developing religious vocabulary to give reasons for most religious actions and symbols, within different liturgies.
 Can give religious reasons for most actions by believers and begin to show how they shape believers' lives.
 Can make many links to show how feelings & beliefs affect their behaviour & that of others and begin to show how own and others' decision are informed by beliefs and values.
 Can compare most of their own & other people's ideas about questions that are difficult to answer.
 Can engage in discussion about questions of life, in light of religious teaching.
 Can express a point of view and give many reasons for it.
 Can make a link to many sources that support a point of view.

Baptism- Life Choices Is commitment important?



Understands how to show care and commitment
 Can securely make links between most religious stories and people they have shared/learnt

R.E. Loving- Do you have to earn love?















Understands God's love is unconditional and never ending
 Can describe and show understanding of some religious sources, beliefs, ideas, feelings and experiences, making links between them.
 Can use religious terms to show an understanding of many different liturgies.
 Can show some understanding of how religious belief shapes life in different ways.
 Can confidently show how their own and others' decisions are informed by beliefs and values.
 Can engage in some discussion about questions of life, in light of religious teaching.
 Can express different points of view.
 Can use sources to support some points of view.
 Can arrive at judgements.





Baptism- Vocation & Commitment What is commitment in life?



Understand the vocation of priesthood and religious life
 Can describe and show understanding of some religious sources, beliefs, ideas, feelings and experiences, making links between them.
 Can use religious terms to show an understanding of many different liturgies.
 Can show some understanding of how religious belief shapes life in different ways.
 Can engage in some discussion about questions of life, in light of religious teaching
 Can express different points of view.

	<p>begun to link some of these to religious beliefs. Able to describe most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these. Able to describe and give examples of many ways that people with religious beliefs behave in their everyday lives and give some reasons for their actions. Able to share with and question others about the things that have happened to them and talk about how they have felt. Can speak to and question others about things that cause them to wonder, and they can also compare some of their own and other people's ideas about such questions. Can express a point of view and begin to give a reason for it. Can make a link to a source that supports a point of view.</p>	<p>Can make some links to show how feelings & beliefs affect their behaviour & that of others. Can compare most of their own & other people's ideas about questions that are difficult to answer.</p>	<p>bout and beliefs, and begin to describe them to show understanding. Can use a developing religious vocabulary to give reasons for most religious actions and symbols, within different liturgies. Can compare most of their own & other people's ideas about questions that are difficult to answer. Can engage in discussion about questions of life, in light of religious teaching. Can express a point of view and give many reasons for it. Can make a link to many sources that support a point of view. Can begin to arrive at judgements.</p>	<p>Can use sources to support some points of view. Can arrive at judgements.</p>
	<p>Computing Coding</p>  <p>Can review coding vocabulary that relates to Object, Action, Output, Control and Event. Can use 2Chart to represent a sequential program design. Can design and write a program that simulates a physical system. Can look at the grid that underlies the design and relate this to X and Y properties. Can combine a timer in a program with selection. Can understand what a variable is in programming. Can create a program with an object that repeats actions indefinitely. Can use a timer to make characters repeat actions.</p>	<p>Computing Coding</p>  <p>Can review coding vocabulary. Can use a sketch or storyboard to represent a program design and algorithm. Can introduce the If/else statement and use it in a program. Can create a variable. Can explore a flowchart design for a program with an if/else statement Can create a program with a character that repeats actions. Can use the Repeat Until command to make characters repeat actions. Can make timers and counting machines using variables to print a new number to the screen every second.</p>	<p>Computing Coding</p>  <p>Can use a sketch or storyboard to represent a program design and algorithm. Can use the design to create a program. Can design and write a program that simulates a physical system. Can review the use of number variables in 2Code. Can create a playable, competitive game. Can combine the use of variables, If/else statements and Repeats to achieve the desired effect in code. Can read code so that it can be adapted, personalised and improved. Can explore the launch command and use buttons within a program that launch other programs or open websites.</p>	<p>Computing Coding</p>  <p>Can design programs using their choice of objects, attributing specific actions to each using their new programming knowledge. Can use variables within a game to keep track of the properties of objects. Can use functions and understand why they are useful in 2Code. Can debug a program and organise the code into tabs. Can organise code into functions and Call functions to eliminate surplus code in the program. Can explore the options for getting text input from the user in 2Code. Can use flowcharts to test and debug a program. Can create a simulation of a room in which devices can be controlled. Can explore how 2Code can be used to make a text-based adventure game.</p>

	<p>Know what debugging means. Understand the need to test and debug a program repeatedly.</p> <h3>Online Safety</h3>  <p>Know what makes a safe password, how to keep passwords safe and the consequences of giving your passwords away. Understand how the Internet can be used to help us to communicate effectively. Understand how a blog can be used to help us communicate with a wider audience. Understand what 'spoof' websites are Can create a 'spoof' webpage. Can think about why these sites might exist and how to check that the information is accurate. Understand the meaning of age restrictions symbols on digital media and devices. Understand why PEGI restrictions exist. Know where to turn for help if they see inappropriate content or have inappropriate contact from others.</p> <p>(This unit will continue into the Autumn 2)</p>	<p>Can explore how 2Code can be used to investigate control by creating a simulation. Can take a real-life situation, decompose it and think about the level of abstraction.</p> <h3>Online Safety</h3>  <p>Understand how they can protect themselves from online identity theft. Understand that information put online leaves a digital footprint or trail and that this can aid identity theft. Can identify the risks and benefits of installing software including apps. Knows that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. Can identify appropriate behaviour when participating or contributing to collaborative online projects for learning. Can identify the positive and negative influences of technology on health and the environment. Knows the importance of balancing game and screen time with other parts of their lives.</p> <p>(This unit will continue into the Autumn 2)</p>	<h3>Online Safety</h3>  <p>Understanding of the impact that sharing digital content can have. Can review sources of support when using technology. Know how to maintain secure passwords. Know the advantages, disadvantages, permissions and purposes of altering an image digitally and the reasons for this. Aware of appropriate and inappropriate text, photographs and videos and the impact of sharing these online. Can reference sources in their work. Can search the Internet with a consideration for the reliability of the results of sources to check validity and understand the impact of incorrect information.</p>	<h3>Online Safety</h3>  <p>Can identify benefits and risks of mobile devices broadcasting the location of the user/device, e.g. apps accessing location. Can identify secure sites by looking for privacy seals of approval, e.g. https, padlock icon. Can identify the benefits and risks of giving personal information and device access to different software. Can review the meaning of a digital footprint and understand how and why people use their information and online presence to create a virtual image of themselves as a user. Understand appropriate online behaviour and how this can protect themselves and others from possible online dangers, bullying and inappropriate behaviour. Know how information online can persist and give away details of those who share or modify it. Know the importance of balancing game and screen time with other parts of their lives, e.g. explore the reasons why they may be tempted to spend more time playing games or find it difficult to stop playing and the effect this has on their health. Can identify the positive and negative influences of technology.</p>
<h3>P.E.</h3> <h4>Netball & Dance</h4>  <p>Beginning to use simple tactics. Can learn the rules of the game and beginning to use them honestly.</p>	<h3>P.E.</h3> <h4>Rugby & Fitness</h4>  <p>Can delay an opponent and help prevent the other team from scoring.</p>	<h3>P.E.</h3> <h4>Tag Rugby & Co-ordination</h4>  <p>Can communicate with their team and move into space to keep possession and score.</p>	<h3>P.E.</h3> <h4>Tag Rugby & Dance</h4>  <p>Can create and use space to help their team. Can pass and receive the ball with increasing control under pressure.</p>	

	<p>Can communicate with the team and move into space to support them. Can defend an opponent and try to win the ball. Can pass, receive and shoot the ball with some control. Can provide feedback using key words. Can understand their role as an attacker and as a defender. Can work co-operatively with the group to self-manage games. Can be respectful of others when watching them perform. Can repeat, remember and perform a dance phrase. Can use counts to keep in time with a partner and group. Can use dynamic and expressive qualities in relation to an idea. Can work with a partner and in a small group, sharing ideas. Can create short dance phrases that communicate the idea.</p>	<p>Can explain what happens to their body when they exercise and how this helps to make them healthy. Can help their team keep possession and score tries when they play in attack. Can pass and receive the ball with increasing control. Can provide feedback using key terminology and understand what they need to do to improve. Can use simple tactics to help their team score or gain possession. Can share ideas and work with others to manage their game. Can understand the rules of the game and use them often and honestly. Can use key points to help improve sprinting technique. Can show balance when changing direction at speed. Can show control when completing activities to improve balance. Can show determination to continue working over a period of time. Can understand there are different areas of fitness and that each area challenges their body differently.</p>	<p>Can identify when they were successful and what they need to do to improve. Can pass and receive the ball with some control under pressure. Can tag opponents and close down space. Know what position they are playing in and how to contribute when attacking and defending. Know the need for tactics and can identify when to use them in different situations. Know the rules of the game and can apply them honestly most of the time. Know there are different skills for different situations and are beginning to apply this.</p>	<p>Can select the appropriate action for the situation and make this decision quickly. Can tag opponents individually and when working within a unit. Can use the rules of the game consistently to play honestly and fairly. Can work collaboratively to create tactics with my team and evaluate the effectiveness of these. Can work in collaboration with others so that games run smoothly. Can recognise own and others strengths and areas for development and can suggest ways to improve. Can choreograph a dance and work safely using a prop. Can lead a small group through a short warm-up routine. Can perform dances confidently and fluently with accuracy and good timing. Can refine the way they use actions, dynamics and relationships to represent ideas, emotions, feelings and characters. Can use appropriate language to evaluate and refine their own and others' work. Can use feedback provided to improve the quality of their work. Can work creatively and imaginatively on their own, with a partner and in a group to choreograph and structure dances.</p>
	<p>French Bonjour</p>  <p>Can greet and say goodbye to someone Can ask someone's name and say their own Can ask how someone is and respond to the same question Can learn some basic nouns Can count numbers 1-10</p>	<p>French Encore!</p>  <p>Can say ways of describing people Can describe someone's nationality Can describe people using various adjectives</p>	<p>French Salut, Gustave!</p>  <p>Can greet people and give personal information Can ask and talk about sisters and brothers Can say what people have and have not using 3rd person avoir Can say what people are like using 3rd person etre including negatives</p>	<p>French La Week-end</p>  <p>Can ask and talk about regular activities Can say what you don't do Can ask and say what other people do Can talk about what you like/dislike doing</p>

Music

Let your spirit fly



Can explore the RnB style of music.
Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.
Can listen to and talk about songs.
Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.

Music

Mamma Mia



Can explore the Pop style of music.
Can identify a piece's structure, musical instruments and pulse.
Can listen to various Abba songs and learn about the band's music.
Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.
Can listen to and talk about songs.
Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.

Music

Livin' on a prayer



Can explore the Rock style of music.
Can listen to and learn about Rock Anthems.
Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.
Can listen to and talk about songs. Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.

Music





Happy








Can explore the Pop/Neo Soul style of music.
Can listen to various songs and focus on how these songs make them feel when they listen to them.
Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.
Can listen to and talk about songs.
Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.

Our Lady of Peace Catholic Primary and Nursery School

Curriculum Overview

Autumn 2	Theme 2: Resilience and stamina		
Description: In a world of increasing ‘pressure’ on young children it is vital that children have the fortitude, passion and ability to succeed. Our curriculum teaches children the skills of listening, communication and teamwork. We embrace a school-wide learning culture that genuinely enables all children to develop as resilient, self-regulating learners and thinkers. Our pupils develop a growth mind set approach from the earliest opportunities in school, so that they are resilient learners, who recognise that their effort is key to their success. They understand that they can improve through hard work and are encouraged to develop mechanisms for protection against experiences which could be overwhelming. This enables children to emerge from challenging experiences with a positive sense of themselves and their futures. Children who develop resilience are better able to face disappointment, learn from failure, cope with loss, and adapt to change.			
Nursery	Reception	Year One	Year Two
What can I do?  Begin to understand and talk about own emotions Can start to identify emotions thorough labelling pictures Begin asking teachers for help when needed Can try again if something doesn’t go right the first time and build resilience	What can I do? How can I do it?  I can look after my body..... Can eat healthily and learn about new foods from around the world Can move in lots of different ways and enjoy exercising Know how to ensure good oral hygiene I can look after my mind..... Understand and can label emotions and feelings Can talk about emotions Can ask for help when needed Can try again if something doesn’t go right the first time and build resilience	D.T. How can I be a designer? Can use ideas to make something. Can describe how something works. Can make a product which moves. Can make model stronger. Can explain how to make a product. Can choose appropriate resources and tools. Can make a simple plan before making. (Textiles-Sewing) Science Materials  Can distinguish between an object and the material it is made from. Can explain the materials that an object is made from. Can name wood, plastic, glass, metal, water and rock. Can describe the properties of everyday materials.	D.T. How can I be a designer? Can think of an idea and plan what to do next. Can choose tools and materials and explain why it is chosen. Can join materials and components in different ways. Can explain what went well with the product Can explain why specific textiles are chosen Can measure materials to use in a model or structure. Science Materials  Can carry out simple tests. Can identify and classify things. Can suggest what has been have found out Can identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. Can suggest why a material might or might not be used for a specific job.

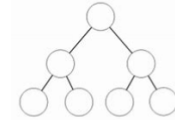
		<p>Can group objects based on the materials they are made from Can use simple equipment to make observations. Can carry out simple tests.</p>	
		<p>History Has technology made our lives better?</p>  <p>Can use words and phrases like; old, new and a long time ago Can recognise that some objects belonged to the past Can ask and answer questions about old and new objects Can spot old and new things in a picture Can explain what an object from the past might have been used for</p>	<p>History How have toys evolved?</p>  <p>Can use words and phrases like: before, after, past, present, then and now. Can give examples of things that were different when their grandparents were children. Can find out things about the past by talking to an older person. Can answer questions using books and the internet.</p>
	<p>R.E. Birthday- Why do we celebrate Birthdays?</p>  <p>Know what a birthday is; waiting for a birthday Can listen to religious stories with increasing attention and recall. Can recognise and describe special times or events for family and friends. Can capture religious experiences and respond by using a range of media Aware of own feelings and knows that some actions and words can hurt others Can learn new religious vocabulary Can reflect and share their thoughts</p>	<p>R.E. Waiting- Is waiting always difficult?</p>  <p>Understand about the times that it is necessary to wait and the use of that time Know that Advent is a time of waiting to celebrate Jesus' coming at Christmas Can recognise some elements of religious stories and the people and events within Can recognise many religious signs and symbols and use some religious words and phrases. Can recognise that people act in a particular way because of their religion Can talk about many of their own experiences and how these made them feel Can reflect upon some things they wonder about and speak about these Can listen to a point of view. Can talk about some sources (prayers and hymns)</p>	<p>R.E. Preparing for special times- Do we need to prepare?</p>  <p>Know that Advent is four weeks of preparation for the celebration of the birth of Jesus at Christmas Can retell accurately many key elements from stories within the Old and New Testament Can describe many religious signs, symbols and actions used in prayer and Liturgy Can describe and give many examples of ways that people with religious beliefs live their lives because of their religious belief Can ask and answer some questions about how certain experiences make them and others feel and say why they feel that way. Can ask somebody why they are wondering about something. They can also say what they wonder about God and Jesus. Can listen and respond to a point of view. Can ask and respond to questions about sources (prayers, hymns and scripture stories)</p>

Computing Online Safety



Can login safely.
 Know how to find saved work in the Online Work area and find teacher comments.
 Know how to search Purple Mash to find resources.
 Can become familiar with the types of resources available in the Topics section.
 Can become more familiar with the icons used in the resources in the Topic section.
 Can start to add pictures and text to work.
 Can explore the Tools section of Purple Mash and to learn about the common icons used in Purple Mash for Save, Print, Open, New.
 Can explore the Games section on Purple Mash.
 Know the importance of logging out when they have finished.
 Know that data can be represented in picture format.
 Can contribute to a class pictogram.
 Can use a pictogram to record the results of an experiment

Computing Questioning



Can show that the information provided on pictogram is of limited use beyond answering simple questions.
 Can use YES or No questions to separate information.
 Can construct a binary tree to separate different items.
 Can use 2Question (a binary tree) to answer questions.
 Can use a database to answer more complex search questions.
 Can use the search tool to find information.

P.E. Fundamentals & Dance






Can change direction when moving at speed.
 Can recognise changes in their own body when they do exercise.
 Can run at different speeds.
 Can select own actions in response to a task.
 Can show hopping and jumping movements.
 Can work co-operatively with others to complete tasks.
 Can show balance and co-ordination when static and moving at a slow speed.
 Can use counts.
 Can copy, remember and repeat actions.
 Can move confidently and safely.

P.E. Athletics & Gymnastics







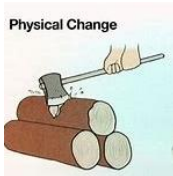







Can describe how their body feels during exercise.
 Can identify good technique.
 Can jump and land with control.
 Can use an overarm throw to help them to throw for distance.
 Can work with others, taking turns and sharing ideas.
 Can show balance and co-ordination when running at different speeds.
 Can try their best.
 Can provide feedback using key words.
 Can perform in front of others.





		<p>Can use different parts of the body in isolation and together.</p> <p>Can work with others to share ideas and select actions.</p> <p>Can choose appropriate movements for different dance ideas.</p> <p>Can say what they liked about someone else's performance.</p> <p>Can show some sense of dynamic and expressive qualities in their dance.</p>	<p>Can perform the basic gymnastic actions with some control and balance.</p> <p>Can plan and repeat simple sequences of actions.</p> <p>Can use directions and levels to make work look interesting.</p> <p>Can use shapes when performing other skills.</p> <p>Can work safely with others and apparatus.</p>
	<p>Music My Stories</p>  <p>Know about a wide variety of musical styles. Can listen to nursery rhymes and explore finding the pulse in each song. Can clap to the rhythm of small phrases from the songs. Can explore high pitch and low pitch in the context of the songs. Can invent a pattern to go with a song using one note.</p>	<p>Music Rhythm in the way we walk & The Banana Rap</p>  <p>Can explore the Reggae style of music. Know about pulse, rhythm and pitch by rapping, singing and dancing to the main Unit Song. Can learn and practice how to create rhythms, sing, improvise, compose and perform music using various resources, games and activities.</p>	<p>Music Ho, Ho, Ho</p>  <p>Can explore Festivals and Christmas music. Can find the pulse in songs and understand rap style. Can explore pitch, rhythm, improvisation, singing and playing musical instruments and perform songs with their friends.</p>









Our Lady of Peace Catholic Primary and Nursery School





Curriculum Overview

Autumn 2	Theme 2: Resilience and stamina			
	Year Three	Year Four	Year Five	Year Six
	<p>D.T. What will I need to construct a shelter for a nomadic family?</p>  <p>Can prove that a design meets some set criteria. Can follow a step-by-step plan, choosing the right equipment and materials. Can choose a textile for both its suitability and its appearance. Can select the most appropriate tools and techniques for a given task. Can work accurately to measure, make cuts and make holes.</p>	<p>D.T. What can we learn from Thomas Edison?</p>  <p>Can use ideas from other people when designing. Can produce a plan and explain it. Can evaluate and suggest improvements for designs. Can evaluate products for both their purpose and appearance. Can explain how to improve the original design. Can present a product in an interesting way. Can measure accurately. Can persevere and adapt work when original ideas do not work.</p>	<p>Art How did Van Gogh show resilience in his life and through his work?</p>  <p>Can identify and draw objects and use marks and lines to produce texture. Can successfully use shading to create mood and feeling. Can organise line, tone, shape and colour to represent figures and forms in movement. Can use shading to create mood and feeling. Can express emotion in art. Can create an accurate print design following criteria. Can research the work of an artist and use their work to replicate a style.</p>	<p>D.T. What makes a good designer?</p>  <p>Can use market research to inform my plans and ideas. Can follow and refine plans. Can justify plans in a convincing way. Can show that culture and society is considered in plans and designs. Know how to test and evaluate a product. Can explain how products should be stored and give reasons. Can work within a budget. Can evaluate the product against clear criteria.</p>
	<p>Science Rocks and Soil</p> 	<p>Science What skills can I use to solve problems?</p> 	<p>Science How do materials change?</p>  <p>Can plan different types of scientific enquiry.</p>	<p>Science Classification</p>  <p>Can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p>

	<p>Can gather, record, classify and present data in different ways to answer scientific questions.</p> <p>Can use diagrams, keys, bar charts and tables; using scientific language.</p> <p>Can use findings to report in different ways, including oral and written explanations, presentation.</p> <p>Can compare and group rocks based on their appearance and physical properties, giving a reason.</p> <p>Can describe how fossils are formed.</p> <p>Can describe how soil is made.</p> <p>Can describe and explain the difference between sedimentary and igneous rock.</p>	<p>Can use equipment, including thermometers and data loggers to make measurements.</p> <p>Can gather, record, classify and present data in different ways to answer scientific questions.</p> <p>Can identify and name appliances that require electricity to function.</p> <p>Can construct a series circuit.</p> <p>Can identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers).</p> <p>Can draw a circuit diagram.</p> <p>Can predict and test whether a lamp will light within a circuit.</p> <p>Can describe the function of a switch in a circuit.</p> <p>Can describe the difference between a conductor and insulators; giving examples of each.</p>	<p>Can control variables in an enquiry.</p> <p>Can measure accurately and precisely using a range of equipment.</p> <p>Can use the outcome of test results to make predictions and set up a further comparative fair test.</p> <p>Can report findings from enquiries in a range of ways.</p> <p>Can compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity, [electrical & thermal], and response to magnets).</p> <p>Know and can demonstrate that some changes are reversible and some are not.</p> <p>Can explain how some changes result in the formation of a new material and that this is usually irreversible.</p> <p>Can discuss reversible and irreversible changes.</p> <p>Can give evidenced reasons why materials should be used for specific purposes.</p>	<p>Can report findings from enquiries in a range of ways.</p> <p>Can classify living things into broad groups according to observable characteristics and based on similarities & differences.</p> <p>Can describe how living things have been classified.</p> <p>Can give reasons for classifying plants and animals in a specific way.</p>
<p>History</p> <p>How did people survive in the Iron Age?</p> 	<p>History</p> <p>What impact have explorers had on our lives today?</p> 	<p>History</p> <p>What have we learnt from the Great Plague?</p> 	<p>History</p> <p>How has Britain changed since the Queen's coronation?</p> 	
<p>Can describe events from the past using dates when things happened.</p> <p>Can use a timeline within a specific period of history to set out the order that things may have happened.</p> <p>Can use my mathematical knowledge to work out how long ago events happened.</p> <p>Can use research skills to find answers to specific historical questions</p> <p>Can recognise the part that archaeologists have had in helping us understand more</p>	<p>Can plot events on a timeline using centuries.</p> <p>Can use my mathematical skills to round up time differences into centuries and decades.</p> <p>Can explain how the lives of wealthy people were different from the lives of poorer people.</p> <p>Can explain how historic items and artefacts can be used to help build up a picture of life in the past.</p> <p>Can explain how an event from the past has shaped our life today</p> <p>Can give more than one reason to support an historical argument</p>	<p>Can draw a timeline with different historical periods showing key historical events or lives of significant people.</p> <p>Can compare two or more historical periods; explaining things which changed and things which stayed the same.</p> <p>Can explain how Parliament affects decision making in England.</p> <p>Can explain how our locality has changed over time.</p> <p>Can describe how crime and punishment has changed over a period of time</p>	<p>Can place features of historical events and people from the past societies and periods in a chronological framework.</p> <p>Can summarise how Britain has had a major influence on the world</p> <p>Can identify and explain differences, similarities and changes between different periods of history.</p> <p>Can describe a key event from Britain's past using a range of evidence from different sources</p> <p>Can describe the features of historical events and way of life from periods I have studied; presenting to an audience</p>	

	about what happened in the past.			
	<p>R.E. Visitors- Are visitors always welcome?</p>  <p>Understand that belonging to a group involves promises and rules Know about the promises made at Baptism Can use their own words to accurately retell stories about religious events and people and has begun to link some of these to religious beliefs. Can describe most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these. Can describe and give examples of many ways that people with religious beliefs behave in their everyday lives and give some reasons for their actions. Can give some examples of how their and others' behaviour is influenced by what they feel or believe. Can speak to and question others about things that cause them to wonder, and they can also compare some of their own and other people's ideas about such questions Can express a point of view and begin to give a reason for it. Can make a link to a source that supports a point of view.</p>	<p>R.E. Gift- What's so special about gifts?</p>  <p>Can make links between many religious stories and people they have shared/learnt about and beliefs. Can use a developing religious vocabulary to give reasons for many religious actions & symbols. Can make some links to show how feelings & beliefs affect their behaviour & that of others. Can compare most of their own & other people's ideas about questions that are difficult to answer Can express a point of view and give some reasons for it. Can make a link to some sources that support a point of view. Can express a preference and give some reasons for it.</p>	<p>R.E. Hope- What does it mean to live in hope?</p>  <p>Understand how to show care and commitment Can securely make links between most religious stories and people they have shared/learnt about and beliefs, and begin to describe them to show understanding. Can use a developing religious vocabulary to give reasons for most religious actions and symbols, within different liturgies. Can give religious reasons for most actions by believers and begin to show how they shape believers' lives. Can make many links to show how feelings & beliefs affect their behaviour & that of others and begin to show how own and others' decision are informed by beliefs and values. Can compare most of their own & other people's ideas about questions that are difficult to answer. Can engage in discussion about questions of life, in light of religious teaching. Can express a point of view and give many reasons for it. Can make a link to many sources that support a point of view.</p>	<p>R.E. Expectations- Should we have expectations in life?</p>  <p>Know the vocation of priesthood and religious life Can describe and show understanding of some religious sources, beliefs, ideas, feelings and experiences, making links between them. Can use religious terms to show an understanding of many different liturgies. Can show some understanding of how religious belief shapes life in different ways Can confidently show how their own and others' decisions are informed by beliefs and values. Can engage in some discussion about questions of life, in light of religious teaching Can express different points of view. Can use sources to support some points of view. Can arrive at judgements</p>

	<p>Computing Touch Typing</p>  <p>Understand the correct way to sit at the keyboard. Know how to use the home, top and bottom row keys. Can practise and improve typing for home, bottom and top rows. Can practise the keys typed with the left hand. Can practise the keys typed with the right hand.</p>	<p>Computing Logo</p>  <p>Can learn the language of Logo. Can input simple instructions on Logo. Can use Logo to create letters Can use the Repeat function in Logo to create shapes. Can use the Build feature in Logo.</p>	<p>Computing Game Creator</p>  <p>Can set the scene. Can create the game environment. Can create the game quest. Can finish and share the game. Can evaluate their and peers' games.</p>	<p>Computing Blogging</p>  <p>Can identify the purpose of writing a blog. Can identify the features of successful blog writing. Can plan the theme and content for a blog. Know how to write a blog. Can consider the effect upon the audience of changing the visual properties of the blog. Can understand the importance of regularly updating the content of a blog. Can understand how to contribute to an existing blog. Can understand how and why blog posts are approved by the teacher. Can understand the importance of commenting on blogs. Can peer-assess blogs against the agreed success criteria.</p>
	<p>P.E. Fundamentals & Fitness</p>  <p>Can jump and turn a skipping rope. Can change direction quickly. Can identify when they are successful. Can link hopping and jumping actions. Can demonstrate balance when performing other fundamental skills. Can understand how the body moves differently at different speeds.</p>	<p>P.E. Rounders & Gymnastics</p>  <p>Can bowl a ball with some accuracy, and consistency. Know the rules of the game and beginning to use them to play honestly and fairly. Can communicate with their teammates to apply simple tactics.</p>	<p>P.E. Hockey & Dance</p>  <p>Can communicate with their team and move into space to keep possession and score. Can dribble, pass, receive and shoot the ball with some control under pressure. Can identify when they are successful and what they need to do to improve. Can use tracking, tackling and intercepting when playing in defence. Know what position they are playing in and how to contribute when attacking and defending. Know the need for tactics and can identify when to use them in different situations. Know the rules of the game and they can use them most of the time to play fairly and honestly.</p>	<p>P.E. Basketball & Co-ordination</p>  <p>Can create and use space to help their team. Can dribble, pass, receive and shoot the ball with increasing control under pressure. Can select the appropriate action for the situation and make this decision quickly. Can use the rules of the game honestly and consistently. Can work collaboratively to create tactics with their team and evaluate the effectiveness of these. Can work in collaboration with others so that games run smoothly. Can recognise their own and others strengths and areas for development and can suggest ways to improve.</p>

	<p>Can understand why it is important to warm up.</p> <p>Can complete exercises with control.</p> <p>Can persevere when they find a challenge hard.</p> <p>Can provide feedback using key words.</p> <p>Can use key points to help them to improve sprinting technique.</p> <p>Can work safely with others.</p> <p>Can show balance when changing direction.</p> <p>Can understand that there are different areas of fitness.</p>	<p>Can explain what happens to their body when they exercise and how this helps to make them healthy.</p> <p>Can provide feedback using key terminology and understand what they need to do to improve.</p> <p>Can strike a bowled ball with adapted equipment (e.g. a tennis racket).</p> <p>Can use overarm and underarm throwing and catching skills with increasing accuracy.</p> <p>Can share ideas and work with others to manage the game.</p> <p>Can explain what happens to their body when they exercise and how this helps to be healthy.</p> <p>Can identify some muscle groups used in gymnastic activities.</p> <p>Can plan and perform sequences with a partner that include a change of level and shape.</p> <p>Can provide feedback using appropriate language relating to the lesson.</p> <p>Can safely perform balances individually and with a partner.</p> <p>Can watch, describe and suggest possible improvements to others' performances and their own.</p> <p>Know how body tension can improve the control and quality of their movements.</p>	<p>Know there are different skills for different situations and they are beginning to apply this.</p> <p>Can accurately copy and repeat set choreography.</p> <p>Can choreograph phrases individually and with others considering actions and dynamics.</p> <p>Can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.</p> <p>Can lead a group through short warm-up routines.</p> <p>Can refine the way they use actions, dynamics, relationships and space in my dance in response to a stimulus.</p> <p>Can suggest ways to improve their own and other people's work using key terminology.</p> <p>Can use counts when choreographing to stay in time with others and the music.</p> <p>Can use feedback provided to improve my work.</p>	<p>Know when to use different styles of defence In game situations.</p>
	<p>French En Classe</p>  <p>Can identify classroom objects</p> <p>Can identify colours, and describe an object's colour</p> <p>Can say their age</p> <p>Can recognise and repeat classroom instructions</p>	<p>French Quelle Heure Est-il?</p>  <p>Can talk about activities</p> <p>Can tell the time</p> <p>Can talk about what time they do activities</p>	<p>French A l'école</p>  <p>Can name school subjects</p> <p>Can talk about likes and dislikes at school</p> <p>Can ask and say the time</p> <p>Can talk about timings of the school day</p>	<p>French Les Vetements</p>  <p>Can ask and say what clothes they like</p> <p>Can give opinions about clothes</p> <p>Can say what clothes they wear</p> <p>Can ask and talk about prices</p>

Music
Glockenspiel



Can explore and develop playing skills.
Can play and read the notes C, D, E, F and play various tunes.
Can practice improvising and composing songs using the glockenspiel and other musical instruments.
Can perform their songs in class.

Music
Glockenspiel



Can explore and develop playing skills using the glockenspiel and other musical instruments.
Can play mixed music styles and learn more complex rhythm patterns.
Can play and read the notes C, D, E, F and G and learn to play various songs and also compose and perform their own songs.

Music
Classroom Jazz



Can explore the Bossa Nova and Swing style of music.
Know about Jazz and improvisation.
Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.
Can listen to and talk about songs.
Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.







Music
Classroom Jazz













Can explore the Bacharach and Blues styles of music.
Know about jazz, improvisation and composition.
Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.
Can listen to and talk about songs.
Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.



Our Lady of Peace Catholic Primary and Nursery School




Curriculum Overview

Spring 1	Theme 3: Leadership and Collaboration			
	Description: Leadership skills allow children to have control of their lives and the ability to make things happen. Leadership instils confidence, and helps children solve problems creatively, work in a team, and work collaboratively with others. At Our Lady of Peace we want pupils to play an active and positive role in all aspects of school life. We are committed to developing pupils' skills as leaders across the school in order to develop their personal and social development. We promote values that are both Catholic and British, including: respect for the individual, democracy, individual liberty, respect, tolerance and inclusiveness. At OLOP we promote cohesion by serving more ethnically diverse and poorer communities and work in partnership with the local community to develop link to enrich the learning experiences of our pupils.			
	Nursery	Reception	Year One	Year Two
	<p>Can we be explorers?</p>  <p>Can learn about different types of weather and extend my vocabulary Can learn about minibeasts and explore the concept of lifecycles Can learn about space, different planets and the world we live on</p>	<p>Can we be scientists?</p>  <p>Can carry out experiments to help understand what is being learnt</p> <p>Can learn about the weather and the seasons of the year</p> <p>Can learn about the animal kingdom and expand my knowledge and vocabulary</p> <p>Can learn about plants, where they grow, how they grow</p>	<p>D.T Can you design a suitable habitat for a polar bear?</p>  <p>Can use own ideas to make something. Can make a model stronger Can explain to someone else how to make a product Can choose appropriate resources and tools Can make a simple plan before making it</p> <p>Science Polar Adventure- What makes a polar bear a strong animal?</p>  <p>Can ask simple scientific question Can name a variety of animals including fish, amphibians, reptiles birds and mammals. Can classify and name animals by what they eat (carnivore, herbivore and omnivore).</p>	<p>D.T. What have we learnt from the Great Fire of London, which would help us to construct a house?</p>  <p>Can think of an idea and plan what to do next. Can choose tools and materials and explain why it is chosen Can join materials and components in different ways. Can explain what went well Can explain why specific textiles have been chosen Can measure materials to use in a model or structure.</p> <p>Science Why are animals important in the world?</p>  <p>Can identify things that are living, dead and never lived. Can describe how a specific habitat provides for the basic needs of things living there (plants and animals). Can identify and name plants and animals in a range of habitats. Can match living things to their habitat. Can describe how animals find their food. Can name some different sources of food for animals. Can explain a simple food chain.</p>





		and which ones can be eaten	<p>Can sort animals into categories (including fish, amphibians, reptiles, birds and mammals).</p> <p>Can sort living and non-living things</p>	
			<p>History</p> <p>How did Mary Seacole help others?</p>  <p>Can use words and phrases like: old, new and a long time ago.</p> <p>Can recognise that some objects belonged to the past.</p> <p>Can explain how some people have helped us to have better lives</p> <p>Can spot old and new things in a picture</p> <p>Can explain what an object from the past might have been used for</p> <p>Can explain the contributions made by Mary Seacole</p>	<p>History</p> <p>How did the Great Fire of London change London for the better?</p>  <p>Can use words and phrases like: before, after, past, present, then and now</p> <p>Can answer questions using books and the internet</p> <p>Can research the life of a famous person from the past using different sources of evidence</p> <p>Can sequence a set of events in chronological order and give reasons for their order</p> <p>Can explain how the local area was different in the past</p> <p>Understand what 'Parliament' means.</p>
	<p>R.E.</p> <p>Celebrating- What and why do people celebrate?</p>  <p>Know what a celebration is.</p> <p>Know how the parish family celebrate.</p> <p>Can listen to religious stories with increasing attention and recall.</p> <p>Can recognise and describe special times or events for family and friends.</p> <p>Can capture religious experiences and respond by using a range of media.</p> <p>Can learn new religious vocabulary</p> <p>Gather- Why do people gather together?</p> 	<p>R.E.</p> <p>Special People- What makes a person special?</p>  <p>Know there are special people in our lives who are there to help us</p> <p>Know that on Sunday in church, we meet people who do special jobs as we gather to celebrate the Good News of Jesus</p> <p>Can recognise some elements of religious stories and the people and events within.</p> <p>Can recognise many religious signs and symbols and use some religious words and phrases.</p> <p>Can recognise that people act in a particular way because of their religion.</p> <p>Can talk about many of their own experiences and how these made them feel.</p> <p>Can reflect upon some things they wonder about and speak about these.</p> <p>Can listen to a point of view.</p> <p>Can talk about some sources (prayers and hymns).</p>	<p>R.E.</p> <p>Books- Why do we need books?</p>  <p>Know that different books are used at home and in school</p> <p>Know the books used in Church on Sunday by the parish family</p> <p>Can retell accurately many key elements from stories within the Old and New Testament</p> <p>Can describe many religious signs, symbols and actions used in prayer and Liturgy</p> <p>Can describe and give many examples of ways that people with religious beliefs live their lives because of their religious belief.</p> <p>Can ask and answer some questions about how certain experiences make them and others feel and say why they feel that way.</p> <p>Can ask somebody why they are wondering about something.</p> <p>Can say what they wonder about God and Jesus.</p> <p>Can ask and respond to questions about sources (prayers, hymns and scripture and stories</p>	

	<p>Know how and why people gather together</p> <p>Know the joy of gathering together to celebrate at Mass</p> <p>Can recognise and describe special times or events for family and friends.</p> <p>Can capture religious experiences and respond by using a range of media.</p> <p>The pupil is aware of their own feelings and knows that some actions and words can hurt others.</p> <p>Can reflect and share their thoughts</p>	<p>Meals- What makes some meals special?</p>  <p>Know families and groups share special meals</p> <p>Understand mass as Jesus' special meal</p> <p>Can recognise some elements of religious stories and the people and events within.</p> <p>Can recognise many religious signs and symbols and use some religious words and phrases.</p> <p>Can recognise that people act in a particular way because of their religion.</p> <p>Can talk about many of their own experiences and how these made them feel.</p> <p>Can reflect upon some things they wonder about and speak about these.</p>	<p>Thanksgiving- Why should we be grateful people?</p>  <p>Understands that there are different ways to say thank you.</p> <p>Knows The Eucharist: the parish family thanks God for Jesus</p> <p>Can describe many religious signs, symbols and actions used in prayer and Liturgy</p> <p>Can describe and give many examples of ways that people with religious beliefs live their lives because of their religious belief.</p> <p>Can ask and answer some questions about how certain experiences make them and others feel and say why they feel that way.</p> <p>Can ask somebody why they are wondering about something</p> <p>Can listen and respond to a point of view.</p>
		<p>Computing</p> <p>Grouping and Sorting</p>  <p>Can sort items using a range of criteria.</p> <p>Can sort items on the computer using the 'Grouping' activities in Purple Mash.</p> <p>Lego Builders</p> <p>Can emphasise the importance of following instructions.</p> <p>Can follow and create simple instructions on the computer.</p> <p>Can consider how the order of instructions affects the result.</p>	<p>Computing</p> <p>Spreadsheets</p>  <p>Can use Copying and Pasting Totalling tools.</p> <p>Can use a spreadsheet to add amounts.</p> <p>Can create a table and block graph.</p> <p>Effective Searching</p> <p>Can understand the terminology associated with searching.</p> <p>Can gain a better understanding about searching on the Internet.</p> <p>Can create a leaflet to help someone search for information on the Internet</p>

		<h3>Maze Explorers</h3> <p>Can understand the functionality of the basic direction keys in Challenges 1 and 2.</p> <p>Can use the direction keys to complete the challenges successfully.</p> <p>Can understand the functionality of the basic direction keys in Challenges 3 and 4.</p> <p>Can understand how to create and debug a set of instructions (algorithm).</p> <p>Can use the additional direction keys as part of their algorithm.</p> <p>Know how to change and extend the algorithm list.</p> <p>Can create a longer algorithm for an activity.</p>	
		<h3>P.E. Fitness & Athletics</h3>  <p>Can recognise changes in their body when they do exercise.</p> <p>Can share their ideas with other people in the class.</p> <p>Can talk about what exercise does to their body.</p> <p>Can recognise how exercise makes them feel.</p> <p>Can try their best in the challenges that are set.</p> <p>Know why it is important to warm up</p> <p>Can throw towards a target.</p> <p>Can show balance and co-ordination when changing direction.</p> <p>Can run at different speeds.</p> <p>Can work with others and make safe choices.</p> <p>Can try their best.</p> <p>Know the difference between a jump, a leap and a hop and can choose which allows them to jump the furthest.</p>	<h3>P.E. Gymnastics & Ball skills</h3>  <p>Beginning to provide feedback using key words.</p> <p>Can show they are proud of their work and confident to perform in front of others.</p> <p>Can perform the basic gymnastic actions with some control and balance.</p> <p>Can plan and repeat simple sequences of actions.</p> <p>Can use directions and levels to make their work look interesting.</p> <p>Can use shapes when performing other skills.</p> <p>Can work safely with others and apparatus.</p> <p>Can understand and use simple tactics.</p> <p>Can dribble a ball with their hands and feet with some control.</p> <p>Can roll and throw a ball to hit a target.</p> <p>Can send and receive a ball using both kicking and throwing and catching skills.</p> <p>Can track a ball and collect it.</p> <p>Can work co-operatively with a partner and a small group.</p>

	<p>Music Everyone!</p>  <p>Know about a wide variety of musical styles. Can invent ways to find the pulse. Can copy-clap some rhythms and phrases from the songs. Can explore high pitch and low pitch in the context of the songs. Can use the starting note to explore the melodic patterns using one or two notes.</p>	<p>Music In the groove</p>  <p>Can explore the Blues, Baroque, Latin, Bhangra, Folk and Funk styles of music. Know how to be in the groove with different styles of music. Know how to create rhythms, sing, improvise, compose and perform music using various resources, games and activities</p>	<p>Music I wanna play in a band</p>  <p>Can explore the Rock style of music. Can listen to various rock songs to deepen their musical knowledge and experience. Know about bands and playing together in a band. Can recognise some key musical instruments that are played in rock songs. Can play musical instruments accurately and in time with the songs.</p>

Our Lady of Peace Catholic Primary and Nursery School
Curriculum Overview

Spring 1	Theme 3: Leadership and Collaboration			
	Year Three	Year Four	Year Five	Year Six
	<p>Art What contributions did the Romans make towards art?</p>  <p>Can use a range of brushes to create different effects in painting. Can identify the techniques used by different artists. Can compare the work of different artists. Can recognise when art is from different cultures. Can recognise when art is from different historical periods. Can use mosaic</p>	<p>Art How has Andy Warhol contributed towards art?</p>  <p>Can use line, tone, shape and colour to represent figure and forms in movement. Can use marks and lines to show texture in art Can print onto different materials using at least 4 colours Can experiment with the styles used by other artists.</p>	<p>D.T. How can you become an inventor?</p>  <p>Can come up with a range of ideas after collecting information from different sources. Can produce a detailed, step-by-step plan. Can suggest alternative plans; outlining the positive features and draw backs. Can evaluate appearance and function against original criteria. Can use a range of tools and equipment competently. Can make a prototype before make a final version.</p>	<p>Art What made Matisse and Van Gogh great artists?</p>  <p>Can explain why different tools are used to create art. Can explain why specific techniques have been chosen to create my art. Can use feedback to make amendments and improvement to art.</p>

Science Light & Shadow



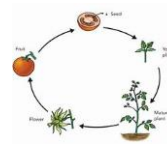
Can ask relevant scientific questions.
Can gather, record, classify and present data in different ways to answer scientific questions.
Can make a prediction and describe what dark is (the absence of light).
Can explain that light is needed in order to see.
Can explain that light is reflected from a surface.
Can explain and demonstrate how a shadow is formed.
Can explore shadow size and explain.
Can explain the danger of direct sunlight and describe how to keep protected.

Science States of matter



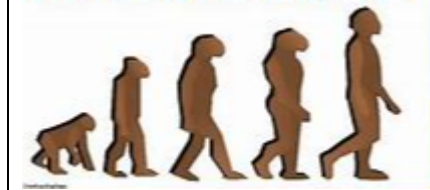
Can draw conclusions and suggest improvements.
Can set up a fair test and explain why it is fair.
Can make careful and accurate observations, including the use of standard units.
Can group materials based on their state of matter (solid, liquid, gas).
Can describe how some materials can change state.
Can explore how materials change state.
Can measure the temperature at which materials change state.
Can describe the water cycle.
Can explain the part played by evaporation and condensation in the water cycle.

Science How does life continue and evolve?



Can report findings from enquiries in a range of ways.
Can explain a conclusion from an enquiry.
Can explain causal relationships in an enquiry.
Can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.
Can describe the life cycle of different living things, e.g. mammal, amphibian, insect bird.
Can describe the differences between different life cycles.
Can describe the process of reproduction in plants.
Can describe the process of reproduction in animals.

Science Evolution and inheritance



Can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.
Can describe how the earth and living things have changed over time.
Can explain how fossils can be used to find out about the past.
Can explain about reproduction and offspring (recognising that offspring normally vary and are not identical to their parents).
Can explain how animals and plants are adapted to suit their environment.
Can link adaptation over time to evolution.
Can explain evolution.

History Were the Romans the greatest inventors ever?



Can describe events from the past using dates when things happened.
Can use a timeline within a specific period of history to set out the order that things may have happened.
Can explain some of the times when Britain has been invaded

History Where the Mayans good leaders?



Can plot events on a timeline using centuries
Can explain how historic items and artefacts can be used to help build up a picture of life in the past.
Can research two versions of an event and explain how they differ.
Know that people who lived in the past cooked and travelled differently and used different weapons from ours

History How has industrial revolution shaped our lives?



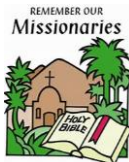



Can draw a timeline with different historical periods showing key historical events or lives of significant people.
Can compare two or more historical periods; explaining things which changed and things which stayed the same.
Can explain how Parliament affects decision making in England.

History How did the ancient Egyptians collaborate when they built the pyramids?



Can place features of historical events and people from the past societies and periods in a chronological framework.
Can summarise the main events from a period of history, explaining the order of events and what happened
Can summarise how Britain may have learnt from other countries and civilisations

	<p>Can research in order to find similarities and differences between two or more periods of history</p> <p>Can use research skills to find answers to specific historical questions</p> <p>Can explain why certain people acted as they did in history.</p>	<p>Can research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings.</p>	<p>Can test out a hypothesis in order to answer questions.</p> <p>Can explain how significant events in history have helped shape the country we have today</p>	<p>Can identify and explain differences, similarities and changes between different periods of history.</p>
	<p>R.E.</p> <p>Journeys- Is life a journey?</p>  <p>Know about the Christian family's journey with Jesus through the Church's year</p> <p>Can use their own words to accurately retell stories about religious events and people and has begun to link some of these to religious beliefs.</p> <p>Can describe most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these.</p> <p>Can describe and give examples of many ways that people with religious beliefs behave in their everyday lives and give some reasons for their actions.</p> <p>Can share with and question others about the things that have happened to them and talk about how they have felt.</p> <p>Can give some examples of how their and others' behaviour is influenced by what they feel or believe.</p>	<p>R.E.</p> <p>Community- What makes a community?</p>  <p>Know what it means to belong to a community.</p> <p>Can make links between many religious stories and people they have shared/learnt about and beliefs.</p> <p>Can use a developing religious vocabulary to give reasons for many religious actions & symbols.</p> <p>Can give religious reasons for many actions by believers</p> <p>Can make some links to show how feelings & beliefs affect their behaviour & that of others.</p> <p>Can compare most of their own & other people's ideas about questions that are difficult to answer.</p> <p>Can express a point of view and give some reasons for it.</p> <p>Can make a link to some sources that support a point of view.</p> <p>Can express a preference and give some reasons for it.</p>	<p>R.E.</p> <p>Mission- Do we all have a mission in life?</p>  <p>Know the mission of inspirational leaders</p> <p>Understand Dioceses continue the work and mission of Jesus including ecumenism</p> <p>Can securely make links between most religious stories and people they have shared/learnt about and beliefs, and begin to describe them to show understanding.</p> <p>Can use a developing religious vocabulary to give reasons for most religious actions and symbols, within different liturgies.</p> <p>Can give religious reasons for most actions by believers and begin to show how they shape believers' lives.</p> <p>Can make many links to show how feelings & beliefs affect their behaviour & that of others and begin to show how own and others' decision are informed by beliefs and values.</p> <p>Can compare most of their own & other people's ideas about questions that are difficult to answer.</p> <p>Can engage in discussion about questions of life, in light of religious teaching.</p> <p>Can express a point of view and give many reasons for it.</p> <p>Can make a link to many sources that support a point of view.</p>	<p>R.E.</p> <p>Sources- Are books enriching?</p>  <p>Know that there are a wide variety of books and the purpose for which they were written</p> <p>Know The Bible as the story of God's love, told by the people of God –</p> <p>Can describe and show understanding of some religious sources, beliefs, ideas, feelings and experiences, making links between them.</p> <p>Can use religious terms to show an understanding of many different liturgies.</p> <p>Can show some understanding of how religious belief shapes life in different way</p> <p>Can confidently show how their own and others' decisions are informed by beliefs and values.</p> <p>Can engage in some discussion about questions of life, in light of religious teaching.</p> <p>Can use sources to support some points of view.</p> <p>Can arrive at judgements</p> <p>Unity- Why are we happiest when we are united?</p>

Can speak to and question others about things that cause them to wonder, and they can also compare some of their own and other people's ideas about such questions.
Can express a point of view and begin to give a reason for it.
Can make a link to a source that supports a point of view.

Listening & Sharing- What's so important about listening & sharing?



Can listen and share with one another
Can listen to the Word of God and sharing in Holy Communion
Can use their own words to accurately retell stories about religious events and people and has begun to link some of these to religious beliefs.
Can describe most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these.
Can share with and question others about the things that have happened to them and talk about how they have felt.
Can speak to and question others about things that cause them to wonder, and they can also compare some of their own and other people's ideas about such questions.

Giving & Receiving- What's more important, giving or receiving?



Know the importance of Giving and receiving every day
Know The Eucharist challenges and enables living and growing in communion
Can make links between many religious stories and people they have shared/learnt about and beliefs.
Can use a developing religious vocabulary to give reasons for many religious actions & symbols.
Can give religious reasons for many actions by believers.
Can make some links to show how feelings & beliefs affect their behaviour & that of others.
Can compare most of their own & other people's ideas about questions that are difficult to answer.
Can express a point of view and give some reasons for it.
Can make a link to some sources that support a point of view.

Can begin to arrive at judgements.

Memorial Sacrifice- Why do we need memories?



Know how memories are kept alive
Know The Eucharist keeps the memory of Jesus' sacrifice alive and present in a special way
Can use a developing religious vocabulary to give reasons for most religious actions and symbols, within different liturgies.
Can give religious reasons for most actions by believers and begin to show how they shape believers' lives.
Can make many links to show how feelings & beliefs affect their behaviour & that of others and begin to show how own and others' decision are informed by beliefs and values.
Can compare most of their own & other people's ideas about questions that are difficult to answer.
Can express a point of view and give many reasons for it.



Know what nourishes and what spoils friendship and unity.
Know The Eucharist challenges and enables the Christian family to live and grow in communion every day
Can use religious terms to show an understanding of many different liturgies.
Can show some understanding of how religious belief shapes life in different ways.
Can confidently show how their own and others' decisions are informed by beliefs and values.
Can engage in some discussion about questions of life, in light of religious teaching.
Can express different points of view.

Computing Spreadsheets



Can create pie charts and bar graphs.
Can use the 'more than', 'less than' and 'equals' tools.
Can use the Advanced Mode of 2Calculate and use coordinates.

Emails



Can think about the different methods of communication.
Can open and respond to an email.
Can write an email to someone, using an address book.
Can learn how to use email safely.
Can learn how to use email safely.
Can add an attachment to an email.
Can explore a simulated email scenario.

Computing Spreadsheets



Can use the formula wizard in the advanced mode to add formulae and explore formatting cells.
Can use Timer and spin button.
Can use Line graphs.
Can use a spreadsheet for budgeting.
Can explore Place Value with a spreadsheet.

Writing for different audiences



Can explore how font size and style can affect the impact of a text.
Can use a simulated scenario to produce a news report.
Can use a simulated scenario to write for a community campaign

Computing Spreadsheets



Know conversions of measurements.
Know how to use the count tool.
Know how to use formulae including the advanced mode.
Can use text variables to perform calculations.
Can use a spreadsheet to plan an event.

Databases

Can learn how to search for information on a database.
Can contribute to a class database.
Can create a database around a chosen topic.

Computing Spreadsheets



Can explore Probability.
Can use spreadsheets in 'real life' Creating a computational model.
Can use a spreadsheet to plan pocket money spending.
Can plan a school event.
Know what is a spreadsheet?
Know basic calculations.
Can organise data
Can use Charts and Graphics.
Can use a spreadsheet to solve problems.

P.E.
**Cricket &
Gymnastics**



Can bowl a ball towards a target.
Beginning to strike a bowled ball after a bounce.
Developing an understanding of tactics and beginning to use them in game situations.
Can learn the rules of the game and beginning to use them honestly.
Can persevere when learning a new skill.
Can provide feedback using key words.
Can use overarm and underarm throwing, and catching skills.
Can work co-operatively with their group to self-manage games.
Can adapt sequences to suit different types of apparatus.
Can choose actions that flow well into one another.
Can choose and plan sequences of contrasting actions.
Can complete actions with increasing balance and control.
Can move in unison with a partner.
Can provide feedback using key words.
Can use a greater number of my own ideas for movements in response to a task.

P.E.
Football & OAA



Can delay an opponent and help to prevent the other team from scoring.
Can dribble, pass, receive and shoot the ball with increasing control.
Can move to space to help their team to keep possession and score goals.
Can provide feedback using key terminology and understand what they need to do to improve.
Can use simple tactics to help their team score or gain possession.
Can share ideas and work with others to manage their game.
Know the rules of the game and can use them often and honestly
Can accurately follow and give instructions.
Can confidently communicate ideas and listen to others.
Can identify key symbols on a map and use a key to help navigate around a grid.
Can plan and apply strategies to solve problems.
Can reflect on when and why they were successful at solving challenges.
Can work collaboratively and effectively with a partner and a small group.

P.E.
Rounders & Gymnastics



Beginning to strike a ball with a rounders bat.
Can develop a wider range of fielding skills and beginning to use these under some pressure.
Can identify when they were successful and what they need to do to improve.
Can work co-operatively with others to manage their game.
Can understand the need for tactics and can identify when to use them in different situations.
Can understand the rules of the game and can apply them honestly most of the time.
Know there are different skills for different situations and beginning to use this.
Can create and perform sequences using apparatus, individually and with a partner.
Can lead a partner through short warm-up routines.
Can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.
Can use feedback provided to improve their work.
Can use set criteria to make simple judgments about performances and suggest ways they could be improved.
Can use strength and flexibility to improve the quality of a performance.
Can work safely when learning a new skill to keep themselves and others safe.

P.E.
Football



Can create and use space to help their team.
Can dribble, pass, receive and shoot the ball with increasing control under pressure.
Can select the appropriate action for the situation and make this decision quickly.
Can use marking, tackling and/or interception to improve their defence.
Can use the rules of the game consistently to play honestly and fairly.
Can work collaboratively to create tactics with their team and evaluate the effectiveness of these.
Can recognise their own and others strengths and areas for development and can suggest ways to improve

Swimming & Dance



Can use a range of strokes effectively
[for example, front crawl, backstroke and breaststroke]

Can swim competently, confidently and proficiently over a distance of at least 25 metres

Can choose actions and dynamics to convey a character or idea.

Can copy and remember set choreography.

Can provide feedback using appropriate language relating to the lesson.

Can respond imaginatively to a range of stimuli relating to character and narrative.

Can use changes in timing and spacing to develop a dance.

Can use counts to keep in time with others and the music.

Can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.

I show respect for others when working as a group and watching others perform.

French Mon Corps



Can identify parts of the body

Can describe eyes and hair appearance

Can recognise days of the week

Can give basic character descriptions

French Les Fetes



Can talk about festivals and dates

Can talk about presents at festivals

Can count from 31-60

Can give and understand instructions

French La Nourriture



Can ask politely for food items

Can describe how to make a sandwich

Can express opinions about food

Can talk about healthy and unhealthy food

French Ma journee



Can ask and talk about daily routine

Can talk about times of daily routine

Can ask and talk about breakfast

Can talk about details of a typical day

Music
Three little birds



Can explore the Reggae style of music.
Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.
Can listen to and talk about songs.
Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.

Music
Stop!



Can explore the Grime style of music.
Know how to write lyrics linked to a theme.
Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.
Can listen to and talk about songs.
Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.

Music
Make you feel my love



Can explore the Pop Ballads style of music.
Know about Pop Ballads and listen to and talk about various Pop Ballads.
Can learn about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.
Can listen to and talk about songs.
Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.







Music
A New Year Carol



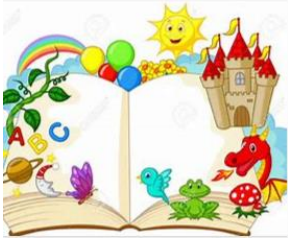
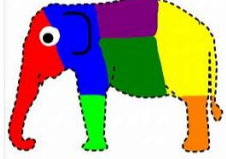


Know about the Classical or Urban Gospel style of music.
Can listen to Benjamin Britten's music and cover versions.
Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.
Can listen to and talk about songs.
Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.

Our Lady of Peace Catholic Primary and Nursery School

Curriculum Overview

Spring 2	Theme 4: Our place in the world			
	Description: In today's fast-moving world, children need to know where they fit into the modern world. We feel that it is important for pupils to know their community, the geography of our own country and the geography of the world. We aim to provide opportunities for pupils, both within the classroom and beyond. With the strength God has given them, and a solid foundation of knowledge and skill, the children of Our Lady of Peace will take life's difficulties in their stride, showing resilience, confidence and a strong sense of self. Our pupils will live out our catholic mission by responding to social justice and local, national and international charitable work.			
	Nursery	Reception	Year One	Year Two
What is all around us?  Know about where I live Know what is inside a home Know where I go to school and what is in a school Recognise the differences between school and home Know what a map is and what it's used for Begin to ask questions to extend knowledge		Where do I live?  Know where I live and go to school Know about some places that are local to me.... My church The playground The shops The doctors Know about the country in which I live Know about the world in which I live Can ask questions to deepen understanding and broaden knowledge Know how to use maps and a world globe	Art How can you represent Easter through art?  Can create moods in art work Can use pencils to create lines of different thickness in drawings Can create a repeating pattern in print Can cut, roll and coil materials Can draw using pencils and crayons	Art Can we paint our community?  (Clementine Hunter) Can choose and use three different grades of pencil when drawing. Can use charcoal, pencil and pastel to create art. Can use a viewfinder to focus on a specific part of an artefact before drawing it. Can mix paint to create all the secondary colours. Can create brown with paint. Can create tints with paint by adding white. Can create tones with paint by adding black. Can cut and tear paper for a collage
			Science Plants & Animals  Can name a variety of common wild and garden plants.	Science Why are plants important and how can we care for them? 

			<p>Can name the petals, stem, leaf and root of a plant. Can name the roots, trunk, branches and leaves of a tree. Can sort animals into categories (including fish, amphibians, reptiles, birds and mammals). Can sort living and non-living things. Can ask simple scientific questions. Can use simple equipment to make observations. Can carry out simple tests.</p>	<p>Can use simple equipment to make observations. Can carry out simple tests Can use simple data to answer questions Can describe how seeds and bulbs grow into plants. Can describe what plants need in order to grow and stay healthy (water, light & suitable temperature)</p>
			<p>Geography What is special about my school?</p>  <p>Can keep a weather chart and answer questions about the weather. Can explain where I live and tell someone my address Can name some of the main towns and cities in the United Kingdom. Can say what I like about the local area</p>	<p>Geography Which UK country would I like to visit?</p>  <p>Can say what I like and do not like about the place I live in. Can name the capital cities of England, Wales, Scotland and Ireland. Can find where I live on a map of the United Kingdom Can recognise landmarks and human and physical features on an aerial photograph Can describe some human features of my locality, such as jobs people do</p>
	<p>R.E. Growing- How and why do things grow?</p>  <p>Know that Spring is a time when things begin to grow Know that Lent is a time to grow in love to be more like Jesus and to look forward to Easter Can listen to religious stories with increasing attention and recall. Can recognise and describe special times or events for family and friends. Aware of their own feelings and knows that some actions and words can hurt others. Can learn new religious vocabulary Can reflect and share their thoughts</p>	<p>R.E. Change- How and why do things change?</p>  <p>Know we change and grow Know that Lent is a time to change in preparation for the celebration of Easter Can recognise some elements of religious stories and the people and events within. Can recognise many religious signs and symbols and use some religious words and phrases. Can recognise that people act in a particular way because of their religion. Can talk about many of their own experiences and how these made them feel. Can also reflect upon some things they wonder about and speak about these. Can listen to a point of view. Can talk about some sources (prayers and hymns).</p>	<p>R.E. Opportunities- How does each day offer opportunities for good?</p>  <p>Know the love and care shown in the family Know that Lent is an opportunity to turn towards what is good in preparation for Easter Can retell accurately many key elements from stories within the Old and New Testament Can describe many religious signs, symbols and actions used in prayer and Liturgy Can describe and give many examples of ways that people with religious beliefs live their lives because of their religious belief. Can ask and answer some questions about how certain experiences make them and others feel and say why they feel that way. Can listen and respond to a point of view.</p>	

			Can ask and respond to questions about sources (prayers, hymns and scripture stories).
		Computing Animated Story Books  <p>Can continue a previously saved story. Can add animation to a story. Can add sound to a story including voice recording and music the children have created. Can work on a more complex story including adding backgrounds and copying and pasting pages. Can use additional features to enhance their stories. Can share their e-books on a class display board.</p>	Computing Creating Pictures  <p>Can look at the impressionist style of art (Monet, Degas, Renoir). Can recreate pointillist art and look at the work of pointillist artists such as Seurat. Can look at the work of Piet Mondrian and recreate it using the Lines template. Can look at the work of William Morris and recreate it using the Patterns template. Can explore surrealism and eCollage.</p>
		P.E. Ball Skills & Target games  <p>Can catch with two hands. Can dribble a ball with hands and feet. Can understand simple tactics. Can roll and throw with some accuracy towards a target. Can say when someone was successful. Can track a ball that is coming towards them. Can work co-operatively with a partner Can recognise changes in their body when they do exercise. Can use an overarm throw aiming towards a target. Can use an underarm throw aiming towards a target.</p>	P.E. Invasion & Team Building  <p>Can describe how their body feels during exercise. Can dodge and find space away from the other team. Can move with a ball towards goal. Can sometimes dribble a ball with their hands and feet. Can stay with another player to try and win the ball. Know how to score points and can remember the score. Know who is on their team and can attempt to send the ball to them. Can follow instructions carefully. Can say when they successful at solving challenges. Can share ideas and help to solve tasks. Can work co-operatively with a partner and a small group. Can show honesty and can play fairly. Know how to use, follow and create a simple diagram/map.</p>

Music

Our World



Know about a wide variety of musical styles.
Can invent ways to find the pulse.
Can copy-clap some rhythms and phrases from the songs.
Can explore high pitch and low pitch in the context of the songs.
Can use the starting note to explore the melodic patterns using one or two notes.

Music

Round and Round



Can explore the Bossa Nova style of music.
Know about pulse, rhythm and pitch in different styles of music. Know how to create rhythms, sing, improvise, compose and perform music using various resources, games and activities.

Music






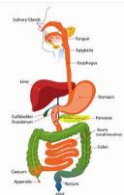


Zootime















Can explore the reggae style of music.
Know that we can create rhythms from words, our names, favourite food, colours and animals.
Can find the pulse while pretending to be an animal of their choice.





Our Lady of Peace Catholic Primary and Nursery School









Curriculum Overview

Spring 2	Theme 4: Our place in the world			
	Description: In today's fast-moving world, children need to know where they fit into the modern world. We feel that it is important for pupils to know their community, the geography of our own country and the geography of the world. We aim to provide opportunities for pupils, both within the classroom and beyond. With the strength God has given them, and a solid foundation of knowledge and skill, the children of Our Lady of Peace will take life's difficulties in their stride, showing resilience, confidence and a strong sense of self. Our pupils will live out our catholic mission by responding to social justice and local, national and international charitable work.			
	Year Three	Year Four	Year Five	Year Six
	D.T. What makes a Roman feast?  Can prove that the design meets some set criteria Can follow a step-by-step plan, choosing the right equipment and materials Can describe how food ingredients come together	D.T. Where does our food come from?  Can produce a plan and explain it Can evaluate and suggest improvements for the designs Know how to be both hygienic and safe when using food	Art How can culture be represented in art?  Can organise line, tone, shape and colour to represent figures and forms in movement. Can express emotion in art Can create an accurate print design following criteria. Can use images which I have created, scanned and found; altering them where necessary to create art	D.T. How does food unite us?  Can use market research to inform plans and ideas Can follow and refine plans Can show that culture and society is considered in the plans and designs. Can explain how products should be stored and give reasons Can evaluate product against clear criteria
	Science Forces & Magnets  Can set up a simple enquiry to explore a scientific question. Can set up a test to compare two things. Can set up a fair test and explain why it is fair.	Science Digestive System and Teeth  Can identify differences, similarities and changes related to an enquiry.	Science Forces  Can plan different types of scientific enquiry. Can control variables in an enquiry. Can measure accurate and precisely using a range of equipment.	Science Light  Can plan different types of scientific enquiry. Can control variables in an enquiry. Can measure accurate and precisely using a range of equipment. Can explain a conclusion from an enquiry. Can explain causal relationships in an enquiry Can explain how light travels.

	<p>Can make careful and accurate observations, including the use of standard units.</p> <p>Can explore and describe how objects move on different surfaces.</p> <p>Can explain how some forces require contact and some do not, giving examples.</p> <p>Can explore and explain how objects attract and repel in relation to objects and other magnets.</p> <p>Can predict whether objects will be magnetic and carry out an enquiry to test this out.</p> <p>Can describe how magnets work.</p> <p>Can predict whether magnets will attract or repel and give a reason</p>	<p>Can use observations and knowledge to answer scientific questions.</p> <p>Can set up a simple enquiry to explore a scientific question.</p> <p>Can set up a test to compare two things.</p> <p>Can set up a fair test and explain why it is fair.</p> <p>Can identify and name the parts of the human digestive system.</p> <p>Can describe the functions of the organs in the human digestive system.</p> <p>Can identify and describe the different types of teeth in humans.</p> <p>Can describe the functions of different human teeth.</p> <p>Can use food chains to identify producers, predators and prey.</p> <p>Can construct food chains to identify producers, predators and prey.</p>	<p>Can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Can explain what gravity is and its impact on our lives.</p> <p>Can identify and explain the effect of air resistance.</p> <p>Can identify and explain the effect of water resistance.</p> <p>Can identify and explain the effect of friction.</p> <p>Can explain how levers, pulleys and gears allow a smaller force to have a greater effect.</p>	<p>Can explain and demonstrate how we see objects.</p> <p>Can explain why shadows have the same shape as the object that casts them.</p> <p>Can explain how simple optical instruments work, e.g. periscope, telescope, binoculars, mirror, magnifying glass etc.</p>
	<p>Geography Where in the world are we?</p>  <p>Can use some basic Ordnance Survey map symbols.</p> <p>Can use grid references on a map.</p> <p>Can use an atlas by using the index to find places.</p> <p>Can identify key features of a locality by using a map.</p> <p>Can use 4 figure grid references</p> <p>Can plot NSEW on a map</p> <p>Can describe how volcanoes are created</p> <p>Can locate and name some of the world's most famous volcanoes</p> <p>I can describe how volcanoes have impacted people's lives</p>	<p>Geography How can I find my way in the world?</p>  <p>Can explain the difference between the British Isles, Great Britain and the United Kingdom.</p> <p>Know the countries that make up the European Union.</p> <p>Can find at least six cities in the UK on a map.</p> <p>Can name and locate some of the main islands that surround the United Kingdom and locate these in an atlas</p> <p>Can name the areas of origin of the main ethnic groups in the United Kingdom and in our school</p>	<p>Geography Would you like to live down-under?</p>  <p>Can plan a journey to a place in another part of the world, taking account of distance and time.</p> <p>Can name and locate many of the world's most famous mountainous regions in an atlas.</p> <p>Can explain how a location fits into its wider geographical location with reference to human and economical features.</p>	<p>Geography How would your life change if you lived in Brazil?</p>  <p>Can use maps, aerial photographs, plans and e-resources to describe what a locality might be like.</p> <p>Can describe how some places are similar and dissimilar in relation to their human and physical features.</p> <p>Can explain how time zones work and calculate time differences around the world.</p>







	<p>R.E. Giving All- What makes some people give everything for other people?</p> 	<p>R.E. Self-Discipline- Is self-discipline important in life?</p> 	<p>R.E. Sacrifice- Why do we need to make sacrifices?</p> 	<p>R.E. Death & New Life- Can any good come out of loss and death?</p> 
	<p>Know how people give themselves Know that Lent is a time to remember Jesus total giving Can use their own words to accurately retell stories about religious events and people and has begun to link some of these to religious beliefs. Can describe most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these. Can share with and question others about the things that have happened to them and talk about how they have felt. Can speak to and question others about things that cause them to wonder, and they can also compare some of their own and other people's ideas about such questions.</p>	<p>Know the love and care shown in the family Understand how celebrate growth to new life through self-discipline Can make links between many religious stories and people they have shared/learnt about and beliefs. Can use a developing religious vocabulary to give reasons for many religious actions & symbols. Can give religious reasons for many actions by believers Can make some links to show how feelings & beliefs affect their behaviour & that of others. Can compare most of their own & other people's ideas about questions that are difficult to answer. Can express a point of view and give some reasons for it. Can make a link to some sources that support a point of view. Can express a preference and give some reasons for it.</p>	<p>Can appreciate the cost of giving Know that Lent is a time of giving in preparation for the celebration of the sacrifice of Jesus Can use a developing religious vocabulary to give reasons for most religious actions and symbols, within different liturgies. Can give religious reasons for most actions by believers and begin to show how they shape believers' lives. Can make many links to show how feelings & beliefs affect their behaviour & that of others and begin to show how own and others' decision are informed by beliefs and values. Can compare most of their own & other people's ideas about questions that are difficult to answer. Can express a point of view and give many reasons for it.</p>	<p>Know about the love and care of people Know the Church's seasons of Lent, Holy week and Easter; the suffering, death and resurrection of Jesus led to new life Can use religious terms to show an understanding of many different liturgies. Can show some understanding of how religious belief shapes life in different ways. Can confidently show how their own and others' decisions are informed by beliefs and values. Can engage in some discussion about questions of life, in light of religious teaching. Can express different points of view.</p>
<p>Computing Branching Databases</p> 	<p>Computing Hardware Investigators</p> 	<p>Computing 3D Modelling</p> 	<p>Computing Quizzing</p> 	
<p>Can sort objects using just YES/NO questions.</p>	<p>Know the different parts that make up a computer. Can recall the different parts that make up a computer.</p>	<p>Can explore the effect of moving points when designing. Can understand designing for a purpose. Can understand printing and making.</p>	<p>Can make a picture quiz for young children. Can use the question types within 2Quiz. Can explore the grammar quizzes. Can make a quiz that requires the player to search a database.</p>	






	Can complete a branching database using 2Question. Can create a branching database of the children's choice.			Are you smarter than a 10- (or 11-) year-old? To make a quiz to test your teachers or parents.
	<p>P.E. Ball Skills & OAA</p>  <p>Can catch different sized objects with increasing consistency with two hands. Can dribble a ball with control. Can persevere when learning a new skill. Can provide feedback using key words. Can show a variety of throwing techniques. Can throw with accuracy and increasing consistency to a target. Can track the path of a ball that is not sent directly to them. Can develop map reading skills. Can follow and give instructions. Can listen to and is accepting of others' ideas. Can plan and attempt to apply strategies to solve problems. Can reflect on when and why they are successful at solving challenges and beginning to understand why. Can work collaboratively with a partner and a small group.</p>	<p>P.E. Rounders & Gymnastics</p>  <p>Can bowl a ball with some accuracy, and consistency. Know the rules of the game and beginning to use them to play honestly and fairly. Can communicate with their teammates to apply simple tactics. Can explain what happens to their body when they exercise and how this helps to make them healthy. Can provide feedback using key terminology and understand what they need to do to improve. Can strike a bowled ball with adapted equipment (e.g. a tennis racket). Can use overarm and underarm throwing and catching skills with increasing accuracy. Can share ideas and work with others to manage the game. Can explain what happens to their body when they exercise and how this helps to be healthy. Can identify some muscle groups used in gymnastic activities. Can plan and perform sequences with a partner that include a change of level and shape. Can provide feedback using appropriate language relating to the lesson. Can safely perform balances individually and with a partner.</p>	<p>P.E. Netball & Fitness</p>  <p>Can communicate with their team and move into space to keep possession and score. Can identify when they were successful and what they need to do to improve. Can pass, receive and shoot the ball with some control under pressure. Can stay with an opponent and are confident to attempt to intercept. Know what position they are playing in and how to contribute when attacking and defending. Know the need for tactics and can identify when to use them in different situations. Know the rules of the game and can apply them honestly most of the time. Know there are different skills for different situations and beginning to apply this. Can analyse their fitness scores to identify areas for improvement. Can choose the best pace for a running event and maintain speed. Can encourage and motivate others to work to their personal best. Can identify how different activities can benefit their physical health. Can work with others to manage activities. Know the different components of fitness and how to test them. Understand what their maximum effort looks and feels like and are determined to achieve it.</p>	<p>P.E. Tennis & OAA</p>  <p>Can select the appropriate action for the situation and make this decision quickly. Can use a wider range of skills with increasing control under pressure. Can use feedback provided to improve the quality of their work. Can use the rules of the game consistently to play honestly and fairly. Can work collaboratively to create tactics with their team and evaluate the effectiveness of these. Can work in collaboration with others so that games run smoothly. Can recognise their own and others strengths and areas for development and can suggest ways to improve. Know that there are different areas of fitness and how this helps in different activities. Can share job roles and lead when necessary. Can orientate a map efficiently to navigate around a course. Can pool ideas within a group, selecting and applying the best method to solve a problem. Can use critical thinking skills to form ideas and strategies to solve challenges. Can work effectively with a partner and a group to solve challenges. Can reflect on when and how successful they are at solving challenges and alter their methods in order to improve.</p>





		<p>Can watch, describe and suggest possible improvements to others' performances and their own.</p> <p>Know how body tension can improve the control and quality of their movements.</p>		
	<p>French Les Animaux</p>  <p>Can identify animals and pets Can recognise and use numbers 11-20 Can give someone's name Can describe someone</p>	<p>French Ou Vas-tu?</p>  <p>Can talk about going to French cities Can give and understand basic directions Can talk about the weather Can talk about the weather and places in France</p>	<p>French En Ville</p>  <p>Can name places in the town Can ask the way and give directions Can say where they are going Can give the time and say where they are going</p>	<p>French Les Transports</p>  <p>Can talk about forms of transport Can ask and talk about where they are going and how to get there Can talk about their plans for a trip Can buy tickets at the station</p>
	<p>Music The Dragon Song</p>  <p>Can explore music from around the world, celebrating their differences and being kind to one another. Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. Can listen to and talk about songs. Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.</p>	<p>Music Lean on me</p>  <p>Can explore the Gospel style of music. Know about soul and gospel music and how this style of music is healing and helpful for people. Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. Can listen to and talk about songs. Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.</p>	<p>Music Fresh Prince of Bel-Air</p>  <p>Can explore the Old-School Hip Hop style of music. Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. Can listen to and talk about songs. Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.</p>	<p>Music You've got a Friend</p>  <p>Can explore the 70s Ballad and Pop style of music. Can listen to and talk about the music of Carole King. Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. Can listen to and talk about songs. Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.</p>




Our Lady of Peace Catholic Primary and Nursery School

Curriculum Overview

Summer 1	Theme 5: Enquiry and Creativity			
	Description: Our pupils will have a passion and thirst for knowledge and have a clear understanding of our core values and our mission. Through enquiry, pupils will engage in research around interesting ideas and essential questions. This will prepare them for life in the wider community and provide an opportunity to take a hands-on approach in their education while obtaining several important skills that can be used at all levels of their learning, and even into their future careers. Additionally, the right mix of creativity along with the curriculum will help pupils to be innovative and encourage them to learn new things.			
	Nursery	Reception	Year One	Year Two
	Can we discover?  Can grow and look after plants Can discover what is healthy for our bodies Can discover different ways to look after our bodies Can explore different animals and draw on prior knowledge learned Can explore our local community and relate our own experiences	Can we be detectives?  Can explore the environment both at school and the local area Can say if something is from the past, present or the future Can have ideas and can implement them through creativity and design Can build Can grow things Can challenge oneself Can find out how things work	Art Henri-Rousseau- How important is the rainforest?  Can name primary and secondary colours Can use IT to create a picture Can describe what I can see and give an opinion about the work of an artists. Can ask questions about a piece of art. Can print with sponges. Science Minibeasts  Can name a variety of animals including fish, amphibians, reptiles' birds and mammals Can sort animals into categories (including fish, amphibians, reptiles, birds and mammals Can use simple equipment to make observations. Can carry out simple tests. Can identify and classify things.	Art Can we express culture through art?  Can think of an idea and plan what to do next Can choose tools and materials and explain why they have been chosen Can explain what went well with the product Can print like a designer Science Why are forces important?  Can identify and classify things. Can suggest what they have found out. Can use simple data to answer questions Can explore how shapes can be changed by squashing, bending, twisting and stretching






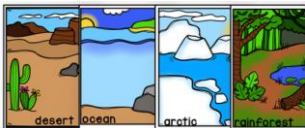

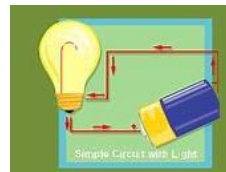
			<p>Geography Where on Earth are we?</p>  <p>Can name the four countries in the United Kingdom and locate them on a map. Can name some of the main towns and cities in the United Kingdom.</p>	<p>Geography How is life like for a child in India?</p>  <p>Can describe a place outside Europe using geographical words. Can explain how jobs may be different in other locations Can explain the facilities that a village, town and city may need and give reasons. Can name the continents of the world and locate them on a map. Can name the world oceans and locate them on a map</p>
	<p>R.E. Good News- What is good news/</p>  <p>Know that everyone has good news Know that Pentecost is the celebration of the Good News of Jesus Can listen to religious stories with increasing attention and recall. Can recognise and describe special times or events for family and friends. Aware of their own feelings and knows that some actions and words can hurt others. Can learn new religious vocabulary Can reflect and share their thoughts</p>	<p>R.E. Holidays & Holy Days- Do we need holidays and holy days?</p>  <p>Know that holidays as days to be happy Know that Pentecost is a holy day, the feast of the Holy Spirit Can recognise some elements of religious stories and the people and events within. Can recognise many religious signs and symbols and use some religious words and phrases. Can recognise that people act in a particular way because of their religion. Can talk about many of their own experiences and how these made them feel. Can also reflect upon some things they wonder about and speak about these. Can listen to a point of view. Can talk about some sources (prayers and hymns).</p>	<p>R.E. Spread the Word- Why should we spread the Good News?</p>  <p>Know the importance of passing on a message Know that Pentecost is about spreading the Gospel message through the gift of the Holy Spirit Can retell accurately many key elements from stories within the Old and New Testament Can describe many religious signs, symbols and actions used in prayer and Liturgy Can describe and give many examples of ways that people with religious beliefs live their lives because of their religious belief. Can ask and answer some questions about how certain experiences make them and others feel and say why they feel that way. Can listen and respond to a point of view. Can ask and respond to questions about sources (prayers, hymns and scripture stories).</p>	





		<p>Computing Coding</p>  <p>Know what coding means in computing. Can build one- and two-step instructions using the printable code cards. Can use the 2Code program to create a simple program. Can use Design Mode to add and change backgrounds and characters. Can use the Properties table to change the look of the objects. Can design a scene for a program. Can use code blocks to make the characters move automatically when the green Play button is clicked. Can add an additional character who moves when clicked. Can explore the When Key and When Swiped commands (on tablets if available). Can use the Stop button to make characters stop when the background is clicked. Can use the sound property</p>	<p>Computing Making Music</p>  <p>Can make music digitally using 2Sequence. Can explore, edit and combine sounds using 2Sequence. Can add sounds to a tune they've already created to change it. Can think about how music can be used to express feelings and create tunes which depict feelings. Can upload a sound from a bank of sounds into the Sounds section. Can record their own sound and upload it into the Sounds section. Can create their own tune using the sounds which they have added to the Sounds section.</p> <p>Presenting Ideas</p> <p>Can explore how a story can be presented in different ways. Can make a quiz about a story or class topic. Can make a fact file on a nonfiction topic. Can make a presentation to the class.</p>
		<p>P.E. Invasion & Team building</p>  <p>Beginning to dribble a ball with hands and feet. Can change direction to move away from a defender. Can recognise space when playing games. Can send and receive a ball with hands and feet. Can use simple rules to play fairly. Can move to stay with another player when defending. Can recognise changes in their body when they do exercise.</p>	<p>P.E. Striking/Fielding & Target games</p>  <p>Beginning to provide feedback using key words. Developing underarm and overarm throwing skills. Can hit a ball using equipment with some consistency. Can track a ball and collect it. Can use simple tactics. Know how to score points and can remember the score. Know the rules of the game and can use these to play fairly in a small group. Can select the appropriate skill for the situation.</p>







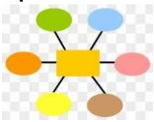

		<p>Can understand when they are a defender and when they are an attacker.</p> <p>Can communicate simple instructions.</p> <p>Can follow instructions.</p> <p>Can follow path and lead others.</p> <p>Can listen to others' ideas.</p> <p>Can suggest ideas to solve tasks.</p> <p>Can work with a partner and a small group.</p> <p>Know the rules of the game.</p>	<p>Can throw, roll kick or strike a ball to a target with some success.</p> <p>Can work co-operatively with a partner and a small group.</p> <p>Know the principles of a target game and can use different scoring systems when playing games.</p> <p>Know what good technique looks like and can use key words in the feedback they provide.</p>
	<p>Music Big Bear Funk</p>  <p>Know the Funk style of music. Know how to find a funky pulse. Can copy-clap 3 or 4 word phrases from the song. Can keep the beat of the song with a pitched note and add pitched notes to the rhythm of the words of phrases in songs. Can play patterns using a combination of the notes C, D and E.</p>	<p>Music Your Imagination</p>  <p>Can explore the Pop style of music. Can use their imagination with music. Know how to create rhythms, sing, improvise, compose and perform music using various resources, games and activities.</p>	<p>Music Friendship Song</p>  <p>Can explore the Pop style of music. Can listen to various pop songs about friendship and about being friends. Can practice on deciding how to find the pulse in a song. Can practice improvising and performing songs, finding the rhythm, singing songs and playing musical instruments accurately and in time.</p>





Our Lady of Peace Catholic Primary and Nursery School









Curriculum Overview

Summer 1	Theme 5: Enquiry and Creativity			
	Year Three	Year Four	Year Five	Year Six
	Art	DT	Art	Art
	<p>Can artists have different styles? (Alma Thomas and Claude Monet)</p>  <p>Can use different grades of pencil to shade and to show different tones and textures Can create a background using a wash Can compare the work of different artists</p>	<p>How can I create a habitat suitable for an animal?</p>  <p>Can produce a plan and explain it. Can evaluate and suggest improvements for designs. Can evaluate products for both their purpose and appearance. Can explain how the original design can be improved Can measure accurately. Can persevere and adapt work when original ideas do not work</p>	<p>How can I express my feelings through art? (Frida Kahlo)</p>  <p>Can successfully use shading to create mood and feeling Can use images which have been created, scanned and found; altering them where necessary to create art Can research the work of an artist and use their work to replicate style</p>	<p>How can I express creativity through digital art?</p>  <p>Can explain specific techniques have been chosen to create art Can use print to create different patterns Can use a range of e-resources to create art</p>
	<p>Science How do plants grow?</p>  <p>Can use observations and knowledge to answer scientific questions. Can set up a simple enquiry to explore a scientific question.</p>	<p>Science Where do different animals live?</p>  <p>Can ask relevant scientific questions. Can use observations and knowledge to answer scientific questions. Can set up a simple enquiry to explore a scientific question.</p>	<p>Science Reversible/Irreversible changes</p>  <p>Can report findings from enquiries in a range of ways. Can explain a conclusion from an enquiry. Can explain causal relationships in an enquiry. Can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.</p>	<p>Science Electricity</p>  <p>Can control variables in an enquiry. Can measure accurate and precisely using a range of equipment.</p>

<p>Can set up a test to compare two things.</p> <p>Can set up a fair test and explain why it is fair.</p> <p>Can make careful and accurate observations, including the use of standard units.</p> <p>Can describe the function of different parts of flowing plants and trees.</p> <p>Can explore and describe the needs of different plants for survival.</p> <p>Can explore and describe how water is transported within plants.</p> <p>Can describe the plant life cycle, especially the importance of flowers.</p>	<p>Can group living things in different ways.</p> <p>Can use classification keys to group, identify and name living things.</p> <p>Can create classification keys to group, identify and name living things (for others to use).</p> <p>Can describe how changes to an environment could endanger living things.</p>	<p>Can demonstrate how materials can be separated (e.g. through filtering, sieving and evaporating).</p> <p>Know and can demonstrate that some changes are reversible and some are not.</p> <p>Can explain how some changes result in the formation of a new material and that this is usually irreversible.</p> <p>Can discuss reversible and irreversible changes.</p> <p>Can give evidenced reasons why materials should be used for specific purposes.</p>	<p>Can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.</p> <p>Can use the outcome of test results to make predictions and set up a further comparative fair test.</p> <p>Can report findings from enquiries in a range of ways.</p> <p>Can explain a conclusion from an enquiry.</p> <p>Can explain causal relationships in an enquiry and explain how the number & voltage of cells in a circuit links to the brightness of a lamp or the volume of a buzzer.</p> <p>Can compare and give reasons for why components work and do not work in a circuit.</p> <p>Can draw circuit diagrams using correct symbols.</p>
<p>Geography</p> <p>Where does our food come from?</p>  <p>Can use the correct geographical words to describe a place (Tropic of Cancer & Capricorn)</p> <p>Can describe how earthquakes are created.</p> <p>Can name a number of countries in the northern hemisphere.</p> <p>Can explain why a locality has certain human features</p> <p>Can explain how life in a different country would be different from mine</p>	<p>Geography</p> <p>What would life be like in Iceland and how is this different from where I live?</p>  <p>Can carry out research to discover features of villages, towns or cities.</p> <p>Can explain why people may be attracted to live in cities.</p> <p>Can explain why people may choose to live in one place rather than another.</p> <p>Can suggest different ways a locality can be improved</p>	<p>Geography</p> <p>How do settlements change over time?</p>  <p>Can explain why many cities are situated on or close to rivers.</p> <p>Can explain why people are attracted to live by rivers.</p> <p>Can explain the course of a river.</p> <p>Can name and locate many of the world's most famous rivers in an atlas.</p>	<p>Geography</p> <p>What will we see on our journey around the world?</p>  <p>Can use Ordnance Survey symbols and 6 figure grid references.</p> <p>Can answer questions by using a map.</p> <p>Can use maps, aerial photographs, plans and e-resources to describe what a locality might be like.</p> <p>Can choose the best way to collect information needed and decide the most appropriate units of measure</p> <p>Can use OS maps to answer questions</p>

	<p>R.E. Energy- What's the use of energy?</p>  <p>Understand the energy of fire and wind Know about the wonder and power of the Holy Spirit Can use their own words to accurately retell stories about religious events and people and has begun to link some of these to religious beliefs. Can describe most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these. Can share with and question others about the things that have happened to them and talk about how they have felt. Can speak to and question others about things that cause them to wonder, and they can also compare some of their own and other people's ideas about such questions.</p>	<p>R.E. New Life- What's so important about new life?</p>  <p>Know how good news brings life Know that new life of the Easter message is spread through the power of the Holy Spirit Can make links between many religious stories and people they have shared/learnt about and beliefs. Can use a developing religious vocabulary to give reasons for many religious actions & symbols. Can give religious reasons for many actions by believers Can make some links to show how feelings & beliefs affect their behaviour & that of others. Can compare most of their own & other people's ideas about questions that are difficult to answer. Can express a point of view and give some reasons for it. Can make a link to some sources that support a point of view. Can express a preference and give some reasons for it.</p>	<p>R.E. Transformation- How can energy transform?</p>  <p>Know that Pentecost is the celebration of the Spirit's transforming power Can use a developing religious vocabulary to give reasons for most religious actions and symbols, within different liturgies. Can give religious reasons for most actions by believers and begin to show how they shape believers' lives. Can make many links to show how feelings & beliefs affect their behaviour & that of others and begin to show how own and others' decision are informed by beliefs and values. Can compare most of their own & other people's ideas about questions that are difficult to answer. Can express a point of view and give many reasons for it.</p>	<p>R.E. Witnesses- What do I want to witness to in my life?</p>  <p>Know that the Holy Spirit enables people to witness to the Easter message Can use religious terms to show an understanding of many different liturgies. Can show some understanding of how religious belief shapes life in different ways. Can confidently show how their own and others' decisions are informed by beliefs and values. Can engage in some discussion about questions of life, in light of religious teaching. Can express different points of view</p>
	<p>Computing Simulations</p>  <p>Know what simulations are. Can explore a simulation. Can analyse and evaluate a simulation</p> <p>Graphing</p> <p>Can enter data into a graph and answer questions.</p>	<p>Computing Animation</p>  <p>Can discuss what makes a good animated film or cartoon and what their favourites are. Know how animations are created by hand. Can find out how 2Animate can be created in a similar way using the computer.</p>	<p>Computing Concept Maps</p>  <p>Know the need for visual representation when generating and discussing complex ideas. Know use the correct vocabulary when creating a concept map. Can create a concept map. Know how a concept map can be used to retell stories and information. Can create a collaborative concept map and present this to an audience.</p>	<p>Computing Text Adventures</p>  <p>Can find out what a text adventure is. Can plan a story adventure. Can make a story-based adventure. Can introduce map-based text adventures. Can code a map-based text adventure.</p>







	<p>Can solve an investigation and present the results in graphic form.</p>	<p>Know about onion skinning in animation. Can add backgrounds and sounds to animations. Can share animation on the class display board and by blogging.</p> <p>Effective Searching</p> <p>Can locate information on the search results page. Can use search effectively to find out information. Can assess whether an information source is true and reliable.</p>		
	<p>P.E. Tag Rugby & Athletics</p>  <p>Know the rules of the game and beginning to use them to play honestly. Can communicate with their team and move into space to help them. Can defend an opponent and attempt to tag them. Can move with a ball towards goal with increasing control. Can pass and receive the ball with some control. Can provide feedback using key words. Know their role as an attacker and as a defender. Can work cooperatively with their group to self-manage games. Can identify when they are successful. Can take part in a relay activity, remembering when to run and what to do.</p>	<p>P.E. Tennis & Athletics</p>  <p>Can communicate with their teammates to apply simple tactics. Can explain what happens to their body when they exercise and how this helps to make them healthy. Can provide feedback using key terminology and understand what they need to do to improve. Can return to the ready position to defend their own court. Can sometimes play a continuous game. Can use a range of basic racket skills. Can share ideas and work with others to manage their game. Know the rules of the game and can use them often and honestly. Can demonstrate the difference in sprinting and jogging techniques. Can explain what happens to their body when they warm up. Can identify when they are successful and what they need to do to improve. Can jump for distance with balance and control.</p>	<p>P.E. Golf & OAA</p>  <p>Can develop a wider range of skills and beginning to use these under some pressure. Can hold all equipment correctly depending on the shot they are using. Can identify different areas of the golf course. Can identify when they are successful and what they need to do to improve. Can use feedback provided to improve their work. Can work cooperatively with others to manage their game. Know there are different skills for different situations and beginning to use these. Can share job roles. Can navigate around a course using a map. Can orientate a map confidently. Can use critical thinking to approach a task. Can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.</p>	<p>P.E. Rounders & Balance & Co-ordination</p>  <p>Can strike a bowled ball with increasing consistency. Can use a wider range of skills with increasing control under pressure. Can use the rules of the game consistently to play fairly. Can work collaboratively with others to get batters out. Can work in collaboration with others so that games run smoothly. Understand and can apply some tactics in the game as a batter, bowler and fielder.</p>






	<p>Can throw a variety of objects, changing action for accuracy and distance.</p> <p>Can use different take off and landings when jumping.</p> <p>Can use key points to help them to improve their sprinting technique.</p> <p>Can work with a partner and in a small group, sharing ideas.</p> <p>Can show determination to achieve their personal best.</p>	<p>Can throw with some accuracy and power to a target area.</p> <p>Can show determination to improve their personal best.</p> <p>Can support and encourage others to work to their best.</p>		
	<p>French Ma famille</p>  <p>Can identify family members</p> <p>Can recognise and spell with letters of the alphabet</p> <p>Can list household items</p> <p>Can use basic prepositions sur and dans to describe position</p>	<p>French On Mange!</p>  <p>Can go shopping for food</p> <p>Can ask how much something costs</p> <p>Can talk about activities at a party</p> <p>Can give opinions about food and various activities</p>	<p>French En Vacances</p>  <p>Can ask and say where they are going on holiday</p> <p>Can express opinions about holidays</p> <p>Can talk about what they are going to do on holiday</p> <p>Can talk about holiday plans</p>	<p>French Le Sport</p>  <p>Can talk about which sports they like</p> <p>Can what they think of different sports</p> <p>Can give reasons for preferences</p> <p>Can talk about a sporting event</p>
	<p>Music Bringing Us Together</p>  <p>Can explore the Disco style of music.</p> <p>Know how music can talk about friendship, hope and unity.</p> <p>Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.</p>	<p>Music Blackbird</p>  <p>Can explore the Pop style of music, focusing on The Beatles songs and music.</p> <p>Know about the message the Beatles wanted to send to the world through their songs which is equality and civil rights and how it is still relevant to this day.</p> <p>Know about the interrelated dimensions of music which are pulse, rhythm, pitch,</p>	<p>Music Dancing in the Street</p>  <p>Can explore the Motown style of music.</p> <p>Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.</p> <p>Can listen to and talk about songs.</p> <p>Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.</p>	<p>Music Music and Me</p>  <p>Can create their own music inspired by their identity and women in the music industry.</p> <p>Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation.</p> <p>Can listen to and talk about songs.</p>

	<p>Can listen to and talk about songs.</p> <p>Can play games and explore singing, playing musical instruments, improvising, composing and performing songs</p>	<p>tempo, dynamics, timbre, texture, structure and notation.</p> <p>Can listen to and talk about songs.</p> <p>Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.</p>		<p>Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.</p>
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Our Lady of Peace Catholic Primary and Nursery School

Curriculum Overview

Summer 2	Theme 6: Embracing change and aspirations			
Description: The meaning of aspiration is something you hope to achieve. At Our Lady of Peace, we want our pupils to have high aspirations to help build toward a future and give a sense of control and hope. It is a process of reaching the stars and we want our pupils to have the motivation and desire to achieve the best they can. Pupils will be expected to reflect on their learning and decide what they want to achieve for themselves. Our pupils will be open-minded, excited to celebrate others and share their successes and be empowered to be in control of their own future, supported by guidance from God.				
Nursery		Reception	Year One	Year Two
<p>Who helps us?</p>  <p>Can have a positive self-image Can develop independence Can talk about people in the community that help us Can identify things I'm good at To develop my resilience and understand the importance of looking after my body and mind Can look forward to the next stage of school life</p>		<p>What do I want to be when I grow up?</p>  <p>Can have a positive self-image Can be independent Know where to turn to for help or inspiration Can talk about the careers and jobs of adults Can talk about what I am good at and what I need to practice and learn Know how to be resilient and understand that I have to look after my body and mind Can look forward to the next stage of school life</p>	<p>D.T. How can we express ourselves through sculptures?</p>  <p>Can use own ideas to make something Can make model stronger Can choose appropriate resources and tools</p>	<p>D.T. How can I keep myself healthy in the future?</p>  <p>Can think of an idea and plan what to do next Can choose tool and materials and explain why they have chosen them Can describe the ingredients I am using</p>
			<p>Science Holiday</p>  <p>Can observe and comment on changes in the seasons. Can name the seasons and suggest the type of weather in each season. Can use simple data to answer questions</p>	<p>Science How can I care for myself and the world?</p>  <p>Can identify and name plants and animals in a range of habitats. Can match living things to their habitat. Can describe how animals find their food. Can name some different sources of food for animals. Can explain a simple food chain.</p>

		<p>Geography Where in the world would I like to go?</p>  <p>Can explain some of the main things that are in hot and cold places. Can explain the clothes that could be worn in hot and cold places. Can explain how the weather changes throughout the year and name the seasons. Can point out where the equator, north pole and south pole are on a globe or an atlas</p>	<p>Geography Do you like to be beside the seaside?</p>  <p>Can say what I like and do not like about a different place. Can describe a place outside Europe using geographical words. Can describe some of the features of an island. Can describe the key features of a place from a picture using words like beach, coast, forest, hill, mountain, ocean, valley Can explain how an area has been spoilt or improved and give my reasons</p>
	<p>R.E. Friends- Is it good to have friends?</p>  <p>Know how we can make friends Know Jesus had good friends; what Jesus tells us about friendship Can listen to religious stories with increasing attention and recall. Can recognise and describe special times or events for family and friends. Aware of their own feelings and knows that some actions and words can hurt others. Can learn new religious vocabulary Can reflect and share their thoughts</p>	<p>R.E. Being Sorry- Why should we be sorry?</p>  <p>Know we have choice – sometimes we choose well, and sometimes wrongly Know God helps us to choose well and to be sorry. Know God forgives us Can recognise some elements of religious stories and the people and events within. Can recognise many religious signs and symbols and use some religious words and phrases. Can recognise that people act in a particular way because of their religion. Can talk about many of their own experiences and how these made them feel. Can also reflect upon some things they wonder about and speak about these. Can listen to a point of view. Can talk about some sources (prayers and hymns).</p>	<p>R.E. Rules- Do we need rules?</p>  <p>Know how rules can help at home and in school Know reasons for rules in the Christian family Can retell accurately many key elements from stories within the Old and New Testament Can describe many religious signs, symbols and actions used in prayer and Liturgy Can describe and give many examples of ways that people with religious beliefs live their lives because of their religious belief. Can ask and answer some questions about how certain experiences make them and others feel and say why they feel that way. Can listen and respond to a point of view. Can ask and respond to questions about sources (prayers, hymns and scripture stories).</p>

Our World- What makes our world so wonderful?



Know what we love and wonder about our world
Know that God gave us this wonderful world
Can listen to religious stories with increasing attention and recall.
Can recognise and describe special times or events for family and friends.
Aware of their own feelings and knows that some actions and words can hurt others.
Can learn new religious vocabulary
Can reflect and share their thoughts

Neighbours- Who is my neighbour?



Know everyone is our neighbour and is loved by God
Can recognise some elements of religious stories and the people and events within.
Can recognise many religious signs and symbols and use some religious words and phrases.
Can recognise that people act in a particular way because of their religion.
Can talk about many of their own experiences and how these made them feel.
Can also reflect upon some things they wonder about and speak about these.
Can listen to a point of view.
Can talk about some sources (prayers and hymns).

Treasures- Is the world a treasure?








Know what we treasure
Know the world is God's treasure given to us
Can retell accurately many key elements from stories within the Old and New Testament
Can describe many religious signs, symbols and actions used in prayer and Liturgy
Can describe and give many examples of ways that people with religious beliefs live their lives because of their religious belief.
Can ask and answer some questions about how certain experiences make them and others feel and say why they feel that way.

Computing Spreadsheets











Can add images
Can add images to a spreadsheet and using the image toolbox.
Can use the 'speak' and 'count' tools in 2Calculate to count items.



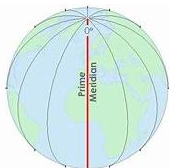

		Technology Outside School Can walk around the local community and find examples of where technology is used. Can record examples of technology outside school.	
		P.E. Athletics & Fitness  Can throw towards a target. Can show balance and co-ordination when changing direction. Beginning to develop overarm throwing. Can recognise changes in their body when they do exercise. Can run at different speeds. Can work with others and make safe choices. Can understand the difference between a jump, a leap and a hop and can choose which allows them to jump the furthest. Can share my ideas with other people in the class. Can talk about what exercise does to their body. Can recognise how exercise makes them feel. Can try their best in the challenges that are set. Know why it is important to warm up.	P.E. Target Games/Sending & Receiving  Can select the appropriate skill for the situation. Can throw, roll kick or strike a ball to a target with some success. Can work co-operatively with a partner and a small group. Understand the principles of a target game and can use different scoring systems when playing games. Understand what good technique looks like and can use key words in the feedback. Can trap and cushion a ball that is coming towards them. Can accurately throw and kick a ball to a partner. Can catch a ball passed to them, with and without a bounce. Can roll a ball to hit a target. Can track a ball and stop it using their hands and feet. Can work safely to send a ball towards a partner using a piece of equipment.
	Music Reflect, Rewind & Replay  Can explore the classical style of music. Can contextualise the history of music.	Music Reflect, Rewind and Replay  Can explore the Classical style of music. Know about the history of music and will look back and consolidate their learning while learning some of the language of music.	Music Reflect, Rewind and Replay  Can explore the classical style of music. Know about the history of music, look back and consolidate their learning and learn some of the language of music, while revising their knowledge from previous units of work

		Know how to create rhythms, sing, improvise, compose and perform music using various resources, games and activities.	
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Our Lady of Peace Catholic Primary and Nursery School

Curriculum Overview

Summer 2	Theme 6: Embracing change and aspirations			
	Year Three	Year Four	Year Five	Year Six
	Art Who is Jason Naylor?  Can use sketches to produce a final piece of art Can create a background using a wash Can identify the techniques used by different artists Can use digital images and combine with other media in my art Can use IT to create art which includes my own work and that of others	Art How can we use technology to create images and how may this evolve?  Can integrate digital images into art Can experiment with the styles used by other artists	D.T How can I be creative with food?  Can produce a detailed, step-by-step plan Can suggest alternative plans: outlining the positive features and draw backs Can use a range of tools and equipment competently Can show that can be both hygienic and safe in the kitchen	D.T. Sink or float?  Can follow and refine plans Can show how to test and evaluate products Can evaluate a product against clear criteria
	Science: How do plants grow and what is their importance in the world?  Can set up a simple enquiry to explore a scientific question.	Science: What skills do I need to solve a problem?  Can set up a simple enquiry to explore a scientific question. Can use findings to report in different ways, including oral and written explanations, presentation.	Science: How does change affect me?  Can explain a conclusion from an enquiry. Can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.	Science: The Titanic  Can control variables in an enquiry. Can measure accurate and precisely using a range of equipment.

	<p>Can set up a test to compare two things. Can set up a fair test and explain why it is fair. Can make careful and accurate observations, including the use of standard units. Can identify differences, similarities and changes related to an enquiry Can describe the function of different parts of flowing plants and trees. Can explore and describe the needs of different plants for survival. an explore and describe how water is transported within plants. Can describe the plant life cycle, especially the importance of flowers.</p>	<p>Can draw conclusions and suggest improvements. Can make a prediction with a reason. Can identify differences, similarities and changes related to an enquiry.</p>	<p>Can create a timeline to indicate stages of growth in humans. Can Read, spell and pronounce scientific vocabulary accurately.</p>	<p>Can record data and results using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs. Can use the outcome of test results to make predictions and set up a further comparative fair test. Can report findings from enquiries in a range of ways. Can explain a conclusion from an enquiry. Can explain causal relationships in an enquiry. Can relate the outcome from an enquiry to scientific knowledge in order to state whether evidence supports or refutes an argument or theory.</p>
	<p>Geography How has life changed in the UK?</p>  <p>Can name and locate the capital cities of neighbouring European countries. Can use the correct geographical words to describe a place</p>	<p>Geography Can we live without rainforest?</p>  <p>Can collect and accurately measure information (e.g. rainfall, temperature, wind speed, noise levels etc). Can locate the Tropic of Cancer and Tropic of Capricorn Can explain how a locality has changed over time with reference to human and physical features Can find different views about an environmental issue</p>	<p>Geography Why does Tonga celebrate the New Year before us?</p>  <p>Can plan a journey to a place in another part of the world, taking account of distance and time. Can explain how a location fits into its wider geographical location with reference to human and economical features.</p>	<p>Geography How do natural disasters and extreme weather change people's lives?</p>  <p>Can name the largest desert in the world and locate desert regions in an atlas. Can identify and name the Tropics of Cancer and Capricorn as well as the Arctic and Antarctic Circles. Can explain how time zones work and calculate time differences around the world. Can use extended description of the human features of different places around the world</p>

R.E.

Choices- What helps me to choose well?



Know choices have consequences
 Know the importance of conscience in making choices
 Can use their own words to accurately retell stories about religious events and people and has begun to link some of these to religious beliefs.
 Can describe most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these.
 Can share with and question others about the things that have happened to them and talk about how they have felt.
 Can speak to and question others about things that cause them to wonder, and they can also compare some of their own and other people's ideas about such questions.

R.E.

Building Bridges- Why are bridge-builders important in life?



Know the importance of building bridges of friendship
 Know the importance of admitting wrong, and being reconciled with God and one another
 Can make links between many religious stories and people they have shared/learnt about and beliefs.
 Can use a developing religious vocabulary to give reasons for many religious actions & symbols.
 Can give religious reasons for many actions by believers
 Can make some links to show how feelings & beliefs affect their behaviour & that of others.
 Can compare most of their own & other people's ideas about questions that are difficult to answer.
 Can express a point of view and give some reasons for it.
 Can make a link to some sources that support a point of view.
 Can express a preference and give some reasons for it.

R.E.

Freedom & Responsibility- How do rules bring freedom?











Know that freedom involves responsibility
 Know God's rules for living freely and responsibly – the Commandments
 Can use a developing religious vocabulary to give reasons for most religious actions and symbols, within different liturgies.
 Can give religious reasons for most actions by believers and begin to show how they shape believers' lives.
 Can make many links to show how feelings & beliefs affect their behaviour & that of others and begin to show how own and others' decision are informed by beliefs and values.
 Can compare most of their own & other people's ideas about questions that are difficult to answer.
 Can express a point of view and give many reasons for it.





R.E.









Healing- Who needs healing?



Know that when people become sick and need care
 Know the Sacrament of the Anointing of the Sick
 Can use religious terms to show an understanding of many different liturgies.
 Can show some understanding of how religious belief shapes life in different ways.
 Can confidently show how their own and others' decisions are informed by beliefs and values.
 Can engage in some discussion about questions of life, in light of religious teaching.
 Can express different points of view

	<p>Special Places- What makes a place?</p>  <p>Know that everyone has a special place Know the special places for Jesus and the Christian Community Can use their own words to accurately retell stories about religious events and people and has begun to link some of these to religious beliefs. Can describe most religious signs, symbols and actions using appropriate religious words and phrases and give reasons for some of these. Can share with and question others about the things that have happened to them and talk about how they have felt. Can speak to and question others about things that cause them to wonder, and they can also compare some of their own and other people's ideas about such questions</p>	<p>God's People- Why do some people do extraordinary things?</p>  <p>Know that ordinary people who do extraordinary things Know that different saints show people what God is like Can make links between many religious stories and people they have shared/learnt about and beliefs. Can use a developing religious vocabulary to give reasons for many religious actions & symbols. Can give religious reasons for many actions by believers Can make some links to show how feelings & beliefs affect their behaviour & that of others. Can compare most of their own & other people's ideas about questions that are difficult to answer. Can express a point of view and give some reasons for it. Can make a link to some sources that support a point of view. Can express a preference and give some reasons for it.</p>	<p>Stewardship- Can I be a steward of creation?</p>  <p>Know the importance of caring for the Earth Know the Church is called to Stewardship of Creation reasons for most religious actions and symbols, within different liturgies. Can give religious reasons for most actions by believers and begin to show how they shape believers' lives. Can make many links to show how feelings & beliefs affect their behaviour & that of others and begin to show how own and others' decision are informed by beliefs and values. Can compare most of their own & other people's ideas about questions that are difficult to answer. Can express a point of view and give many reasons for it.</p>	<p>Common Good- How can we work together to build a just and fair world?</p>  <p>Know about the Justice for the good of all Know the work of Christians for the common good of all Can use religious terms to show an understanding of many different liturgies. Can show some understanding of how religious belief shapes life in different ways. Can confidently show how their own and others' decisions are informed by beliefs and values. Can engage in some discussion about questions of life, in light of religious teaching. Can express different points of view Can use sources to support some points of view. Can arrive at judgements.</p>
	<p>Computing Presenting with Microsoft PowerPoint</p>  <p>Can create a page in a presentation. Can add media to a presentation. Can animate a presentation.</p>	<p>Computing Making Music</p>  <p>Can identify and discuss the main elements of music: Pulse, Rhythm, Tempo, Pitch, Texture. Can experiment with rhythm and tempo.</p>	<p>Computing Word processing with Microsoft Word/Google Docs</p>  <p>Can make a document from a blank page. Can insert Images: Considering Copyright. Can edit Images in Word. Can add the text.</p>	<p>Computing Networks</p>  <p>Can find out what a LAN and a WAN are. Can find out how we access the internet in school. Can research and find out about the age of the internet. Can think about what the future might hold.</p>

	<p>Can add in timings to a presentation.</p> <p>Can create a presentation linked to a topic.</p> <p>Can create a presentation linked to a topic.</p>	<p>Can create a melodic phrase.</p> <p>To compose a piece of music.</p>	<p>Can sharing files.</p> <p>Can present information using tables.</p> <p>Can write a letter using a template.</p> <p>Can make a document from a blank page.</p>	<h2>Understanding Binary</h2> <p>Can recognise that digital systems represent all types of data using number codes that ultimately are patterns of 1s and 0s (called binary digits, which is why they are called digital systems). Know that binary represents numbers using 1s and 0s and these represent the on and off electrical states respectively in hardware and robotics.</p> <p>Can recognise that the numbers 0, 1, 2 and 3 could be represented by the patterns of two binary digits of 00, 01, 10 and 11</p> <p>Can represent whole numbers in binary, for example counting in binary from zero to 15, or writing a friend's age in binary.</p> <p>Can represent whole numbers in binary, for example counting in binary from zero to 15, or writing a friend's age in binary.</p> <p>Can explore how division by two can be used as a technique to determine the binary representation of any whole number by collecting remainder terms</p> <p>Can represent the state of an object in a game as active or inactive using the respective binary values of 1 or 0</p>
	<p>P.E.</p> <p>Basketball & Co-ordination</p>  <p>Can use simple tactics.</p> <p>Know the rules of the game and beginning to use them honestly.</p> <p>Can dribble, pass, receive and shoot the ball with some control.</p> <p>Can find space away from others and near to their goal.</p> <p>Can provide feedback using key words.</p> <p>Can track an opponent to slow them down.</p> <p>Know their role as an attacker and as a defender.</p>	<p>P.E.</p> <p>Dodgeball & Co-ordination</p>  <p>Can catch with increasing consistency.</p> <p>Can communicate with teammates to apply simple tactics.</p> <p>Can provide feedback using key terminology and understand what they need to do to improve.</p> <p>Can return to the ready position to defend myself.</p> <p>Can throw with some accuracy at a target.</p>	<p>P.E.</p> <p>Handball & Strategic games</p>  <p>Can lead others and contribute ideas to group work.</p> <p>Can use feedback provided to improve their work.</p> <p>Can apply defensive skills individually and as a team to gain possession, deny space and stop goals.</p> <p>Can dribble, pass, receive and shoot the ball with some control under pressure.</p> <p>Can communicate with their team and move into space to help to maintain possession.</p> <p>Can understand the need for tactics and can identify when to use them in different situations.</p> <p>Can understand the rules and can apply them honestly most of the time including when refereeing.</p>	<p>P.E.</p> <p>Dodgeball & Strategic games</p>  <p>Can officiate and help to manage a game by refereeing.</p> <p>Can select the appropriate action for the situation and make this decision quickly.</p> <p>Can use a wider range of skills with increasing control under pressure.</p> <p>Can use the rules of the game consistently to play honestly and fairly.</p> <p>Can work collaboratively to create tactics with my team and evaluate the effectiveness of these.</p> <p>Can work in collaboration with others so that games run smoothly.</p>

	Can work co-operatively with their group to self-manage games.	Can share ideas and work with others to manage their game. Know the rules of the game and can use them often and honestly.		Can recognise own and others strengths and areas for development and can suggest ways to improve.
	French Bon Anniversaire!  <p>Can recognise and ask for snacks Can give basic opinions about food Can use numbers 21-31 Can recognise and use the months Can form dates</p>	French Le Cirque  <p>Can discuss francophone countries Can discuss the languages we speak Can identify different items of clothing Can describe items of clothing</p>	French Chez Moi  <p>Can name the rooms in the house Can describe the rooms in the house Can say what people do at home Can say what people do and where</p>	French On Va Faire La Fete  <p>Can talk about different forms of transport, places and immediate future plans Can give descriptions of people and clothes Can give opinions of food and clothes Can order in a café</p>
	Music Reflect, Rewind & Replay  <p>Can explore the Classical style of music. Know about the history of music and will look back and consolidate their learning while learning some of the language of music. Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. Can listen to and talk about songs. Can play games and explore singing, playing musical</p>	Music Reflect, Rewind & Replay  <p>Can explore the Classical style of music. Know about the history of music and will look back and consolidate their learning while learning some of the language of music. Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. Can listen to and talk about songs. Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.</p>	Music Reflect, Rewind & Replay  <p>Can explore the Classical style of music. Know about the history of music and the language of music. Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. Can listen to and talk about songs. Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.</p>	Music Reflect, Rewind & Replay  <p>Can explore the Classical style of music. Know about the history of music and look back and consolidate their learning while learning some of the language of music. Know about the interrelated dimensions of music which are pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. Can listen to and talk about songs. Can play games and explore singing, playing musical instruments, improvising, composing and performing songs.</p>

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