



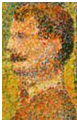




Our Lady of Peace Catholic Nursery & Primary School










Curriculum Map 2021-2022







Our Lady of Peace Catholic Primary and Nursery School

Curriculum Overview- Year 2

	THEMES		
	<p style="text-align: center;"><u>Autumn 1</u></p> <p>Theme 1: Wellbeing</p> <p>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.</p>	<p style="text-align: center;"><u>Spring 1</u></p> <p>Theme 3: Leadership & Collaboration</p> <p>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.</p> <p>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 ethically diverse and poorer communities and work in partnership with the local community to develop link to enrich the learning experiences of our pupils.</p>	<p style="text-align: center;"><u>Summer 1</u></p> <p>Theme 5: Enquiry & Creativity</p> <p>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.</p>
	<p style="text-align: center;"><u>Autumn 2</u></p> <p>Theme 2: Resilience & Stamina</p> <p>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.</p> <p>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.</p>	<p style="text-align: center;"><u>Spring 2</u></p> <p>Theme 4: Our Place in the World</p> <p>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.</p>	<p style="text-align: center;"><u>Summer 2</u></p> <p>Theme 6: Embracing change & Aspirations</p> <p>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.</p>

	Autumn	Spring	Summer
Art & D.T.	<p>Art How can we express ourselves through art?</p>  <p>(George Seurat)</p> <p>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</p> <p>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.</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>Art Can we paint our community?</p>  <p>(Clementine Hunter)</p> <p>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</p>	<p>Art Can we express culture through art?</p>  <p>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</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>
SMSC/British Values	<p>Spiritual: 1a, 1c, 1d Social: 3a Cultural: 4b, 4d</p>	<p>Spiritual: 1a, 1c, 1d Social: 3a Cultural: 4b, 4d</p>	<p>Spiritual: 1a, 1c, 1d Social: 3a Cultural: 4b, 4d, 4e (BV Link)</p>
Science	Science	Science	Science

	<p>How can I be healthy?</p>  <p>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. 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>Materials</p>  <p>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>	<p>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> <p>Why are plants important and how can we care for them?</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>Why are forces important?</p>  <p>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> <p>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>
SMSC/British Values	<p>Spiritual: 1b, 1c, 1d Moral: 2b Social: 3a</p>	<p>Spiritual: 1b, 1c, 1d Social: 3a</p>	<p>Spiritual: 1b, 1c, 1d Social: 3a</p>
History & Geography	<p>History Did Queen Victoria live a happy life?</p> 	<p>History How did the Great Fire of London change London for the better?</p> 	<p>Geography How is life like for a child in India?</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>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>Can use words and phrases like: before, after, past, present, then and now Can answer questions using books and the internet Can research the life of a famous person from the past using different sources of evidence Can sequence a set of events in chronological order and give reasons for their order Can explain how the local area was different in the past Understand what 'Parliament' means.</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>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>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>
SMSC/British Values	Spiritual: 1b, 1c, 1d Social: 3a Cultural: 4c	Spiritual: 1b, 1c, 1d Moral: 2c Social: 3a, 3c (BV Link) Cultural: 4c	Spiritual: 1a, 1b, 1c, 1d Moral: 2a, 2c (BV Link) Social: 3a, 3b Cultural: 4a, 4b, 4d, 4e (BV Link)
R.E.	<p>R.E. Beginnings- Who made the world and everything in it?</p>  <p>Know God is present in every beginning</p>	<p>R.E. Books- Why do we need books?</p>  <p>Know that different books are used at home and in school Know the books used in Church on Sunday by the parish family</p>	<p>R.E. Spread the Word- Why should we spread the Good News?</p>  <p>Know the importance of passing on a message</p>

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)

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.

Preparing for special times- Do we need to prepare?



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.
 Can say what they wonder about God and Jesus.
 Can ask and respond to questions about sources (prayers, hymns and scripture and stories)

Thanksgiving- Why should we be grateful people?



Understands that there are different ways to say thank you.
 Knows The Eucharist: the parish family thanks God for Jesus
 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
 Can listen and respond to a point of view.

Opportunities- How does each day offer opportunities for good?

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).

Rules- Do we need rules?








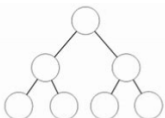
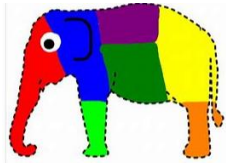
Know how rules can help at home and in school
 Know reasons for rules in the Christian family
 Can retell accurately many key elements from stories within the Old and New Testament
 Can describe many religious signs, symbols and actions used in prayer and Liturgy
 Can describe and give many examples 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).

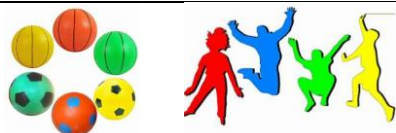
Treasures- Is the world a treasure?



Know what we treasure

	<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. They can also say what they wonder about God and Jesus.</p> <p>Can listen and respond to a point of view.</p> <p>Can ask and respond to questions about sources (prayers, hymns and scripture stories)</p>	 <p>Know the love and care shown in the family</p> <p>Know that Lent is an opportunity to turn towards what is good in preparation for Easter</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 listen and respond to a point of view.</p> <p>Can ask and respond to questions about sources (prayers, hymns and scripture stories).</p>	<p>Know the world is God's treasure given to us</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>
SMSC/British Values	<p>Spiritual: 1a, 1b, 1c, 1d</p> <p>Moral: 2a, 2c</p> <p>Social: 3a</p> <p>Cultural: 4b, 4d, 4e (BV Link)</p>	<p>Spiritual: 1a, 1c, 1d</p> <p>Moral: 2a, 2b, 2c (BV Link)</p> <p>Social: 3a, 3b</p> <p>Cultural: 4b, 4d</p>	<p>Spiritual: 1a, 1b, 1c, 1d</p> <p>Moral: 2a, 2b, 2c (BV Link)</p> <p>Social: 3a, 3b, 3c (BV Link)</p> <p>Cultural: 4d, 4e (BV Link)</p>
Computing	<p>Computing Coding</p>  <p>Understand what an algorithm is.</p> <p>Can create a computer program using simple algorithms.</p> <p>Can compare the Turtle and Character objects.</p> <p>Can use the button object.</p> <p>Know what debugging means.</p> <p>Understand the need to test and debug a program repeatedly.</p> <p>Can debug simple programs.</p> <p>Can create programs using different kinds of objects whose behaviours are limited to specific actions.</p> <p>Can discuss how logic helped them understand that they could only predict specific actions, as that is what the objects were limited to.</p>	<p>Computing 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>Computing Making Music</p>  <p>Can make music digitally using 2Sequence.</p> <p>Can explore, edit and combine sounds using 2Sequence.</p> <p>Can add sounds to a tune they've already created to change it.</p> <p>Can think about how music can be used to express feelings and create tunes which depict feelings.</p> <p>Can upload a sound from a bank of sounds into the Sounds section.</p> <p>Can record their own sound and upload it into the Sounds section.</p> <p>Can create their own tune using the sounds which they have added to the Sounds section.</p>

	<p>Can use all the coding knowledge, they have learned throughout their programming lessons to create a more complex program that tells a story.</p> <p>Know how to share work electronically using the display boards.</p> <p>Use digital technology to share work on Purple Mash to communicate and connect with others locally.</p> <p>Online Safety</p>  <p>Have some knowledge and understanding about sharing more globally on the Internet.</p> <p>Understand Email as a communication tool using 2Respond simulations.</p> <p>Understand how we talk to others when they aren't there in front of us.</p> <p>Able to open and send simple online communications in the form of email.</p> <p>Understand that information put online leaves a digital footprint or trail.</p> <p>Begin to think critically about the information they leave online (This will continue in Autumn 2)</p> <p>Questioning</p>  <p>Can show that the information provided on pictogram is of limited use beyond answering simple questions.</p> <p>Can use YES or No questions to separate information.</p> <p>Can construct a binary tree to separate different items.</p> <p>Can use 2Question (a binary tree) to answer questions.</p> <p>Can use a database to answer more complex search questions.</p>	<p>Can create a leaflet to help someone search for information on the Internet</p> <p>Creating Pictures</p>  <p>Can look at the impressionist style of art (Monet, Degas, Renoir).</p> <p>Can recreate pointillist art and look at the work of pointillist artists such as Seurat.</p> <p>Can look at the work of Piet Mondrian and recreate it using the Lines template.</p> <p>Can look at the work of William Morris and recreate it using the Patterns template.</p> <p>Can explore surrealism and eCollage.</p>	<p>Presenting Ideas</p> <p>Can explore how a story can be presented in different ways.</p> <p>Can make a quiz about a story or class topic.</p> <p>Can make a fact file on a nonfiction topic.</p> <p>Can make a presentation to the class.</p>
P.E.	P.E. Ball Skills & Dance	P.E. Gymnastics & Ball skills	P.E. Striking/Fielding & Target games



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.

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.
 Can perform the basic gymnastic actions with some control and balance.
 Can plan and repeat simple sequences of actions.
 Can use directions and levels to make work look interesting.
 Can use shapes when performing other skills.
 Can work safely with others and apparatus.



Beginning to provide feedback using key words.
 Can show they are proud of their work and confident to perform in front of others.
 Can perform the basic gymnastic actions with some control and balance.
 Can plan and repeat simple sequences of actions.
 Can use directions and levels to make their work look interesting.
 Can use shapes when performing other skills.
 Can work safely with others and apparatus.
 Can understand and use simple tactics.
 Can dribble a ball with their 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.

Invasion & Team Building



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.








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.
 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.
 Know the principles of a target game and can use different scoring systems when playing games.
 Know what good technique looks like and can use key words in the feedback they provide.

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.

		Know how to use, follow and create a simple diagram/map.	
SMSC/British Values	Spiritual: 1c, 1d Moral: 2a, 2b Social: 3a, 3b Cultural: 4d	Spiritual: 1c, 1d Moral: 2a, 2b Social: 3a, 3b Cultural: 4d	Spiritual: 1c, 1d Moral: 2a, 2b Social: 3a, 3b Cultural: 4d
Music	<p>Music Hands, Feet, Heart</p>  <p>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.</p> <p>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>	<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> <p>Zootime</p>  <p>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.</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> <p>Reflect, Rewind and Replay</p>  <p>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</p>
SMSC/British Values	Spiritual: 1c Social: 3a, 3b Cultural: 4a, 4b, 4d, 4e (BV Link)	Spiritual: 1c Social: 3a, 3b Cultural: 4d	Spiritual: 1c Social: 3a, 3b Cultural: 4d