




Our Lady of Peace Catholic Nursery & Primary School








Curriculum Map 2021-20







Our Lady of Peace Catholic Primary and Nursery School

Curriculum Overview- Year 1

| THEMES | | | |
|--------|---|--|---|
| | <p><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><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 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><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><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><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><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 would artists draw a self-portrait?</p>  <p>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</p> <p>D.T. How can I be a designer?</p> <p>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)</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>Art How can you represent Easter through art?</p>  <p>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</p> | <p>Art Henri-Rousseau- How important is the rainforest?</p>  <p>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.</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> |
| SMSC/British Values | <p>Spiritual: 1a, 1c, 1d Cultural: 4d</p> | <p>Spiritual: 1c, 1d Social: 3a, 3c (BV Link) Cultural: 4b, 4d (BV Link)</p> | <p>Spiritual: 1c, 1d Social: 3a Cultural: 4d</p> |
| Science | <p>Science Who am I?</p>  <p>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.</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.</p> | <p>Science Minibeasts</p>  |

| | | | |
|--------------------------------|--|---|--|
| | <p>Materials</p>  <p>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. 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>Can classify and name animals by what they eat (carnivore, herbivore and omnivore). Can sort animals into categories (including fish, amphibians, reptiles, birds and mammals). Can sort living and non-living things</p> <p>Plants & Animals</p>  <p>Can name a variety of common wild and garden plants. 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 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.</p> <p>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> |
| SMSC/British Values | <p>Spiritual: 1a, 1b, 1c, 1d Social: 3a, 3b, 3c (BV Link)</p> | <p>Spiritual: 1a, 1b, 1c, 1d Social: 3a, 3b</p> | <p>Spiritual: 1a, 1b, 1c, 1d Social: 3a</p> |
| History & Geography | <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>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</p> | <p>History How did Mary Seacole help others?</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 explain how some people have helped us to have better lives Can spot old and new things in a picture Can explain what an object from the past might have been used for Can explain the contributions made by Mary Seacole</p> <p>Geography</p> | <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>Where in the world would I like to go?</p> |

| | | | |
|----------------------------|---|--|---|
| | <p>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>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>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> |
| SMSC/British Values | <p>Spiritual: 1a, 1b, 1c, 1d Social: 3a, 3c (BV Link) Cultural: 4a, 4b, 4d, 4e (BV Link)</p> | <p>Spiritual: 1b, 1c, 1d Moral: 2c Social: 1a Cultural: 4a, 4d (BV Link)</p> | <p>Spiritual: 1a, 1b, 1c, 1d Social: 3a (BV Link)</p> |
| R.E. | <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. Special People- What makes a person special?</p>  <p>Know there are special people in our lives who are there to help us Know that on Sunday in church, we meet people who do special jobs as we gather to celebrate the Good News of Jesus 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. 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> |

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).

Waiting- Is waiting always difficult?



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)

Meals- What makes some meals special?



Know families and groups share special meals
 Understand mass as Jesus' special meal
 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.

Change- How and why do things change?



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.

Being Sorry- Why should we be sorry?








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).






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).

| | | | |
|----------------------------|--|--|---|
| | | Can talk about some sources (prayers and hymns). | |
| SMSC/British Values | Spiritual: 1a, 1b, 1d Moral: 2c Social: 3a, 3c (BV Link) Cultural: 4b, 4d, 4e (BV Link) | Spiritual: 1a, 1b, 1d Moral: 2a, 2b, 2c (BV Link) Social: 3a (BV Link) Cultural: 4b, 4d, 4e (BV Link) | Spiritual: 1a, 1b, 1d Moral: 2a, 2b (BV Link) Social: 3b, 3c BV Link) Cultural: 4d, 4e (BV Link) |
| Computing | Computing  <p>Pupils become familiar with the I.C.T suite and are able to log on and become familiar with Purple Mash..</p> Online Safety  <p>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</p> | Computing Grouping and Sorting  <p>Can sort items using a range of criteria. Can sort items on the computer using the 'Grouping' activities in Purple Mash.</p> Lego Builders <p>Can emphasise the importance of following instructions. Can follow and create simple instructions on the computer. Can consider how the order of instructions affects the result.</p> Maze Explorers <p>Can understand the functionality of the basic direction keys in Challenges 1 and 2. Can use the direction keys to complete the challenges successfully. Can understand the functionality of the basic direction keys in Challenges 3 and 4. Can understand how to create and debug a set of instructions (algorithm). Can use the additional direction keys as part of their algorithm. Know how to change and extend the algorithm list. Can create a longer algorithm for an activity.</p> Animated Story Books | Computing Coding  <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> Spreadsheets  <p>Can add images Can add images to a spreadsheet and using the image toolbox.</p> |

| | | | |
|-------------|---|--|--|
| | |  <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> | <p>Can use the 'speak' and 'count' tools in 2Calculate to count items.</p> <p>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> |
| P.E. | <p>P.E. Basic Movement & Ball Skills</p>  <p>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> <p>Fundamentals & Dance</p>  <p>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.</p> | <p>P.E. Fitness & Athletics</p>  <p>Can recognise changes in their body when they do exercise. Can share their 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 Can throw towards a target. Can show balance and co-ordination when changing direction. Can run at different speeds. Can work with others and make safe choices. Can try their best. Know the difference between a jump, a leap and a hop and can choose which allows them to jump the furthest.</p> <p>Ball Skills & Target games</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. Can understand when they are a defender and when they are an attacker. Can communicate simple instructions. Can follow instructions. Can follow path and lead others. Can listen to others' ideas. Can suggest ideas to solve tasks. Can work with a partner and a small group. Know the rules of the game.</p> <p>Athletics & Fitness</p> |

| | | | |
|----------------------------|---|--|--|
| | <p>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. Can use different parts of the body in isolation and together. Can work with others to share ideas and select actions. Can choose appropriate movements for different dance ideas. Can say what they liked about someone else's performance. Can show some sense of dynamic and expressive qualities in their dance.</p> |  <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>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> |
| SMSC/British Values | <p>Spiritual: 1c, 1d Moral: 2b Social: 3a, 3b, 3c (BV Link) Cultural: 4d</p> | <p>Spiritual: 1c, 1d Moral: 2b Social: 3a, 3b, 3c (BV Link) Cultural: 4d</p> | <p>Spiritual: 1c, 1d Moral: 2b Social: 3a, 3b, 3c (BV Link) Cultural: 4d</p> |
| Music | <p>Music Hey You!</p>  <p>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.</p> <p>Rhythm in the way we walk & The Banana Rap</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>Round and Round</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>Reflect, Rewind and Replay</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>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.</p> |  <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 how to create rhythms, sing, improvise, compose and perform music using various resources, games and activities.</p> |
| SMSC/ British Values | Spiritual: 1c, 1d Social: 3a Cultural: 4b, 4d | Spiritual: 1c, 1d Social: 3a Cultural: 4b, 4d | Spiritual: 1c, 1d Social: 3a Cultural: 4b, 4d |