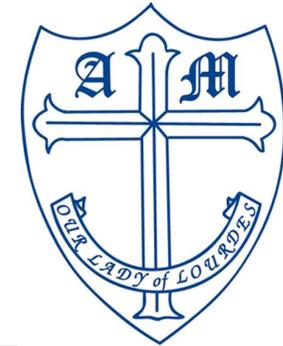


Our Lady of Lourdes Catholic Primary School



Our Curriculum 2019-20

Introduction

This curriculum document provides an overview of the range of learning opportunities available to pupils throughout the Early Years Foundation Stage and their primary education at Our Lady of Lourdes School. Our aim is to ensure that all pupils access high quality, broad and culturally rich learning experiences that support the progressive development of skills and knowledge, enabling them to achieve high standards and begin a lifelong love of learning. This document identifies the content of the curriculum for each year group, with key knowledge and skills to be developed, and details on approaches to teaching and learning as well as other opportunities for learners.

The Aims of our curriculum:

- To develop self-confident, independent and resilient learners, supporting all children to achieve their best in every aspect of their learning, whatever their individual needs. To enable every child to develop to their full potential as they follow the path that Our Father has planned for them.
- To inspire and motivate children to develop a love of learning through the provision of an engaging and innovative curriculum.
- To allow children to learn about their local area, country and the world, its history and how they will be a part of its future.
- To provide a positive, stimulating and caring learning environment, ensuring individuals feel safe, valued and happy (we are committed to safeguarding).
- To support all children to become respectful and responsible members of the community as well as part of the parish community.
- To work in partnership with pupils, parents, governors, the church and other organisations, supporting families through a caring and nurturing ethos.
- To deliver excellent Religious Education in order to educate religiously literate and engaged young people who have the knowledge, understanding and skills – to reflect spiritually, and think ethically and theologically, and who are aware of the demands of religious commitment in everyday life.

Subjects within the National Curriculum (2014)

Our Lady of Lourdes follows the International Primary Curriculum model to teach the subjects in the national curriculum.

English inc. Reading and Writing	Mathematics	Science	Religious Education taught through the Come and See programme	
Art	Computing	Design and Technology	Geography	History
Languages (French) in particular year groups	Music	PSHE including Relationships Education through 'A Journey in Love' and 'Yasmin and Tom'	Physical Education	

Curriculum Map 2019-20

The curriculum at Our Lady of Lourdes Catholic Primary School is taught through IPC topics. These are detailed below.

	Topics					Science Topics
Year 6	World War II	The Victorians (History: British)	The great, the bold and the brave (Romans)	Out of Africa		Space Scientist Fascinating Forces

						Being Human Look Hear Full Power
Year 5	The Story of English		Earth as an Island	Tour De Monde	AD 900	Bake it Existing, Endangered, Extinct
Year 4	Temples, Tombs and Treasures (History: World)			Different Places, similar lives (Geography: World/Local)	All Aboard (History: British)	Bright Sparks Turn it up Land, Sea and Sky Feel the Force Let's Plant It
Year 3	Island Life (Geography: World)	Bienvenue en France (Geography: Europe)	Scavengers and Settlers (British History)	Gateways to the World (Geography: Local; History: Local)	They made a difference (World History)	How humans work Rocks Magnets Light and shadow Shake it

	Topics				Science Topics
Year 2	From A to B	Buildings	The Magic Toy Maker	Time Travellers	Live and Let live (Life cycles) Push me, Pull you Look and Listen

						Habitats
Year 1	Treasure Island	A day in the life	The circus is coming to town			Animals
						Green Fingers
						What's it made of?
						Super Humans
						The Earth our home
EYFS	Me and My Family	Let's Celebrate	Food Glorious Food	Once Upon a Time	Where will you go?	Animal Antics

**Geography skills should be developed alongside the focus e.g. reading globes, maps and atlases, grid references, knowledge of continents, countries, capital cities etc.*

EYFS: Stories children will experience in Reception...

Reception		
Autumn	Spring	Summer
Titch	The Little Red Hen	The train ride
My mum and dad make me laugh	Handa's surprise	The Hundred Decker bus
You choose	Sam's Sandwich	Granny went to Market
Funnybones	Supertato	Whatever Next
Pass the Jam Jim	The three little pigs	The very Hungry Caterpillar
Kipper's birthday	Jack and the beanstalk	Dear Zoo
This much!	The Gingerbread Man	Chicken little
The First christmas	The Elves and the ShoeMaker	The rainbow fish

Units of Work by Subject: EY

Expressive Art and Design	<p>Portraits -paint, collage and drawing Choosing colours and materials</p> <p>Singing rhymes and songs</p>	<p>Collage - exploring textures Patterns</p> <p>Keeping a steady pulse Experiment with different instruments</p> <p>Christmas songs</p>	<p>Shaping and modelling Printing Painting using a range of brushes Symmetry</p> <p>Untuned and tuned instruments</p>	<p>Rubbings Colour mixing - exploring Observational drawings</p> <p>Exploring how sounds can be changed</p>	<p>Threading/ weaving and sewing Creating textures Colour mixing - more formal</p> <p>Responding to music through movement</p>	<p>Painting - fine brushes Using watercolours Making choices Discussing improvements and modifications</p> <p>Responding to music - drawing and painting</p>
Communication and Language	<p>Rules for listening Talking about homes and families Extending vocabulary -body parts/ classroom areas</p>	<p>Instructions -cooking Sequencing activities Extending vocabulary - celebrations/ birthdays /Christmas</p>	<p>Partner talk Responding in a group Extending Vocabulary - fruit and vegetable names Oral story-telling</p>	<p>Roleplay - introducing a story line Hot-seating How and why questions Oral story-telling Extending Vocabulary -related to stories</p>	<p>Giving and following instructions Speaking within a larger group Extending vocabulary - transport modes/ routes and maps</p>	<p>Developing own narratives Giving and following instructions Extending vocabulary -animal names/habitats</p>
Physical Development	<p>Dressing and undressing Managing personal hygiene Using a knife and fork</p> <p>To move with confidence in a variety of ways. To use large and small scale movements.</p>	<p>Joining using tape/ staplers/ etc Risk assessing Safe use of scissors Pencil control for writing</p> <p>To show awareness of space and others. To create gestures and movements to a pattern.</p>	<p>Cutting skills -scissors Risk assessing Cooking - chopping with knives, peeling, grating, etc Forming letters (Handwriting)</p> <p>To show control over equipment. To develop confidence in balancing and climbing.</p>	<p>Cutting skills -scissors Risk assessing Using tools -screwdrivers, hammers and Nails Forming letters (Handwriting)</p> <p>To take part in team games. To show imagination and develop timing.</p>	<p>Threading/ weaving and sewing Risk assessing Using tools - saws Forming letters (Handwriting)</p> <p>Sports day practice.</p>	<p>Threading/ weaving and sewing Risk assessing Using tools - saws Forming letters (Handwriting)</p> <p>To use a range of equipment with purpose and skill. Sports day – developing specific skills.</p>

		To follow a beat and rhythm.	To develop hand eye coordination.	To work with others, using resources.		
Literacy	Mark making Ascribing meanings to marks Namewriting Labels	Story scribing Cards Lists Invitations Thank you notes Captions	Story scribing Posters Messages Recipes Instructions Lists	Story scribing Sequencing stories Speech bubbles Character descriptions	Story scribing Instructions Descriptions Postcards Letters Posters Poems	Story scribing Poems Recounts Instructions Letters Descriptions
Understanding the World	Talking about personal and family history -sequencing Similarities and differences between friends Taking photos	Family customs and routines Birthdays - getting older Simple programmes on leappads	Changes - cooking Similarities and differences between different countries Programmable toys	Observations of plants Changes - seasons Paint programme -saving work	Similarities and differences in different communities Features of the local environment Beebots - planning routes	Caring for living creatures Habitats Life cycles Transition - past, present and future events
Design & Technology	Create and combine different materials using sticking and cutting techniques.	Use a variety of joining and fastening skills.	Use tools and equipment to develop and make natural objects	Cooking – tasting food from around the world	Work Bench focus, using real tools, including hammers, hacksaws, nails,	
<i>Ongoing areas of learning from EYFS – Expressive Art and Design</i>						
Geography	Different story settings	Use the local area to monitor and track changes	Trips to local area	Awareness of maps and atlases	Survival day (hot and cold environments)	Visit the local environment and collect natural materials
<i>Ongoing areas of learning from EYFS – Understanding the World: The World</i>						
History	Think about the past e.g. reflect on the school day, week.	Links to Ourselves topic, how we have changed.	Guy Fawkes			
<i>Ongoing areas of learning from EYFS – Understanding the World</i>						
Mathematics						

Personal, Social & Health Education Journey in Love: 'God loves each of us in our uniqueness'	Me, myself and relationships <i>Owl Babies</i> <i>Guess how much I love you?</i>	Me, myself and relationships <i>Rainbow Fish</i> <i>Mr Big</i> <i>Little Rabbit Foo Foo</i>	Growing and Changing <i>RSE - Gender stereotypes/ celebrating difference</i>	Growing and Changing <i>RSE - Different ages - growing up</i>	<i>RSE - Recognising different emotions</i>	Keeping Safe <i>RSE - My body</i>
	<i>Ongoing areas of learning from EYFS – Personal, Social and Emotional Development; Physical Development</i>					
Religious Education <i>Come and See</i>	Myself World Religions Week - Judasism	Welcome (Baptism) Birthday (Advent, Christmas)	Celebrating Gathering (Eucharist)	Growing (Lent, Easter)	Good News (Pentecost) Friends (Reconciliation)	World Religions week - Hinduism Our World
	<i>Ongoing areas of learning from EYFS – Understanding the World; Personal, Social and Emotional Development</i>					
Science	Senses	Forces <i>Duck in the Truck</i>	Materials <i>Three Little Pigs</i>	Growing Gardening <i>Jack and the Beanstalk</i>	Lifecycles Outdoor exploration-Forest Schools <i>Non-fiction</i> <i>Mini-beasts</i>	Magnets
	<i>Ongoing areas of learning from EYFS – Understanding the World</i>					

Units of Work by Subject: Year 1

Art & Design	Clay - gold coins			Artist study - Archimboldo		Drawing (shape and form: animals)
Computing	Online safety	Programming and Control (Algorithms/Beebots)	Programming and Control (Ipads - Scratch Jr)	Using a Computer: introduction to keyboard, mouse pad etc.	Using a Computer: introduction to simple programmes and online safety	Creating and Publishing Work
Design & Technology	Build Structures: Strong, Stiff and Stable (Boats)		Mechanisms: Levers and Sliders (Space - linked to Day in the Life)			Cooking & Nutrition: Where food comes from in the world and healthy diet (Meal for a circus performer)
English						
Geography	Treasure Island: Islands around the world The UK and its parts <i>Name geographical features</i> <i>Climates around the world: comparison of tropical climate to cold climate.</i>		Creation of a fictional town: <i>use maps, atlases and globe; devise maps and create a key/symbols; understand landmarks</i>		Use maps and globes to find out where different animals come from	
History	Famous pirates: Mary Bonny, Edward Teach		Significant people from the past: Neil Armstrong; Mary Seacole			
Mathematics <i>White Rose</i>	Number: Place value (within 10) Addition and Subtraction: within 10	Shape Place Value: within 20	Number: Addition and Subtraction (within 20) Number: Place Value within 50	Measurement: Height and Length Weight and Volume	Number: Multiplication and Division (2,5,10) Number Fractions Position and Direction	Place Value (within 100) Measurement: Money Measurement: Time

Music	Seachanties and singing	Christmas Production		Untuned/tuned instruments	Singing	
Personal, Social & Health and Citizenship Education (PSHCE) <i>Journey in Love</i> <i>'We meet God's love in our family'</i> <i>Yasmin and Tom (RSE)</i>	How do we decide how to behave?	How can we be a good friend? <i>RSE - What makes a good friend.</i>	How do we keep safe? <i>RSE - Feelings</i>	How do we feel? <i>RSE - External body parts; life cycles</i>	What makes us special? <i>RSE - Families/celebrations/sad times. Being part of God's family</i>	Money education- saving and spending money <i>RSE - Relationships; gender stereotypes and differences</i>
Physical Education	Fundamental Movement Skills (ABC)	Ball Skills	Invasion games (Football, Tag Rugby, Netball, Hockey)	Athletics	Athletics	Striking & fielding games
	Ball Skills (Throwing and Catching)	Throwing, jumping and Running	Dance	Gymnastics	Ball Skills	Ball Skills
Religious Education <i>Come and See</i>	Families	Belonging (Baptism)	Special people	Meals	Holidays and Holy days	Neighbours
	World Religions Week: Judaism (2 Weeks)	Waiting		Change	Being Sorry	World Religions Week (Hinduism 1 week)
Science	The Earth our home		What's it made of?	Super Humans	Green fingers	Animals
Educational Visits		Pirate Training Day	Trip to the Fire Station	Barleylands	In school Circus	Colchester Zoo

Units of Work by Subject: Year 2

Art & Design		Charcoal	Artist Study: Gaudi - mosaic, collage		Painting: Colour, pattern and texture (Great Fire of London)	
Computing	Using a Computer: Word processing skills and using a keyboard	Using a Computer: Creating, Publishing & Saving Documents using a range of programmes	Using a Computer: The Internet and Online Safety	Coding: Algorithms	Coding (Scratch Jr)	Communication & Collaboration Online - G Suite including Online Safety
Design & Technology	Mechanisms: Wheels and Axles (From A - B -Cars) Other vehicles Design process		Creating buildings. Food technology - Chinese food design process.	Textiles: Sewing (The Magic Toy Maker: Puppets) Design process		
English						
Geography	From A to B <i>Use maps, atlases and globes</i> <i>Use compass directions and directional language; school grounds and surrounding environment.</i>		Asia: China <i>Geographical similarities and differences between the UK and a non-European country</i> Buildings around the world - comparing different cities.			
History	History of Flight Grace Darling Wright Brothers History of Lifeboats		How have buildings changed over time	Toys and games from the past		The Great Fire of London/The Great Plague
Mathematics	Number: Place Value Addition and Subtraction	Money Multiplication and Division	Multiplication and Division Statistics Geometry: shape	Number: fractions Measurement: Length and Height Consolidation	Geometry: position and direction Problem solving Efficient methods	Measurement: Mass, Capacity and Temperature Investigations

Music		Christmas Production: singing	Listen with concentration and understanding	Play Tuned and Untuned Instruments		Create, select and combine sounds using the interrelated dimensions of music
Personal, Social & Health and Citizenship Education (PSHCE) <i>Journey in Love</i> <i>'We meet God's love in the community'</i> <i>Yasmin and Tom (RSE)</i>	How can we help? The church as God's family. God's love in the community. <i>RSE - What to do when we are sad</i>	What is bullying? <i>RSE - Online safety</i>	How can we be healthy? <i>RSE - Keeping clean</i> <i>RSE - Internal body parts</i>	What is the same and different about us? <i>RSE - different ages: growing up.</i> <i>Toys - gender stereotypes/celebrating difference</i>	How do we show our feelings? <i>RSE - Keeping safe when out and about.</i>	How can we keep safe in different places? Money education- saving and spending money
Physical Education	Swimming	Ball Skills	Invasion games (Football, Tag Rugby, Netball, Hockey)	Athletics	Athletics	Striking & fielding games
	Ball Skills (Throwing and Catching)	Throwing, jumping and Running	Dance	Gymnastics	Ball Skills	Ball Skills
Religious Education <i>Come and See</i>	Beginnings World Religions week: Judaism	Sign and Symbols Preparing (Advent)	Books Thanksgiving (Eucharist)	Opportunities (Lent/Easter)	Spread the Word (Pentecost) Rules	World Religions Week (Hinduism) Treasures (Universal Church- the world)
Science	Plants	Materials	Life cycles	Forces	Sound	Habitats
Educational Visits	RNLI Lifeboat station			Chalkwell Park - Forces/Geography skills	The Tower of London	Chalkwell Beach

Units of Work by Subject: Year 3

Art & Design	Island art - using a range of media	Picasso (Pastels)	Monet artist study Watercolour/Aquarelle pictures		Flight sculptures Sketching:light and darkness (Observational drawing)	Artist study Painting: (Van Gogh)
Computing	Communication & Collaboration Online (Google) including Online Safety	Programming & Control (Robomind)	Programming & Control (Robomind)	Digital media presentation (Ipads)	Programming & Control (Scratch)	Communication & Collaboration Online (Gmail) including Online Safety
Design & Technology		Moving pictures - pulleys/levers		Create roundhouses	Build Structures: Nets (Food Packaging) Design process Cooking & Nutrition: Plan and prepare a simple savoury meal and understand healthy diet Design process	
English						
Geography	Hawaii and islands around the world study Island Life <i>Locate countries and environmental regions Use maps, atlases and globes to locate countries and describe features.</i>		Geography of France and Europe		Impact of Airports Skills Unit: <i>Use the eight points of a compass.</i>	

History			French history	Settlers (Stone age to Iron age)	Local history: Southend Airport	Significant people
Mathematics	Number: Place Value Addition and Subtraction	Multiplication and Division	Multiplication and Division Measurement: Money	Statistics Measurement: Length and Perimeter Number: Fractions	Number: Fractions Measurement: Time	Geometry: Properties of Shape Measurement: Mass and Capacity
Music	Island songs: performing and appraising		Singing French songs	Play and perform in solo and ensemble contexts, using their voices and musical instruments	Composing and performing	Performing/using notation
Personal, Social & Health and Citizenship Education (PSHCE) <i>Journey in Love 'We meet God's love in the community' & Yasmin and Tom (RSE)</i>	What are the rules that keep us safe? What are we responsible for? <i>RSE - who can help me</i>	How can we eat well. <i>RSE - Keeping clean</i>	Recognising and responding to bullying <i>RSE - What makes a good friend; feelings. Story of Zacchaeus</i>	How can we describe our feelings?	What jobs would we like? <i>RSE - Jobs people do (gender stereotypes) celebrating difference</i>	What are the rules that keep us safe? Enterprise <i>RSE - personal space, lifecycles</i>
Physical Education	Health Related Fitness (HRF)	Target Sports	Dance	Gymnastics	Athletics	Net games/ Striking and fielding (cricket) Orienteering
		Sports Hall athletics/invasion games (Football/Netball)	Invasion games (Hockey/Tag Rugby)	Athletics	Net games/ Striking and fielding (cricket)	Swimming
Religious Education <i>Come and See</i>	People World Religions week: Judaism	Called (Baptism) Gifts (Advent)	Community Giving and Receiving (Eucharist)	Self Discipline (Lent/Easter)	New life (Pentecost) Building Bridges	World Religions Week (Hinduism) God's People (Universal Church- the world)
Science	Plants	The Human Body	Rocks and Soils	Magnets	Light	Changing and Separating materials
Educational Visits		Library trip		Belfairs Park	Hadleigh Park Bee Man visit	

Loving like Mary, Serving like Mary, Learning like Mary, Believing like Mary

Units of Work by Subject: Year 4

Art & Design		Sculpture: Clay (Figures)			Painting: Line, Shape, Form and Colour (Railway adverts)	Artist Study: Antonio Marasco Railway pictures Pastels/Chalk (Colour)
Computing	Programming & Control (Scratch)	Programming & Control (Scratch)	Communication & Collaboration Online (Google) <i>RSE - Online safety</i>	Modelling & Simulation (Robomind)	Modelling & Simulation (Robomind)	Using a Computer: Sheets (Google) to collect, analyse, evaluate and present data and information
Design & Technology	Egyptian Death Masks - strengthening materials	Electrical Systems: Series Circuits		Building Simple Structures with Wood - transporting items	Cooking & Nutrition: Plan and prepare a simple savoury meal and understand healthy diet Design process	
English						
Geography	Geography of Northern Africa/Europe		Local Geography Leigh on Sea <i>Use fieldwork to observe, measure and record human and physical features. (Weather)</i>	The continent of Africa. <i>Locate countries and environmental regions Use maps, atlases and globes to locate countries and describe features.</i>	Geography of the UK	

			<i>Use the eight points of a compass.</i>	Different places, similar lives. Comparing localities		
History	The Ancient Egyptians		Local History: Leigh on Sea		History of the Railways- Victorian Britain and the Industrial Revolution	
Mathematics White Rose	Number: Place Value Number: Addition and Subtraction	Measurement: Length and Perimeter Number: Multiplication and Division	Number: Multiplication and Division Measurement: Area	Number: Fractions Number: Decimals	Number: Decimals Measurement: Money; Time Statistics	Geometry: Properties of Shape Geometry: Position and Direction
Music	Singing: Egyptian themed songs		Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand different traditions, great composers/ musicians. Music from around the world.		Improvise and compose music for a range of purposes. Use and understand staff and other musical notations	Play and perform in solo and ensemble contexts, using their voices and musical instruments
Personal, Social & Health and Citizenship Education (PSHCE) <i>Journey of Love</i> <i>'God loves us in our differences'</i> <i>and Yasmin and Tom (RSE)</i>	How can we keep safe in our local area? <i>RSE - identifying risk</i> <i>RSE - Me, myself and I</i>	What can we do about bullying? <i>RSE - managing feelings</i>	How do we grow and change? <i>RSE- reproductive body parts</i>		Appreciating diversity and difference. St Paul's teaching on love. <i>RSE - getting on with family.</i> <i>Home gender stereotypes</i>	Role of money - saving, budgeting, interest and loans
Physical Education	Health Related Fitness	Target Sports	Dance	Gymnastics	Athletics	Net games/ Striking and fielding (cricket)
		Sports Hall athletics/invasion	Invasion games (Hockey/Tag Rugby)	Athletics	Swimming	Orienteering

		games (Football/Netball)				
Religious Education <i>Come and See</i>	Homes World Religions Week - Judaism	Promises (Baptism) Visitors (Advent)	Journeys Listening and Sharing (Eucharist)	Giving all (Lent/Easter)	Energy (Pentecost) Choices	Special Places World Religions (Hinduism)
Science	Human Body	Electricity	Sound	Habitats Global impact	Forces	Solids, Liquids and Gases
Trips			Visit to Old Leigh	Local area fieldwork Bee Man	Southend Pier	

Units of Work by Subject: Year 5

Art & Design	Artist Study: Street Artists- Banksi, Keith Haring			Tile and Relief Printing	Drawing: Line and Texture (People and landscapes) Artist Study: Van Gogh	
Computing	Programming & Control (Kodu)	Programming & Control (Kodu)	Communication & Collaboration Online (Google) including Online Safety	Programming & Control (SketchUp)	Programming & Control (SketchUp)	Communication & Collaboration Online (Google) including Online Safety
Design & Technology	Cooking & Nutrition: Bread Design process		Mechanisms: Levers and pulleys (sails) Design process		Strengthening materials: towers	
English						
Geography	Locating countries around the world.		Geography of the UK - Isles of Scilly Globalisation Skills Unit: <i>Use four figure grid references on an ordnance survey map.</i>	Tour De Monde: French speaking countries around the World. <i>Locate countries and environmental regions Use maps, atlases and globes to locate countries and describe features.</i>		
History	British History from pre 1066					Mayan Civilization
Languages (French)				Ordering Food Talking about where do you live.		
Mathematics	Number: Place Value Number: Addition and Subtraction Statistics	Number: Multiplication and Division Measurement: Perimeter and Area	Number: Multiplication and Division Number: Fractions	Number: Fractions Number: Decimals and Percentages	Number: Decimals Geometry: Properties of Shape Geometry: Position and Direction	Measurement: Volume Converting units Time

Music	History of British traditional music Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand different traditions, great composers and musicians.	Play and perform in solo and ensemble contexts, using their voices and tuned musical instruments	Island songs/music	Improvise and compose music for a range of purposes. Use and understand staff and other musical notations		
Personal, Social & Health and Citizenship Education (PSHCE) <i>Journey in Love</i> <i>'God loves me in my changing and development'</i> & <i>Yasmin and Tom</i> (RSE)	What makes a community? <i>RSE: Trust; people that help me.</i>	What does discrimination mean?	How can we manage our money?	What choices help health? <i>RSE - Talking about how we feel</i>	How can we be safe online and using social media? <i>RSE- Social networking; Acceptable touch; Saying 'no'.</i>	What makes us enterprising? <i>RSE - Puberty. Feelings change as we grow and how these allow us to be a mother/father.</i>
Physical Education	Swimming	Target Sports	Health Related Fitness (HRF)	Gymnastics	Athletics	
	Dance	Sports Hall athletics/invasion games (Football/Netball)	Invasion games (Hockey/Tag Rugby)	Athletics	Net games/ Striking and fielding (cricket)	Orienteering
Religious Education <i>Come and See</i>	Ourselves World Religions week: Judaism	Choices Hope (Advent)	Mission Memorial Sacrifice (Eucharist)	Sacrifice (Lent/Easter) Stations of the Cross	Transformation Freedom and Responsibility (Pentecost)	World Religions Week (Hinduism) Stewardship(Universal Church- the world)
Science	Solids, liquids and gases Water cycle	Reversible reactions	Space		Living things (Flowering plants, Food webs)	

Visits	Shakespeare Workshops		Southend Planetarium		House of Parliament (apply on 5th August) Natural History Museum	
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Units of Work by Subject: Year 6

Art & Design	Sculpture: Clay (Poppies)	Pastels: Blitz artwork	Charcoal	Painting: Art Techniques (Still Life)	Modern artist visit	
Computing	appshed Designing, writing and debugging	appshed Designing, writing and debugging	Presenting digital media	Communication & Collaboration Online	Computer programming: Kodu	Using mobile technology safely and responsibly Online Safety
Design & Technology					Electrical Systems: Series and Parallel Circuits STem Ambassador	Textiles: Cross Stitch
English						
Geography	Geography surrounding WWII - Europe/Russia/North America/Asia.			Skills Unit inc. field work <i>Use six figure grid references on an ordnance survey map.</i>	Geography of North/South America Volcanoes, mountains, watercycle	
History	World War II		Ancient Greeks/Romans			
Languages	German					
Mathematics	Number: Place Value The four rules of number	Fractions Geometry	Decimals and Percentages Algebra	Measurement Converting Units; Perimeter, Area and Volume Ratio	Geometry Problem Solving	Statistics Enterprise
Music	War time songs	Music appreciation WW2			Leavers' Songs	Leavers' Songs
Personal, Social & Health and Citizenship Education (PSHCE)	What are human rights? <i>RSE - discrimination and equal opportunities</i> <i>Journey in Love</i> <i>'The wonders of God's love in creating new life'</i>	What makes a happy and healthy relationship? RSE- Peer pressure RSE - difficult things to talk about	What makes a healthy and happy relationship? <i>RSE - How babies form in the womb; how babies are born, multiple births</i>	How can we stay healthy? <i>RSE - Cyber bullying, peer pressure</i>	How can money affect us?	How can we manage risk? Risk avert programme

<i>& Yasmin and Tom (RSE)</i>			<i>Sexual intercourse, periods/wet dreams</i>			
Physical Education	Health Related Fitness (HRF)	Target Sports	Dance	Gymnastics	Athletics	Net games/ Striking and fielding (cricket)
		Sports Hall athletics/invasion games (Football/Netball)	Invasion games (Hockey/Tag Rugby)	Athletics	Net games/ Striking and fielding (cricket)	Orienteering Swimming
Religious Education <i>Come and See</i>	Loving World Religions week: Judaism	Vocation and Commitment Expectation(Advent)	Sources Unity (Eucharist)	Death and New Life (Lent/Easter)	Witness (Pentecost) Healing	World Religions Week (Hinduism) Common Good (Universal Church- the world)
Science	Classification Famous scientists	Evolution and inheritance Microorganisms	Humans and other animals (Puberty)	Forces	Electricity	Light
Educational Visits	Evacuation Day Southend Museum (Princes' Jewels)	Science Museum			Pizza Express on bus? Artist Visit STem ambassador	Adventure Island Year 6 Residential

Planning Formats: Implementation

Curriculum Overview	Curriculum Map	Weekly Planner																																																																																																																									
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<p>When planning the curriculum, teachers review the topics from the IPC and create cross-curricular links between subjects. Some subjects may be blocked together if this provides better opportunities for learning: e.g a design process in Design and Technology.</p>	<p>Curriculum maps are completed for all subjects, including PSHE and RE (Come and See) identifying which objectives from the National Curriculum will be covered each term.</p>	<p>Weekly plans for maths, English and timetables for all other subjects are completed by all teachers. These must contain a Learning Intention and may contain success criteria, key questions and assessment opportunities.</p>																																																																																																																									



White Rose Maths (Maths mastery)

Maths at Our Lady of Lourdes School is taught in mixed ability groups using the White Rose scheme which is based on the principles of Maths Mastery. We believe that every child can master an understanding and love of maths with the right kind of teaching and support. The programme is aligned to the UK National Curriculum and focuses on teaching to mastery by allowing enough time on a topic for a child to comprehend it thoroughly before moving on, and using problem solving to develop a relational understanding of mathematical concepts.





Reading (and Phonics)

At Our Lady of Lourdes, we aim to promote high standards of language and literacy. To this end, children need to be equipped with a strong command of the spoken and written word. We also believe that reading for pleasure is important and we aim to help children to develop their love of literature through reading for enjoyment. Our reading curriculum aims to ensure that all pupils read easily, fluently and with good understanding, develop the habit of reading widely and often, for both pleasure and information, and have a love and understanding of the English language.

In the Early Years, children begin to learn the early skills of reading. We follow the Read Write Inc. scheme of phonics and children have daily small group sessions. As the year progresses, children will have Read Write Inc sessions in small groups with other children that are at a similar stage in their phonic development. All pupils read individually to an adult every week, focusing on applying their learning to reading a book that is appropriate for their ability. All pupils have access to reading areas in their classroom and the most able pupils take part in guided reading sessions from the Summer Term in Reception.



From Year 1 to Year 6, reading is developed in two strands in the Our Lady of Lourdes Curriculum.

Word Reading: The skills of word reading are taught in Read Write Inc. phonics sessions throughout Year 1 and the Autumn term of Year 2, when children learn to apply phonic knowledge to decode words and respond speedily to common exception (red) words. By the end of the Autumn term, we expect children in Year 2 to be proficient in their word decoding skills and be on blue or grey RWI group (these bandings are different to the book band system). Children that are not at this level will continue to develop their phonic skills through intervention RWI sessions in addition to their day to day reading and writing curriculum. By the end of KS1, children are expected to read most words they have frequently encountered quickly and accurately, without overt sounding and blending. Throughout KS2, word reading is further developed alongside the children's growing knowledge of etymology (word history) and morphology (word structure). By the time pupils leave Our Lady of Lourdes, we expect them to read a wide range of words with fluency and confidence.

Comprehension: Comprehension skills are developed alongside decoding and word recognition. From Reception, children are encouraged to develop pleasure in reading and learn to understand both the books they can read and those they listen to. These skills are implicitly and explicitly taught from the start of Year 1. Learning to self check and correct their reading if it does not make sense is vital in the early stages. Throughout Key Stages 1 and 2, children develop familiarity with a wide range of texts covering different genres and discuss their meaning, making predictions and inferences on the basis of what has been read so far. In KS2, they also learn to identify how language, structure and presentation contribute to meaning and discuss themes and conventions in and across a wide range of writing. They recommend books they have read to their peers and participate in discussions about them, including through formal presentations and debates, providing reasoned justifications for their views.

Children in every class have access to a range of high quality texts from our school library and each class has its own individual book corner. Children are expected to take a book home every day. Children are asked to read alongside an adult a minimum of three times each week, although reading every day is

encouraged both for enjoyment as well as to develop their reading ability. We ask that parents and carers comment in these reading diaries or logs at least three times a week. Children read in sessions with a class teacher during the week, although they may read individually with teaching assistants or volunteers as well.

Reading scheme

Book Bands	Assessment	Tracking																																																																																																																																																																																															
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Black (tur)		Bridging 6 yrs																																																																																																																																																																																															
Purple			6 yrs - 6.5 yrs																																																																																																																																																																																														
Gold			6.5 yrs - 7 yrs																																																																																																																																																																																														
White			Bridging 7 yrs																																																																																																																																																																																														
Lime			7 yrs - 8 yrs																																																																																																																																																																																														
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<p>At our school, we use a banded book system and each book is given a coloured sticker in order to identify the level of reading skill required. Books are analysed and selected for each colour based on a range of factors including: language, the number of words on a page, the type of text and its content.</p> <p>Pupils will progress through the reading bands at different rates depending on the child. Please see the progression chart above for more information.</p>	<p>Progressing through the different bands supports children to become confident and independent readers. Class teachers make the decision about when to move children through the different colours, depending on the reading skills they need by using a 'running record' system which identifies whether the child has successfully acquired the skills in order to move to the next 'band'. Within each band there are a number of skills which children will be working on; the books will vary a great deal in order to allow this.</p>	<p>Teachers track children's progression through the book band system using the tracking grid above.</p>																																																																																																																																																																																															



Learning Outside the Classroom (LOtC)

Learning Outside the Classroom is the use of places other than the classroom for teaching and learning. It is about getting children out and about, providing them with challenging, exciting and different experiences to help them learn.

The places where learning happens can have a significant effect on how children engage with a subject or an idea. Learning outside the classroom can happen at almost any time and almost anywhere and should not be restricted to the summer term. We are committed to learning outside the classroom at Our Lady of Lourdes as the grounds within the school and the surrounding locality provide fantastic opportunities for learning. Taking children outside of the classroom increases motivation, raises attainment, improves emotional and personal development and contributes to their health and wellbeing. Therefore, we view this as an integral part of the curriculum.

We believe residential trips are fundamental learning opportunities for children and provide a residential visit in Year 6 of 2 nights.

PSHE (Personal, Social, Health and Economic Education) and RSE (Relationships and Sexual Education)



At Our Lady of Lourdes, we value the importance of high quality PSHE education. This is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future, helping pupils to develop the knowledge, skills and attributes they need to manage their lives, now and in the future.

To teach children about effective Relationships in a way that is respectful of our Catholic Faith, we primarily use the resource Journey in Love (The Brentwood Diocese Personal Relationship programme). To ensure that we have high quality resources for this, we use selected resources from the 'Yasmin and Tom' website. *Journey in Love* is a resource created by Sister Jude Groden of BRES and is the recommended programme of study for Catholic schools for Sex and Relationship Education. It has been written as a progressive scheme of work that supports the Religious Education, PSHE and Science curricula taught within the school.

Skill Progression

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Art		Clay; Artist study: Archibaldo (portraiture) Drawing: animals	Artist study: Gaudi; Charcoal Painting	Sculpture Artist study: Davinci/Picasso/Monet/V an Gogh Watercolours Pastels Sketching	Clay Artist study: Marasco Sketching Pastels	Artist study: Banksi, Keith Haring; Monet Sketching Tile printing	Clay Artist study: Modern artist visit Focal Art Gallery trip Pastels Charcoal Painting
D/T		Strong, stiff, stable Mechanisms: levers Cooking	Textiles Mechanisms: axels/wheels Cooking	Build structures Mechanisms: pulleys and levers Cooking	Strong, stiff, stable Electrical systems Cooking	Strong, stiff, stable Mechanisms: cams Cooking	Textiles Electrical systems
Geog		Geography of Islands: Central America Geography of the UK	Geography of Asia	Geography of Europe	Geography of Africa Geography of the UK	Geography of South America Geography of the UK: Scilly Isles	Geography of North/South America Water cycle Mountains and volcanoes
History		Famous significant people	Great Fire of London Famous significant people	Stone age to Iron Age Local History: Southend Airport Famous significant people	Ancient Egyptians Local History: Leigh on Sea	British History Mayan Civilization	Romans and Greeks WWII and the Blitz

Grammar	Each year group must review the previous learning of preceding year(s).						
	<p>Full stops/capital letters</p>	<p>Conjunctions (words that link ideas together) Capital letter, full stop, question mark, exclamation mark Capital letters for proper nouns</p> <p>noun (the name of a person, place, animal or thing)</p> <p>adjective (a word that tells you more about the noun)</p>	<p>Commas for lists, apostrophes for contractions and possessive (singular)</p> <p>Statement, command, question, exclamation</p> <p>noun phrase (a group of words working around a noun e.g the pencil)</p> <p>expanded noun phrase (a noun phrase extended with adjectives)</p> <p>present/past and progressive tense</p> <p>conjunctions (words that link ideas together): subordinating: when, if, that, because coordinating: and, or, but</p>	<p>Conjunctions (words that link ideas together) subordination and coordination clause (a group of words working together around a verb) when, if, because, although</p> <p>Present perfect tense</p> <p>nouns and pronouns (stands in place of a noun or a noun phrase)</p> <p>Determiner (homes you in on a noun)</p> <p>Prepositions (comes at the beginning of a phrase)</p> <p>adverbs (tells you more about a verb - when, where or how)</p> <p>verbs (what is happening or what people are doing)</p> <p>apostrophes for plural possession</p>	<p>Content of Year 3 plus: Fronted adverbials and punctuating these correctly</p>	<p>Review of previous years, plus: Perfect form of verbs Modal verbs Relative clauses parenthesis semi colons/colons punctuating bullet points correctly</p>	<p>Content of Year 6, plus: Formal speech and structures The subjunctive Passive</p>

				direct speech using <i>inverted commas</i> “ ”			
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