

St Mary's Catholic Primary School  
Curriculum Overview 2021-2022

## St Mary's Catholic Primary School Curriculum Overview 2021-2022

Year 1	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Topic</b>	<b>Ships and Sailing The Sea Serpent</b>	<b>Town and Country - The Town and County Mouse</b>	<b>Cities London Burning</b>	<b>Growing and Beans Cauliflowers fluffy and cabbages green</b>	<b>Castles – The Falconers Quest</b>	<b>Hot and Cold – Shivering Sizzling Scientists</b>
<b>Visits and events</b>		<b>Severn Valley Country Park</b>	<b>Birmingham trip/Blist Hill/ Gardening</b>	<b>Acton Scott Farm</b>	<b>Warwick Castle trip</b>	
<b>Religious Education</b>	<p><b>God's Great Plan</b></p> <ul style="list-style-type: none"> <li>-Be aware of the beauty of God's World</li> <li>-Learn about the creation story (Genesis)</li> <li>-God made us , loves us, made Adam and Eve who made some wrong choices</li> <li>-we have responsibilities to look after God's world</li> <li>-hear parts of Noah and the flood story (Promise and hope)</li> </ul>	<p><b>Mary our Mother</b></p> <ul style="list-style-type: none"> <li>-Angle Gabriel's message and Mary's response</li> <li>-reflect on good news, like Elizabeth, Mary's cousin</li> <li>-Prepare to celebrate he birth of Jesus</li> <li>-Be aware God sent Jesus and the story of Jesus birth</li> <li>-Be aware that God sent Jesus to help us</li> <li>-Know that Mary is our mother too, how does she look after us?</li> </ul>	<p><b>Families and Celebrations</b></p> <ul style="list-style-type: none"> <li>-know we all belong to a family, how can we help each other?</li> <li>-Mary and Joseph took Jesus to the temple as a baby, why was this a special occasion?</li> <li>-Jesus belonged to a family, think about what they might have done as a family</li> <li>-Think about how Mary and Joseph felt when they lost Jesus and then found him again.</li> <li>-Begin to understand what it means to belong to our church family</li> <li>-know that we become a member of the Church when we are baptized.</li> </ul>	<p><b>Following Jesus</b></p> <ul style="list-style-type: none"> <li>-Reflect on how Jesus chose his disciples, how do we choose our friends?</li> <li>-Know how Jesus taught his disciples to pray, how do we pray?</li> <li>-Know the story of the Good Samaritan, what can we learn from it?</li> <li>-Hear the story of Jesus and his followers going to Jerusalem, how do we 'welcome' Jesus?</li> <li>-Know that Jesus died on Good Friday, but it was not the end , reflect on the time of waiting before Easter Sunday.</li> </ul>	<p><b>The Resurrection</b></p> <ul style="list-style-type: none"> <li>-know we celebrate Jesus resurrection at Easter, how do we do this?</li> <li>-know that Jesus rose from the dead on Easter Sunday, what does this mean?</li> <li>-Know Jesus appeared to his disciples, when have we experienced a big surprise?</li> <li>-Know how Jesus helped his disciples know he was truly alive, think how happy this made them</li> <li>-Know that Thomas did not believe , think about times when we don't understand</li> <li>-Know that Jesus returned to heaven after forty days, reflect on the promises he made</li> </ul>	<p><b>Miracles</b></p> <ul style="list-style-type: none"> <li>-know that Jesus showed his great power calming the wind and waves, reflect on how we can ask Jesus to help us when we are afraid</li> <li>-know that compassion motives us to act for the good of others</li> <li>-know that Jesus showed his love for sick people (cured the paralysed man) and all sick people</li> <li>-know Jesus responded to the blind man, reflect on how Jesus helps us</li> <li>-Hear how Jesus performed his first miracle at his mothers request (water into wine)</li> </ul>

## St Mary's Catholic Primary School Curriculum Overview 2021-2022

<b>English</b>	Books with Predictable Phrases	Well-known Tales (including Dick Whittington) Stories by Significant Authors	Fairy Stories and Traditional Tales	Information texts (including Non-Chronological Reports)	Monster Bed- Stories with Patterned Language) Well-known Tales (including Jack and the Beanstalk)	Poetry and Rhymes, including Recital Stories and Settings
<b>Mathematics</b>	Place value / Counting/ ordering and number sense/ addition and subtraction – to understand the operations of + and - / geometry	Place value and comparing quantities and numbers / developing mental strategies for addition / subtraction and difference / measurement / addition and subtraction for money	Counting, reading and writing number patterns / double and halving / multiplication and division / grouping and sharing / fractions / measurement	Addition / counting, ordering and number sense/ geometry / developing mental strategies for addition/ subtraction as takeaway and difference / measurement / multiplication and division	Addition / fractions / multiplication and division – arrays / measurement / geometry – position and direction / counting, ordering and comparison, visualising quantities	Addition and subtraction , geometry – properties of shapes, calculations: all four operations, measurement time and using standard units
<b>Science</b>	Materials Identifying, naming, comparing Children design and make (D&T) own boat Which material is the most water resistant?	The Body (including naming and labelling)  Alien visit hook to find out all about the human body  Senses	Materials Identifying, naming, comparing Children make Great Fire of London display houses to set on fire Which material is the most fire resistant?	Plants (including growing)	Seasonal Change (including weather)  Observations across four seasons e.g. day length  Changes across the seasons – trees  Rain fall experiment	Animals (including comparing town and country habitats)  Hot and cold habitats  Animal groups – amphibians, mammals, birds, fish etc.
<b>Art and Design</b>	Using a Range of Materials (Seascapes) Collage - Engages in more complex activities e.g. cutting and sewing a range of materials Drawing - Use lines to represent objects seen remembered or imagined	Make a mouse house D&T mechanisms Use a range of materials to make a castle Collage - Engages in more complex activities e.g. cutting and using a range of materials	Kandinsky Modern representation of the Great Fire of London in Is aware that there are famous or specialist photographers Painting Experiments with and enjoys mixing colour	Drawing Collage (including nature collages) Use lines to represent objects seen remembered or imagined Painting Experiments with and enjoys mixing colour	Use a range of materials to make a castle Collage - Engages in more complex activities e.g. cutting and using a range of materials Textiles - Sorts, collects, discusses and pulls apart cloths and threads Painting Experiments	Colours and Moods (including warm and cold) Printing - Extends repeating patterns – overlapping, using 2 contrasting colours etc. Painting Experiments with and enjoys mixing

## St Mary's Catholic Primary School Curriculum Overview 2021-2022

	Evaluating - Say what they like about their own/ another child's work	Textiles - Sorts, collects, discusses and pulls apart cloths and threads Painting Experiments with and enjoys mixing colour Evaluating - Say what they like about their own/ another child's work	Evaluating - Say what they like about their own/ another child's work	Evaluating - Say what they like about their own/ another child's work	with and enjoys mixing colour Evaluating - Say what they like about their own/ another child's work	colour Evaluating - Say what they like about their own/ another child's work
<b>Computing</b>	1.1 Online Safety	1.2 Grouping and Sorting 1.3 Pictograms	1.4 Lego builders	1.5 Maze explorers	1.6 animated stones 1.7 coding	1.8 spreadsheets 1.9 technology outside school
<b>Design and Technology</b>	Construction (Boats)	Mechanisms (Farm Vehicles/houses)	Cookery (Bread)	Design (small space garden)	Cookery (Seasonal Produce; Medieval Banquet) Instruments (medieval instruments)	
<b>Geography</b>  Throughout Use geographical vocabulary Use secondary sources of information, pictures, photos, videos	Local Features (including Rivers) River Severn To ask geographical questions Use world maps, globes, small scale maps to locate River Severn Aerial view – town and country – River Severn Compass directions Maps – Severn Valley Country Park Describe key human features – town, river Use fieldwork skills To understand a map has a key		The United Kingdom (including naming and locating the 4 countries and capital cities)  Use world map, globes to identify the United Kingdom	Seasonal Weather Following changes across the four seasons  Use fieldwork skills	Warwick castle trip - Compass Directions Maps reading and drawing own map Use a key Use fieldwork skills	Hot and Cold Areas of the World Identify seasonal and daily weather patterns of hot and cold areas of the world
<b>History</b> Throughout - Look at books, videos, pictures ect. to find out about the past	Significant Historical Person Thomas Telford To ask questions about the past Use a timeline	Changes – Ironbridge new and old Use a timeline	Key Events (Great Fire of London)  Recount differences then and now about a significant event  Use a timeline		Historical Figures (including William the Conqueror, King John)  Use a timeline	-

## St Mary's Catholic Primary School Curriculum Overview 2021-2022

Describe objects, people or events in history Communicate ideas through talking, drawing, role-play, storytelling – identify different ways in which the past is represented	Understand past and present					
<b>Music</b>	Charanga – Hey You 1  Curriculum assembly songs – sign language True Colours PSHE link	Charanga – Rhythm in the way we walk 2 Christmas play songs	Charanga – In the Groove 3, Round and Round 4 Great Fire of London song and actions curriculum assembly	Charanga – Your imagination 5, Reflect, Rewind and Replay 6  Harvest Festival songs	Instruments (Medieval Music)	
<b>Physical Education</b>	Handball	Gymnastics	Hockey	Dance	Outdoor Play Games	Athletics Sports Day
<b>PSHE</b>	Relationships	The same but different	Healthy body, healthy mind	The world and us	Rights and responsibilities	Safe not sorry

Year 2	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Topic</b>	<b>The Taj Mahal</b>  <b>Madeley - trip</b>	<b>The Eagle has landed</b>	<b>Blitz and pieces</b>  <b>Blists Hill - trip</b>	<b>Fe, Fi, Fo, Fum</b>  <b>Chester zoo - trip</b>	<b>Oceans and Seas</b>	<b>Monkey madness</b>  <b>Kingswood - trip</b>
<b>Religious Education</b>	<b>The Chosen People</b> -Know we are chosen and gifted by God and thank God by helping other people -Know why God chose Abraham and that he trust God to guide him, reflect on how we trust God?	<b>Mysteries</b> -Know about and reflect on mysteries -Know that there are three persons in one God, and that we can think about him in different ways	<b>The Good News</b> -Know that Jesus can change sadness into joy -Know that we should always remember to thank Jesus for his help -Know that Jesus used his power	<b>The Mass</b> -Know and reflect on the importance of Mass -Know about the readings at Mass and why we should listen to them -Know that at the offertory we offer gifts to God	<b>Eastertide</b> -Know that Jesus rose from the dead and is still alive -Know that Jesus told his disciples that he would go back to heaven, but promised that the Holy Spirit would come	<b>The Church is Born</b> -Know how the apostles received the Holy Spirit and spread the good news , know that we can help do this too -Know about the early Christian community and understand that we are part of this today

## St Mary's Catholic Primary School Curriculum Overview 2021-2022

	<ul style="list-style-type: none"> <li>-Know that God chose Moses to help his people, and that we are chosen to help others</li> <li>-Understand that Daniel had to be brave and have faith because he was chosen.</li> </ul>	<ul style="list-style-type: none"> <li>-Know and reflect on God's choice of Mary and Joseph</li> <li>-Know that Jesus is God's gift to the world, and how we can respond to that.</li> </ul>	<ul style="list-style-type: none"> <li>to help others and reflect on the importance of it</li> <li>-Know that Jesus brought the good news of God's love and reflect on what this means to us.</li> </ul>	<ul style="list-style-type: none"> <li>-Know and appreciate that at the consecration the bread and wine are changed into Jesus.</li> </ul>	<ul style="list-style-type: none"> <li>-Know we can have hope because Jesus returned to heaven and promised he would return again</li> <li>-Know the story of the Holy Spirit coming to the apostles and that the Holy Spirit is promised to us.</li> </ul>	<ul style="list-style-type: none"> <li>-Know that the apostles knew that God could work through them</li> <li>-Know the story of Peter's escape from prison and reflect on it's meaning.</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>A wider range of texts (building on key stories in Y1)</li> <li>Non-Fiction books structured in different ways</li> <li>The Lion King</li> <li>Jack and the Beanstalk</li> </ul>	<ul style="list-style-type: none"> <li>Learning Poems by Heart and writing poetry</li> <li>Narrative (including Man on the Moon)</li> <li>Non-Fiction (including Alien Spotters' Guide)</li> </ul>	<ul style="list-style-type: none"> <li>Fairy Stories and Traditional Tales</li> <li>Plays</li> <li>Hansel and Gretel</li> <li>The Gingerbread Man</li> <li>Snow White and the Seven Dwarfs</li> </ul>	<ul style="list-style-type: none"> <li>Classic Poems</li> <li>Familiar Stories</li> <li>The Rainbow Fish</li> <li>Jack and the Beanstalk</li> </ul>	<ul style="list-style-type: none"> <li>Stories by the same Author</li> <li>Lost and Found stories and settings</li> <li>Roald Dahl</li> <li>Where's my teddy?</li> </ul>	<ul style="list-style-type: none"> <li>Contemporary Poems</li> <li>Information Texts (including Non-Chronological Reports, e.g. Polar Bears)</li> <li>Rainforests (Emma Rogers Unit)</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>-Number and place value: counting, reading and writing 2-digit numbers, place value</li> <li>-Addition and subtraction: concrete, visual and number facts</li> <li>-Multiplication and division: repeated addition and repeated subtraction</li> <li>-Geometry - Properties of shape</li> <li>-Measurement: length, mass, capacity, Money.</li> </ul>	<ul style="list-style-type: none"> <li>-Number and place value: comparing, ordering two-digit numbers and knowing their place value</li> <li>-Addition and subtraction: using recall of addition and subtraction facts and mental calculation strategies</li> <li>-Multiplication and division: repeated addition and subtraction, arrays, grouping and using times tables facts</li> </ul>	<ul style="list-style-type: none"> <li>-Number and place value: estimating, counting and comparing quantities</li> <li>-Addition and subtraction: using recall of addition and subtraction facts and mental calculation strategies</li> <li>-Addition and subtraction: using partitioning and counting on strategies</li> <li>-Multiplication and division: repeated addition and subtraction, arrays,</li> </ul>	<ul style="list-style-type: none"> <li>-Measures: length, mass, capacity and money</li> <li>-Fractions: finding fractions of quantities, shapes and sets of objects</li> <li>-Multiplication and division: repeated addition and subtraction, arrays, grouping and using times tables facts</li> <li>-Statistics: solving problems that involve collecting data in tallies, tables and pictograms</li> <li>-Geometry: position and direction</li> </ul>	<ul style="list-style-type: none"> <li>-Number and place value: partitioning and rearranging</li> <li>-Addition and subtraction: using partitioning and counting on/back strategies</li> <li>-Multiplication and division: a using times tables facts and inverse</li> <li>-Fractions: finding fractions of quantities, shapes and sets of objects</li> <li>-Measures: length, mass, capacity linked to fractions.</li> </ul>	<ul style="list-style-type: none"> <li>-Geometry: properties of shapes</li> <li>-Measurement: money</li> <li>-Measurement: time</li> <li>-Statistics: solving problems that involve collecting data in tallies, tables and pictograms</li> <li>-Geometry: position and direction</li> <li>-Calculation: all four operations.</li> </ul>

## St Mary's Catholic Primary School Curriculum Overview 2021-2022

		<ul style="list-style-type: none"> <li>-Fractions: finding fractions of quantities, shapes and sets of objects</li> <li>-Geometry: position, direction, motion</li> <li>-Measurement: time.</li> </ul>	<ul style="list-style-type: none"> <li>grouping and using times tables facts</li> <li>-Geometry: properties of 3D and 2D shape.</li> </ul>	<ul style="list-style-type: none"> <li>-Measures: time</li> <li>-Addition and subtraction: using mental calculation strategies.</li> </ul>		
<b>Science</b>	<p style="text-align: center;"><b>Use of Everyday materials</b></p> <ul style="list-style-type: none"> <li>-Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>-Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<p style="text-align: center;"><b>Earth and Space / electricity</b></p> <ul style="list-style-type: none"> <li>-Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses</li> <li>-Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</li> </ul>	<p style="text-align: center;"><b>Animals including Humans</b></p> <ul style="list-style-type: none"> <li>-Notice that animals, including humans, have offspring which grow into adults</li> <li>-Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>-Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	<p style="text-align: center;"><b>Plants</b></p> <ul style="list-style-type: none"> <li>-Observe and describe how seeds and bulbs grow into mature plants</li> <li>-Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</li> </ul>	<p style="text-align: center;"><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>-Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>-Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>-Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>-Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>	<p style="text-align: center;"><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>-Explore and compare the differences between things that are living, dead, and things that have never been alive</li> <li>-Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li> <li>-Identify and name a variety of plants and animals in their habitats, including micro-habitats</li> <li>-Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li> </ul>

## St Mary's Catholic Primary School Curriculum Overview 2021-2022

<b>Art and Design</b>	<b>Colour, Texture and Pattern</b> (Including Batik Designs). Explore using colour to express moods and feelings. Creating different patterns using different tools.	<b>Painting</b> A significant Artist (Andy Warhol). Explore how others art, including peers and well know artists work makes us feel. Create a range of prints, identifying prints in our own environment.	<b>Painting</b> A significant Artist (Andy Warhol). Alter images through collage, jigsaw, positive and negative shapes.	-	<b>Sculpture</b> (Including Galapagos Islands).	<b>Nature Collage</b> (Using materials; including forest pictures).
<b>Computing</b>	<b>Unit 2.1 - Coding</b> -E-safety-Responsible use of technology (PSHE – personal data).	<b>Unit 2.2 – Online safety</b> <b>Unit 2.3 – Spreadsheets</b> -Create, organise, manipulate, store and retrieve digital content.	<b>Unit 2.4 – Questioning</b> <b>Unit 2.5 – Effective searching</b> -Branching databases -Link to science – animals including humans.	<b>Unit 2.6 – Creating pictures</b> -Algorithms - Simple set of instructions (link to DT).	<b>Unit 2.7 – Making music</b> -Logical reasoning/ Prediction of - outcomes (scratch, education city).	<b>Unit 2.8 – Presenting ideas</b> -Debugging – follow on from summer A.
<b>Design and Technology</b>	Designing and Making (Following a design brief).	Designing and Making (Following a design brief) – How to make a space rocket.	Construction (Tanks and Planes).	-	Designing and making an animal's habitat.	Designing and making an animal's habitat.
<b>Geography</b>	<b>Continents (India)</b> -To understand geographical similarities and differences. -To make and draw their own maps and plans of routes.	<b>Maps and Plans</b> (Including creating simple maps and plans) -To use secondary sources of information; pictures, videos, photos and artefacts.	<b>Maps and Plans</b> (Including creating simple maps and plans using symbols) -To use geographical vocabulary; compass directions and locational and directional vocabulary.	<b>The Fens</b> (Including Fieldwork and Observational skills: the immediate environment) -To devise a simple map that includes keys -To describe key human features.	<b>Islands</b> (Including naming and locating countries, continents and oceans; and Galapagos study) -To name and locate the world's seven continents and five oceans.	<b>Forests</b> (Including comparing local area to non-European country with rainforests) -To understand geographical similarities and differences. -To describe key physical features.
<b>History</b>	<b>Events Beyond Living Memory that are significant</b> -Focus on the life and events of Mother	<b>Decades (1960s)</b> <b>Significant Historical Person</b> -Focus on the life and events of Neil Armstrong	<b>Events Beyond Living Memory that are significant</b>	<b>Events of Local Importance</b> <b>Significant Local People</b>	<b>Explorers</b> <b>Significant Historical Figures</b> -Focus on the life and events of Charles	<b>Explorers</b> <b>Significant Historical Figures</b> -Focus on the life and events of Charles

## St Mary's Catholic Primary School Curriculum Overview 2021-2022

	Theresa; including the help provided in India.	-Focusing on the first Moon landings.	-Focus on the events of WW2; including the Blitz and the D-Day Landings -Focusing on <b>then</b> and <b>now</b> – school life, home life, toys and games.	-Focus on the life and events of Oliver Cromwell.	Darwin; including the Galapagos study.	Darwin; including the Galapagos study.
<b>Languages</b>	-	-	-	-	-	-
<b>Music</b>	<b>Hands, Feet, Heart</b> -Playing Instruments Musically -Bhangra – learning a dance.	<b>Ho Ho Ho</b> -Listening to Live and Recorded Music (The Beatles).	<b>I Wanna Play in a Band</b> -Songs Chants and Rhymes (including traditional war songs).	<b>Zootime</b> -Songs Chants and Rhymes (including traditional songs).	<b>Friendship Song</b> -Experiment with Sounds (including Sounds of the Ocean).	<b>Reflect, Rewind and Replay</b> -Create and Combine Sounds (including Rainforest Sounds).
<b>Physical Education</b>	<b>Football</b>	<b>Gymnastics</b>	<b>Hockey</b>	<b>Dance</b>	<b>Outdoor Play</b>	<b>Athletics Sports Day</b>
<b>SEAL</b>	<b>Relationships</b> -British Value-Mutual respect -Building Learning Power – Reciprocity (So) -How are my friends the same/different to me? (Sp So) – We are British -Relationships (SEAL material) -Relationships (Shropshire Respect Yourself)	<b>The same, but different</b> -British Value- respect as opposed to Tolerance -Expect Respect (M So C) -Relationships and sex education (M So C) -I know about significant people who have changed history and changed people's lives - Racism (M So C) -My friends and I, how we are similar but unique (C) -What do I believe in? How does this affect my life? (Sp) -Good to be me (SEAL materials)	<b>Healthy mind, healthy body</b> -Medicines (M Sp C) -NHS – who, where, when why and how was it established? (So) -What makes me an excited learner? (Sp) How do you provide awe and wonder to your pupils in lessons? -My hobbies in and out of school – including music, dance, art, sport and how this makes me feel(C) -Going for Goals (SEAL material)	<b>The world and us</b> -British Values-Rule of the law -Current age-appropriate issues relating to human rights, caring for the environment, animal welfare, extremism, moral and ethical issues on the news (Sp M C So) -The role of the Police in keeping order (So) -The Royal Family and their role in modern Britain – What do they do? (C)	<b>Rights and responsibilities</b> -British value – Democracy -BLP - Being Resilient, Resourceful, Reflectiveness (Sp So) -Anti-bullying week (M So C Sp) -Chatterbox (M So C Sp) -School Council (SP C) -How I contribute to my community and help others (So) and help to improve my local area -Say no to Bullying (SEAL materials)	<b>Safe not sorry</b> -Water Safety (M Sp) -Fire Safety (M Sp) -Stranger Danger (M Sp So) -Rail Safety (M Sp So) -E-Safety (weekly M Sp So) -Road Safety – JRSOs (M So) -New Beginning/Changes (seal Material)

## St Mary's Catholic Primary School Curriculum Overview 2021-2022

			Eat Better and Move more (Shropshire Respect Yourself)	-Why do some children have to work rather than go to school? -How parliament works and how this affects me(So) -Getting on and falling out (SEAL material)		
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Year 3	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Topic	Victorians		Rock of Ages (Stone Age/ Bronze age/ Iron Age)		Our Wonderful World	
Religious Education	<p><b>The Christian Family</b></p> <ul style="list-style-type: none"> <li>-know that we all belong to a family (how can we help our family?)</li> <li>-know what it means to belong to the family of the Church</li> <li>-know that we join the Church when we receive the Sacrament of Baptism</li> <li>-Understand what happens when we receive the Sacrament of Baptism</li> <li>-know about some of the signs and symbols</li> </ul>	<p><b>Mary, Mother of God</b></p> <ul style="list-style-type: none"> <li>Know that God chose Mary to be the Mother of His Son-the importance of being chosen</li> <li>-know that Mary went to visit her cousin Elizabeth-how can we help each other</li> <li>-know and reflect on the mystery of Incarnation</li> <li>-understand that Advent is a time to prepare to celebrate the birth of Jesus</li> </ul>	<p><b>The Sacrament of Reconciliation</b></p> <ul style="list-style-type: none"> <li>-understand what it means to make wrong choices, reflect how these choices affect other people</li> <li>-know that Jesus called people to turn away from sin, think about why that is important#-</li> <li>know what the Sacrament of Reconciliation means, reflect on God's love and forgiveness</li> </ul>	<p><b>Celebrating the Mass</b></p> <ul style="list-style-type: none"> <li>-know what happened at the last supper, reflect on how the Mass makes this real for us</li> <li>-understand what happens at the beginning of Mass, think about why we say sorry</li> <li>-understand the importance of the Reading of Mass, how do we listen to God's Word?</li> <li>-know what happens at the Offertory and Consecration</li> </ul>	<p><b>Celebrating Easter and Pentecost</b></p> <ul style="list-style-type: none"> <li>-Explore how the Church celebrates the Resurrection of Jesus, how do we celebrate this?</li> <li>-know that Jesus appeared to some of His disciples on the road to Emmaus, what can we learn from this?</li> <li>-know what Jesus said to Thomas when he did not believe he had risen from the dead, reflect</li> </ul>	<p><b>Being a Christian</b></p> <ul style="list-style-type: none"> <li>-begin to understand what being a Christian involves</li> <li>-know what Jesus teaches about helping others, reflect on how we can help</li> <li>-know how St Paul had to learn to be a Christian, what can we learnt from his experiences?</li> <li>-know that the Sacraments are a meeting with Jesus, we receive Jesus' great love</li> </ul>

## St Mary's Catholic Primary School Curriculum Overview 2021-2022

	used in the Sacrament of Baptism -know about the promise made at Baptism by parents and godparents	-know about the birth of Jesus, reflect on what this means for us. -know that the wise men came to worship Jesus, think about the gifts we can offer Jesus	-know what happens during the Sacrament of Reconciliation think about what it does for us -understand the purpose of Lent, reflect on what we can do to prepare for Easter	-know that it is Jesus we receive in Holy Communion, reflect on this very great gift for us -Be familiar with your Parish Church, reflect on it's importance to you.	on the meaning of these words -know that Jesus returned to heaven -know what happens at Pentecost, reflect on how it changed the apostles	-know about people who use their gifts to help others, what can we learn from them? -begin to understand the importance of prayer, think about the different ways we pray.
<b>English</b>	Texts The Secret Diary of Jane Pinny, Oliver Twist and Daisy saves the day. Storytelling, character description, Diary writing. Letter writing to and from	Non chronological report based on Victorian Britain. Playscripts for shadow puppet shows. Different sentence starts and word classes and developing punctuation as a focus.	Text Stig of the Dump, How to Wash a Woolly Mammoth. Stone age Boy and Ug. Instruction writing	Setting the scene Description Narrative story telling Grammar punctuation Speech marks	Instruction writing scientific writing Explanation how a plant works How a volcanoes work Life cycles.	Poetry writing about our wonderful world, volcanoes shape poems. Persuasive writing based around climate change use of plastics alternate energy/power.
<b>Mathematics</b>	Reading, writing and ordering two- or three-digit numbers  Addition and subtraction  Multiplication and division  Measurement	Geometry  Addition and subtraction of two- and three-digit numbers  Doubling and halving  Time  Statistics	Number/ Place Value 4 number operations Money Angles	Multiplying and dividing larger numbers Measures Statistics	Read Write and order Multiplication and Division Addition and subtraction of three-digit numbers Measurement	Shape 4 number operations Fractions
<b>Science</b>	The Body (including Victorian discoveries, medicine and surgery compared with the present day)	Light the Sun, reflection and shadows how they change when light it blocked. Use dolls to create shadow puppets.	Rocks- rock box Comparing, group together different rocks based on appearance and physical properties. Describe how fossils are formed from living	Forces and Magnets Compare how things move on different surfaces. Notice that some forces need contact on subjects.	Plants (including where they grow) identify and describe the function of plant parts and their requirements for growth. Investigate how water is transported in	Animals and Humans identify that animals and human need the right nutrition to survive. Identify skeleton and muscles for support,

## St Mary's Catholic Primary School Curriculum Overview 2021-2022

	Healthy eating and its effects on body, eat well plates.		things. Recognise what soils are made from.	Observe attraction and repulsion of magnets and materials. Compare and group materials on magnetic properties. Magnets have 2 poles; predict weather they will attract or repel.	plants. Explore and explain role of flowers in lifecycle of flowing plants	protection and movement.
<b>Art and Design</b>		Silhouettes (including Christmas links) explore light and dark using a range of equipment. Use Line, shade and tone to represent an image seen, drawn or imagined.	stone age art, include mixing and making natural pigments, which materials are most porous, which rocks to draw on? What equipment will they use.  Artist to facilitate a day??	Annotate work by other stone age artist, materials used.  Create photo book of movements black and white pictures in mini sequence, then draw the stone age equivalent in a flip cartoon book.	Collage for interpreting music, story and poem, Pop up books, from stories from around the World, volcanoes story about how things came to be. how things came into being.	Landscapes of our wonderful world, colour mixing of primary and secondary colours. Explore colour mixing through printing using 2 colours and a variety of materials.
<b>Computing</b>	Use technology safely and respectfully (PSHE link personal data)	Design and write programs to accomplish specific goal eg switch a light on	Debug programs (follow on from autumn B)	Sequence, selection and repetition in programs (input – roamer turtle)	Algorithm – precise method of solving a problem eg changing a wheel	Branching databases (science link animals and humans)
<b>Design and Technology</b>	Cookery (Harvest Bread) know how to use a range of techniques kneading cutting slicing. Recognizing healthy diet Creating savoury dishes using a heat sources. Know the eat well plate and that food provides energy. To know that food is farmed, reared, grown elsewhere	Sewing (Victorian Dolls)- Make choses about materials, design, follow instructions choose equipment procedures for safety, use components, textiles, assemble, join and combine with some accuracy and finishing techniques. Evaluate.	-	Cartwheels (Bronze Age) Axles fixed and moving levers and linkages, creating movement, functional products for transporting goods. Make a prototype. Share and clarify design ideas Generate realistic ideas focusing on the needs of the user		

## St Mary's Catholic Primary School Curriculum Overview 2021-2022

<b>Geography</b>	Where in the world? Industrial revolution transport links? Maps atlases globes.	How human geography has changed over time, The West Midlands - CANALS -	Map work 8 compass points, map work around a stone age settlement, Where settlements are in the world, where evidence has been found.	Identify on a map where are the stone age settlements in comparison to the equator.	- Countries, Counties and Places in the UK (including emblems) and the difference between that and a volcanic region. Volcanoes and cause and effect.	Climate (including Climate Change) environmental regions in Europe and soils Where is the equator
<b>History</b>	- The Victorians (Post 1066 local study) times lines to place events in order, use century, decade language of time. Use dates and terms with increasing accuracy. Find different ways of presenting information for different purposes.  Look at 2 versions of the same events	Use evidence to describe the past. Use evidence to find out how the past has change during the Victorian time period. Describe similarities and difference between people, events and objects. Show changes on a timeline.	- The Stone Age (including light and Timelines BC AD Use a range of sources to find evidence and information about the past.	The Bronze Age (Technology and Travel) Ask questions about the past what they did, how they lived, what they ate, wore. Present findings about the past.	The effects of natural physical features on the development of a places around the world. Suggest sources of evidence to use to find the answer to questions.	
<b>Languages</b>	Spanish Introduction, greeting, name, age, family members	Spanish Numbers colours	Spanish Numbers, days, months	Spanish Days, months, birthday, send greeting to Spanish school	Spanish	Spanish
<b>Music</b>	CHARANGA Let your spirit fly To know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse, steady beat. Know	Glockenspiel Stage 1. Recognizing notes and playing notes in time. Listen to others, play as part of a group, perform and evaluate.	Three Little Birds Song  Know and understand vocabulary related to music, improvisation, composition, and performance.	Dragon Song To know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse, steady beat. Know that songs can make you feel different things.	Bringing us Together Recognizing notes and playing notes in time. Listen to others, play as part of a group, perform and evaluate.	Reflect, rewind, To know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse, steady beat. Know that songs can make you feel different things.

## St Mary's Catholic Primary School Curriculum Overview 2021-2022

	that songs can make you feel different things. Improvise making tunes up on the spot. Focus on the note of C		Learn and perform. Evaluate own and other's performances. Recognise different styles of music.	Improvise making tunes up on the spot		Improvise making tunes up on the spot
<b>Physical Education</b>	Games	Gymnastics	Games	Dance	Outdoor Play	Athletics Sports Day
<b>SEAL</b>	Relationships discuss and explore New Beginnings How are friends the same and different Mutual respect	Safe not sorry Cover topics of water safety, the stranger danger people who look after us, fire department etc.  New beginning s and changes. Anti-bullying week	Goals new year resolutions Healthy mind healthy body. Explore hobbies NHS and health what would happen if we didn't have the NHS	The same but different Good to be Me, How do we show and receive RESPECT British values explored	The World and Us Getting On and Falling Out Rule of law The beginning of democracy	Rights and responsibilities. Democracy the 4 R's How can we contribute to our community to help others.

Year 4	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
<b>Topic</b>	<b>Rotten Romans Chester (Roman Trip)</b>		<b>Walk Like and Egyptian Birmingham Museum</b>		<b>The Life and Times of David Attenborough</b>	<b>Around the world in 80 days Seaside Llandudno</b>
<b>RE</b>	<b>The Bible</b> -know that the Bible is an account of God's relationship with His people, reflect on how the Bible can help us -Know that God called Abraham, think about	<b>Trust in God</b> -understand the importance of trusting in God, be aware that it is not always easy -know about God's promise to Zechariah, reflect on how he trusted in God	<b>Jesus, the Teacher</b> -know that Mary and Joseph took Jesus to the temple, reflect on what this means to us -know that Jesus was born a Jew, reflect on how Mary and Joseph	<b>Jesus, the Saviour</b> -know that Jesus is truly God, and as a man, truly human, reflect on what this means to us -know about Jesus' entry into Jerusalem, think about the importance of Hoy Week for us	<b>The Early Christians</b> -know that Jesus made Peter the Head of the Church, think about what this means for all Christians -know that the Church began at Pentecost,	<b>The Church</b> -understand that the Church is a family, be aware that we belong to the Church -understand that the Church is Good News for people, including us

## St Mary's Catholic Primary School Curriculum Overview 2021-2022

	<p>the challenges and blessings he experienced</p> <ul style="list-style-type: none"> <li>-know about Gods call to Joseph, reflect on God's plan for him</li> <li>-know about God's call to Moses, what can we learn from his experiences</li> <li>-Know that David was chosen by God, reflect on his trust in God</li> <li>-know that God speaks to us in the Bible, reflect on some things that God tells us</li> </ul>	<ul style="list-style-type: none"> <li>-know that Mary trusted God, what can we learn from her?</li> <li>-know how Joseph put his trust in God, be aware that sometimes we need help to trust in God</li> <li>-know that God fulfilled His promise to Mary when Jesus was born, reflect on the importance of Jesus birth for us</li> <li>-know why Jesus sent God to Earth, reflect on who Jesus is for us</li> </ul>	<p>found Jesus in the temple</p> <ul style="list-style-type: none"> <li>-know about the Baptism of Jesus , what does it mean for us</li> <li>-know that Jesus calls people to follow him, including us</li> <li>-know that Jesus travelled around teaching people, think about the Good News Jesus teaches</li> <li>-know some of the parables Jesus used to teach people, reflect on their meaning to us</li> <li>-know that Jesus came to show us the way to live (the Beatitudes) think of ways you can be a true follower of Jesus</li> </ul>	<ul style="list-style-type: none"> <li>-understand what happened on Holy Thursday, reflect on how we show our love for Jesus</li> <li>-know what happened on Good Friday, reflect on the suffering of Jesus</li> <li>-begin to understand why Jesus died on the cross, think about what this means to us</li> <li>-understand what happened on Easter Sunday , reflect on the importance of the resurrection of Jesus</li> </ul>	<p>think about what the Holy Spirit is able to do</p> <ul style="list-style-type: none"> <li>-know what happened to Stephen and Saul, reflect on how God brings good out of evil</li> <li>-know about the challenges of being an apostle, reflect on how God worked through Paul and Silas</li> <li>-know about Paul's missionary journeys, reflect on his faith and courage</li> <li>-know about the teaching of the apostles, reflect on how their teaching help us today</li> </ul>	<ul style="list-style-type: none"> <li>- know about the different seasons in the Church year, think about why these times are important</li> <li>-know about the Communion of Saints and the Holy Souls, be aware of how they can help us</li> <li>-know about God's call to individuals, reflect on their responses</li> <li>-deepen our understanding of Mary, reflect on how she can help all of us</li> </ul>
<b>English</b>	<p>Myths and Legends</p> <p>Information Texts</p> <p>Performance Poetry</p> <p>Letters</p> <p>Develop understanding of story structure: recognise the stages of a story: introduction – build-up - climax or conflict – resolution; appreciate that</p>	<p>Information Texts- Gods</p> <p>Identify sets of instructions which are for more complex procedures, or are combined with other text types (e.g. some recipes). Compare these in terms of audience/purpose and form (structure and language features).</p>	<p>Diaries</p> <p>Biographies- Howard Carter.</p> <p>Stories with Issues and Dilemmas</p> <p>Watch or listen to third person recounts such as news or sports reports on television, radio or podcast. Identify the sequence of main events. Read examples</p>	<p>Stories in Imaginary Worlds (Fantasy)</p> <p>Information Texts (including Non-Chronological Reports)</p> <p>Cracking Inventions (Explanatory Texts)</p>	<p>Biographies- David</p> <p>Creating Images (poetry)</p>	<p>Captain Webb</p> <p>Persuasive Writing</p> <p>Information Text.</p> <p>Stories from other cultures</p>

## St Mary's Catholic Primary School Curriculum Overview 2021-2022

	<p>chronology does not always run smoothly, (e.g.) some events are skimmed over, others are told in more depth.</p>		<p>of third person recounts such as letters, newspaper reports and diaries and recount the same event in a variety of ways, such as in the form of a story, a letter, a news report ensuring agreement in the use of pronouns.</p> <p>Write newspaper style reports, e.g. about school events or an incident from a story, using a wider range of connectives, such as meanwhile, following, afterwards and including detail.</p> <p>Include recounts when creating paper or screen based information texts.</p>			
<b>Mathematics</b>	<p>Number, place value, rounding. Mental addition and subtraction Measurement. Multiplication/ Division</p>	<p>Fractions Geometry Statistics Time</p>	<p>Number, place value, rounding, Mental and written multiplication. Fractions</p>	<p>Fractions and Decimals.  Measurement and perimeter. Mental calculations. Written addition and subtraction Position and direction Statistics.</p>	<p>Place Value, Mental addition and subtraction. Fractions related to division.</p>	<p>Mental multiplication and division. Time, classification.</p>
<b>Science</b>	<p>Electricity- Link to DT Light up Christmas cards.  Electricity- knowledge harvest  Electrical safety- spotting hazards</p>		<p>Science – sort artefact pictures into what materials they are made from</p>	<p>Animals (including Humans)</p>	<p>Sound: To be able to recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>The Environment (including Pollution)  State of Matter- water cycle</p>

## St Mary's Catholic Primary School Curriculum Overview 2021-2022

	Identify common appliances that run on electricity  Creating a torch for an explorer		Compare and group materials together, according to whether they are solids, liquids or gases		To be able to use a scientific enquiry to answer a question. To be able to set up a simple practical enquiry.	Weather around the world.
<b>Art and Design</b>	Uses the natural environment or town scape as stimulus Roman sculptures, weapons, buildings and baths	Mosaics. – Art Look at Roman Mosaics and what they are made from. Where would the romans have had mosaics? What designs were they? Create a design for their own mosaic. What colours would they need? What materials would it be made from? What picture would it represent?	Mosaics Art – design a class decorated life-sized sarcophagus (coffin) (draw round somebody, use collage/paint to decorate).	Science/D&T – make boats that will float Design and make a shaduf. Shows an awareness of texture, shape and form by recreating an image in 3D form -	Painting- Using different types of brushes for specific purpose and effect Use the natural environment or town scape as stimulus Appraise paintings of the Nile.-	Landscapes
<b>Computing</b>	Understand computer networks, include e-safety (link to cracking inventions – world wide web	Branching database (link to habitats, hibernation)	Debugging – follow on from spring B	Programming – use scratch(or similar) to design and write simple programs (link to imaginary worlds)	Algorithms – programing to output sound (link to science)	Understand computer networks, include e-safety (link to cracking inventions – world wide web
<b>Design and Technology</b>	-	Sewing (including cross-stitch)	-	Construction (animal sculptures)	Chinese Cookery (including healthy diet)	Making hot air balloons. Convert 2D to 3D shapes.  Starting to look at colour and pattern in 3D structures and transfers this knowledge to

## St Mary's Catholic Primary School Curriculum Overview 2021-2022

<b>Geography</b>	Cities (including Ancient Romans and Modern Cities)	Physical geography including volcanoes and earthquakes  A Region of the UK (The Lake District).	Mountains Maps1. North or South? To identify the position and significance of the Equator, Northern Hemisphere, Southern Hemisphere in the context of researching countries in different hemispheres. Explain the position and significance of the Equator, the Northern Hemisphere, and the Southern Hemisphere.			Weather In the Tropics To identify the position and significance of the Tropics of Cancer and Capricorn by comparing the climate of the tropics with that of the UK.
<b>History</b>	Ancient Romans Aqueducts Catapults Introduction to the Romans What do we know already? What do we want to know? Where is Rome? What cities do we know? Can we locate them on a map Timeline of the romans within History.	History – discuss the different jobs people did S&L – hot seat people with different ancient Egyptian jobs/interview them for new ones Look at the pyramid of social hierarchy. Draw what you think it is today.	Egypt and the Near East History – discuss the different jobs people did S&L – hot seat people with different ancient Egyptian jobs/interview them for new ones Look at the pyramid of social hierarchy. Draw what you think it is today.	Gods, Goddesses- mummification, pyramids.	Shang Dynasty-	-
<b>Languages</b>	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish
<b>Music</b>	Mamma Mia- LO: 1. Listen and Appraise the song Mamma Mia and other Abba songs: ● Mamma Mia by Abba ● Dancing Queen by Abba	Glockenspiel Stage 2: Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:	Stop Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:	Lean on me Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:	Blackbird Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:	Reflect, Rewind, replay. Blackbird by The Beatles a. Warm-up Games b. Flexible Games (optional) b. Vocal warm-ups and start to learn the song Blackbird.

## St Mary's Catholic Primary School Curriculum Overview 2021-2022

	<ul style="list-style-type: none"> <li>● The Winner Takes It All by Abba</li> <li>● Waterloo by Abba</li> <li>● Super Trouper by Abba</li> <li>● Thank You For The Music by Abba.</li> </ul>	<p>a. Warm Up Games (including vocal warmups)</p> <p>b. Flexible Games (optional extension work)</p> <p>c. Learn to Sing the Song</p> <p>d. Play Instruments with the Song</p> <p>e. Improvise with the Song (and optional extension activities)</p> <p>f. Compose with the Song</p>	<p>a. Warm Up Games (including vocal warmups)</p> <p>b. Flexible Games (optional extension work)</p> <p>c. Learn to Sing the Song</p> <p>d. Play Instruments with the Song</p> <p>e. Improvise with the Song (and optional extension activities)</p> <p>f. Compose with the Song</p>	<p>a. Warm Up Games (including vocal warmups)</p> <p>b. Flexible Games (optional extension work)</p> <p>c. Learn to Sing the Song</p> <p>d. Play Instruments with the Song</p> <p>e. Improvise with the Song (and optional extension activities)</p> <p>f. Compose with the Song</p>	<p>a. Warm Up Games (including vocal warmups)</p> <p>b. Flexible Games (optional extension work)</p> <p>c. Learn to Sing the Song</p> <p>d. Play Instruments with the Song</p> <p>e. Improvise with the Song (and optional extension activities)</p> <p>f. Compose with the Song</p>	
<b>Physical Education</b>	Games	Invasion Games	Gymnastics	Games- Hockey	Dance	Athletics Sports Day
<b>SEAL</b>	<p>SEAL – New Beginnings</p> <p>Election of School Council</p>	<p>SEAL: Say no to bullying.</p> <p>Anti-bullying week – Altru Theatre Company</p> <p>Remembrance</p> <p>Recognising Achievement</p>	<p>E-safety week</p> <p>Dental Health Team Visiting</p> <p>Healthy Bodies.</p> <p>My Money: Where does our money have go? What happens to money in a savings account? What is value for money?</p>	<p>Healthy Schools Week</p> <p>Stereotypes and Discrimination</p> <p>Self Discipline</p> <p>Expect Respect: Examining Violence, Excuses and Responsibility</p>	<p>New Life</p> <p>SRE</p> <p>Healthy Relationships</p>	Road Safety week

<b>Year 5</b>	<b>Autumn A</b>	<b>Autumn B</b>	<b>Spring A</b>	<b>Spring B</b>	<b>Summer A</b>	<b>Summer B</b>
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## St Mary's Catholic Primary School Curriculum Overview 2021-2022

Topic	Frightful First World War	Trip to Cosford	Vicious Vikings	Trip to Bishop Wood	Awesome Africa	African Drumming
<b>Religious Educations</b>	<p style="text-align: center;"><b>Creation</b></p> <ul style="list-style-type: none"> <li>-know that people have asked questions about creation, reflect on some important responses</li> <li>-know about the creation story in the Bible, reflect on it's importance</li> <li>-know about the story of the fall, how does it help us understand the suffering in the world?</li> <li>-understand that God calls us to care for creation, we have responsibilities</li> <li>-know about some of God's great helpers, reflect on what we can learn from them</li> <li>Be aware of God's great gifts to us , reflect on the importance of our own gifts</li> </ul>	<p style="text-align: center;"><b>God's Covenants</b></p> <ul style="list-style-type: none"> <li>-understand the meaning of a covenant, reflect on the covenant with Noah</li> <li>-know about the Covenant of God made with Abraham, reflect on trust in God</li> <li>-Understand that God guides and challenges his people, that we need to grow in faith and trust in God</li> <li>-know God made a covenant with Moses and the Israelites, and with us</li> <li>-God sends prophets to remind his people of the covenant, reflect on this</li> <li>-know God has made a new covenant with us, reflect on our part</li> </ul>	<p style="text-align: center;"><b>Inspirational People</b></p> <ul style="list-style-type: none"> <li>-understand that Jesus has come for everyone, how can we join in? What does it mean to be a follower of Jesus?</li> <li>-know the beatitudes how do they show us the way to live?</li> <li>Why did Jesus bless the merciful, what does this mean to us?</li> <li>-Know why Jesus blessed the pure in heart, reflect on Gods presence within us</li> <li>-know why God blessed those who were persecuted for doing the right thing, think of what you can do to help those suffering today</li> <li>-understand why Jesus blessed the poor in spirit and the meek , reflect on the importance of trying to do Gods will</li> <li>-know what it means to be a Saint, think about how it could affect your life</li> </ul>	<p style="text-align: center;"><b>Reconciliation</b></p> <ul style="list-style-type: none"> <li>-understand that actions have consequences, and reflect on the consequence of our actions</li> <li>-understand that Mary, our Mother untangles knots of sin</li> <li>-know about God's love and forgiveness reflect on what this means for us</li> <li>-understand the meaning of sin, reflect on how sin hurts us, others and our relationship with God</li> <li>-know what happens in the Sacrament of Reconciliation, reflect on how this helps us</li> <li>-understand that God is love and always ready to forgive, what does it mean to experience forgiveness?</li> </ul>	<p style="text-align: center;"><b>Life in the Risen Jesus</b></p> <ul style="list-style-type: none"> <li>-know that Jesus is risen from the dead, what does this mean for us</li> <li>-understand the meaning of the resurrection and it's importance to us</li> <li>-know that the Spirit of Jesus works in many ways , reflect on the Spirit at work in the Church</li> <li>-know that Jesus is present among us in different ways , reflect on how we can be present with Jesus</li> <li>-know that there are different ways of praying, explore these.</li> <li>-understand how Jesus teaches us to pray, reflect on the importance of prayer for us</li> </ul>	<p style="text-align: center;"><b>Other Faiths</b></p> <ul style="list-style-type: none"> <li>-know that the Church teaches about different faiths , reflect on the teaching of the Church for us</li> <li>-understand what we believe about our Catholic Faith, reflect on our own beliefs</li> <li>-know some important Jewish celebrations, reflect on the meaning of them</li> <li>-know some of the beliefs we share with the Jews and the difference between us, reflect on their importance to us</li> <li>-know some significant Muslim beliefs, think about their importance</li> <li>-understand some important practices of Muslims, reflect on the importance of prayer</li> <li>-know some of the beliefs we share with Muslims and the some of the differences between us , think about</li> </ul>

## St Mary's Catholic Primary School Curriculum Overview 2021-2022

						what we can do together
<b>English</b>	WWI Poetry Recounts and Flashbacks Setting descriptions	Poetry Diaries Playscripts Newspaper report	Persuasive writing Myths & Legends – apples of Idunna and Beowulf the Viking First person recounts (Including Viking Journeys) Instructional writing	Play scripts Character descriptions and setting descriptions	Information Texts (including Non-Chronological Reports) Biography and Autobiography Nelson Mandela	Narrative Persuasive texts (including health and drugs) African Poetry
<b>Mathematics</b>	Place value Roman numerals X by 10 and 100 Addition and subtraction of whole 4-digit numbers	Prime numbers Square numbers Cube numbers Common factors Factor pairs	Addition of increasingly large numbers including decimals Fractions, mixed numbers and improper fractions adding and subtract fractions using the same denominators	Division and multiplication using a variety of strategies  Angles- identifying and classifying  Fractions with different denominators – equivalent fractions	Geometry area of rectilinear shapes  Area and perimeter using calculations  Compound shapes  Percentages and decimals	Statistics and coordinates  Reflection, refraction and rotation  Using a quadrant to move shapes and understand their position  Collect data
<b>Science</b>	Evolution	Forces Investigate air resistance and the force of gravity	Properties and changes in materials- Materials – including those used by the Anglo Saxons and Vikings	Changes of states – melting, freezing, boiling (food) Climates changes of state (water cycle) Properties and changes in materials-	Habitats	Animals Drugs
<b>Art and Design</b>	Fine pencil drawings of artefacts Shell art and medals including widows penny	Poppy art Silhouettes St Basils Cathedral		Making 3d items from a 2d stimulus – Viking helmets	Sculpture Relief pictures of Africa African art – patterns	-
<b>Computing</b>	Use search technologies - link to English topic	e-safety – link to PSHE use of chat rooms, giving personal data etc.	2go	2 do it yourself	Design, write and debug a program	2 simulate

## St Mary's Catholic Primary School Curriculum Overview 2021-2022

	2 investigate	internet safety 2 email			(scratch, python, education city) – link to science animals and habitats 2 code	
<b>Design and Technology</b>		Origami for Christmas cards -	Paper Mache	Scandinavia - physical & human features Cookery (including savoury and Fondue)	- Fish gutting Weaving and stitching	3d relief sculptures of Africa
<b>Geography</b>	Europe vs Europe during WW1 Using maps to identify the countries involved in WW1		working like an archaeologist – field work to excavate artefacts use maps and atlases and digital programming to identify countries e.g. Scandinavia	Invaders – Anglo – Saxons/Vikings (reasons for invasion, impact across Europe, local signs of invasion  Compare physical features of two localities e.g England and Denmark	Explore trade from the UK and other countries	African Land Use and locational knowledge Rivers  Understand the role of precipitation in the water cycle
<b>History</b>	World War I Looking at an historical event from different points of view Reporting on an an historical event	Retelling of a known story with an alternative ending – war horse Links with PSHE how were soldiers looked after -	Use photographs to identify artefacts		What was apartheid and how does it impact us today? - Explore the slave trade and how it effects our modern world	Explore an historical event from two different points of view
<b>Languages</b>	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish
<b>Music</b>	Don't stop believing	Bells ring out	Classroom Jazz1	Benjamin Britten	STOP!	Reflect, rewind, replay
<b>Physical Education</b>	Tag Rugby	Gymnastics/ netball	Basketball/ hockey	Hockey	Games	

Year 6	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Topic	All about us-The Human Body!	All about us-The Human Body!	To Infinity and Beyond!  Earth & Space And Early Islamic Civilization	To Infinity and Beyond!  Earth & space	If life was a stage...  Ancient Civilisations - The Greeks	If life was a stage...  Ancient Civilisations-The Greeks

## St Mary's Catholic Primary School Curriculum Overview 2021-2022

<b>Visits and events</b>	<b>Birmingham art gallery</b>	<b>Paramedic/ambulance School nurse Dentist Pharmacist Jobs linked to health visits</b>	<b>Leicester Space Centre</b>		<b>Greek Theatre Workshop day</b>	
<b>Parent event</b>	Pitch new running gear and their advertisement campaign to parents create a healthy eating cookbook for parents and cook the food for the parents to try in celebration event show multimedia pictures of moving bodies		Perform dances show artwork based on Holst and space  Make a mini planetarium show with working model of planets, Earth Moon Orbit Jabberwocky poem and our creative work around that, poetry reading etc. BIMAS and our shape city volume perimeter and area.		Complete the design and making of backdrop, props and masks ready to perform to parents in show case event -	
<b>Religious Education</b>	<b>The Kingdom of God</b> -reflect on what the Kingdom of God is like -reflect on the importance of responding to the invitation to the Kingdom -know that everyone is called to the Kingdom, and reflect on this -reflect on words and deeds necessary to show commitment to the Kingdom -know that Jesus' miracles reflected the beginning of the Kingdom and show us what God is like	<b>Justice</b> -know what Justice is and that we are called to work for it -God calls us all to speak out about injustice -know about individuals who have been persecutes, reflect on their commitment - Know that Christians across the world speak up for justice and it starts with us -know in Advent we prepare for the birth of Jesus -know that Christmas customs are drawn from different countries and cultures	<b>Jesus, The Bread of Life</b> -Know and think about the story of the Passover -know what happened in the last supper and reflect on what it means to us -understand the Penitential Rite and the Liturgy of the Word in the Mass, think about our participation -understand the Offertory, Consecration and Communion and reflect on our part in them -know that Jesus has chosen to stay with us in a special way in the Blessed Sacraments	<b>Jesus, Son of God</b> -Know that Jesus' miracles led many to believe he was the Son of God, what does this mean to us -understand why Jesus washed his disciples' feet, what does this mean for us? Know about the Passion and Death of Jesus and consider its importance to us -understand and reflect on what the Resurrection of Jesus means for us	<b>The work of the Apostles</b> -know and reflect on the calling to be Jesus disciple -know the apostles were ordinary people with strength and weaknesses like us -know that they changed when the Holy Spirit came, reflect on how we can change -Know about the early Christian community and our relationship to it -know and think about the persecution of the apostles	<b>Called to Serve</b> -be aware of Jesus teachings and how we should be like him -recognise that God has given us all gifts and talents to use in his service -be aware of the gifts of the Holy Spirit and understand that we can receive them -know and reflect on some of the ways we can serve God -know and think about the Sacraments of Marriage and Holy Orders

## St Mary's Catholic Primary School Curriculum Overview 2021-2022

					-know and reflect on the preaching of the apostles	
<b>English</b>	<p>Explanation text how the ...works Story about how the body works Instructional writing healthy food recipes</p> <p>Persuasive adverts for new running gear slogan etc based in DT</p>	<p>Research Skills Information texts – Persuasive text –why we need to exercise Why you shouldn't smoke etc</p>	<p>War of the Worlds – HG Wells</p> <p>Poetry – nonsense verse – portmanteau, quatrains Jabberwocky Alien poetry</p>	<p>Modern Fiction – Dr Who in a Range of media forma Reference Books (including geographical features)</p>	<p>Story writing Play Poetry</p> <p>Research how they used to live</p> <p>Debate about women's roles in Ancient Greek and today</p>	<p>Diaries – day in the life ( )</p> <p>Plays (Ancient Greece) Recount Greek day Explanation text how the Greeks have influences our lives.</p>
<b>Mathematics</b>	<p>Place value and rounding</p> <p>Mental and written addition and subtraction of large numbers</p> <p>Place value decimals and negative numbers Multiples, factors and prime numbers Written methods for multiplication and division: <math>HTU \times \div TU</math> and <math>HTU \times \div U</math> Geometry: circles and angles</p> <p>Measurement Multiplication and division: Written methods</p>	<p>Calculation: order of operations</p> <p>Probability ready for ICT next week</p> <p>Algebra: simple formulae ready for next week's ICT</p> <p>Geometry: 2D and 3D shapes Nets ready to make model Statistics: Pie charts</p>	<p>Percentages fractions and decimals -BIDMAS mixed operations and large numbers. - solve addition and subtraction multi-step problems - common factors, common multiples and prime numbers Fraction calculate proper and improper fractions using <math>+ - X \div</math> with different denominators, and write answers in simplest form. -calculate decimal fraction equivalents (0.375) for a simple fraction (3/8).</p>	<p>-To multiply multi-digit numbers up to 4 digits by a two-digit whole number -To divide numbers up to 4 digits by a two-digit whole number using the efficient written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context. -To perform mental calculations, including with mixed operations and large numbers. - To use their knowledge of the order of operations to carry out</p>	<p>To read, write, order and compare numbers at least to 10,000,000 and determine the value of each digit. - To round any whole number - To use negative numbers To perform mental calculations - To solve <math>+ -</math> multi-step problems - To use estimation to check answers to calculations To multiply up to 4 digits by a two-digits - To divide numbers up to 4 digits by two digit - interpret remainders as whole number</p>	<p>-Use simple formulae -express missing number problems algebraically -To solve problems involving similar shapes where the scale factor is known -To solve problems using knowledge of fractions and multiples. -Describe positions on the full coordinate grid (all four quadrants) -draw and translate shapes on all planes - To solve problems involving the calculation and conversion of units of measure, using decimal notation - To use read, write and convert between</p>

## St Mary's Catholic Primary School Curriculum Overview 2021-2022

	<p>Comparing, ordering and simplifying fractions</p> <p>Assessment</p>		<ul style="list-style-type: none"> <li>- describe positions on the full co-ordinate grid (all four quadrants).</li> <li>- draw and translate simple shapes on the co-ordinate plane, and reflect them in the axes</li> <li>-recognise that shapes with the same area can have different perimeters and vice versa.</li> <li>- calculate the area of parallelograms and triangles. Using a formulae .</li> <li>- calculate, estimate and compare volume of cubes and cuboids using cubed<sup>3</sup></li> </ul>	<p>calculations involving the four operations.</p> <ul style="list-style-type: none"> <li>- To solve problems involving addition, subtraction, multiplication and division.</li> </ul>	<p>remainders, fractions or by rounding,</p> <ul style="list-style-type: none"> <li>-Multiply simple pairs of proper fractions, writing the answer in its simplest form</li> <li>-percentages of whole numbers</li> <li>- equivalences between simple fractions, decimals and percentages including in different contexts.</li> <li>- To use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure</li> </ul> <p>Recognise, describe and build simple 3-D shapes, including making nets</p>	<p>standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit and vice versa, using decimal notation to three decimal places.</p> <ul style="list-style-type: none"> <li>-To interpret and construct pie charts and line graphs and use these to solve problems.</li> <li>- To calculate and interpret the mean as an average.</li> </ul> <p>To interpret and construct pie charts and line graphs and use these to solve problems.</p> <ul style="list-style-type: none"> <li>● To calculate and interpret the mean as an average.</li> </ul>
<b>Science</b>	<p>Living things including humans and life cycles.</p>	<p>Human Bodies</p> <p>Circulatory systems</p> <p>Heart dissection</p> <p>How does the digestive system work?</p>	<p>Earth &amp; Space</p> <p>Orbits of the planets</p> <p>How day and night occurs</p> <p>Plan and carry out fair test</p>	<p>Testing soils, linked to Mars and the experiments the astronauts would complete.</p>	<p>Light how we see</p> <p>How light travels</p> <p>How we see things</p> <p>How are shadows made?</p>	<p>Electricity creating parallel and series circuits.</p> <p>The effects of adding different components into a circuits.</p> <p>Creating circuits to solve different problems, ie burglar alarm, creating</p>

## St Mary's Catholic Primary School Curriculum Overview 2021-2022

						stage lighting and sound effects.
<b>Art and Design</b>	Drawing human form Monet, Dagar, dancer's ballerina  Select appropriate media to represent the movement in the human body use multimedia and explain choices	Portraits Impressionism – Recreate images and scenes using printing with card and polystyrene	Design a night sky choosing different ways to embellish it, for example tie die the background sew/embroider different elements, planets etc.	Look at 3D art from a variety of genre ,Make choices about range of materials – Make links to Jabberwocky poem	-using clay to make an artefact of their own stating its purpose, how to embellish these with designs of their own based on historical artefact	Look at 3D art from a variety of genre ,Make choices about range of materials – Masks (Greek plays)  Landscapes of ancient Greece to produce backdrops
<b>Computing</b>	Duke of York and TTP rockstars Purple mash Binary Coding	Duke of York and TTP rockstars  Staying safe on line	Duke of York and TTP rockstars  Blogging Networks	Spreadsheet Create and investigate spread sheet for different application	Duke of York and TTP rockstars  Adventure text	Duke of York and TTP rockstars  Quizzing
<b>Design and Technology</b>	-evaluate, market research design and make suitable waterproof, warm, light sweat resistant running gear, hat gloves scarf. Investigate materials choose how to make it Test it . market it.	Cookery- healthy eating Know when and where food is farmed and on what scale Have basic recipes and add, change , substitute or change and adapt to taste, aroma etc.	Creating 3d models with working components	Mechanical systems in products – forces Create a Space Buggy- using motors, cogs and gears to travel over uneven terrain.	Great Designers – Architects Greek pots Design a pot for a specific purpose Carry out research about the needs	Create dioramas with moving parts powered by electrical circuits
<b>Geography</b>	Be able to use a 6-figure grid reference Identify continents, oceans, key countries and capital cities  Complete a traffic and air traffic survey collect collate and present data for different times of the day		Complete a traffic and air traffic survey collect collate and present data for different times of the day Tropic of cancer and Capricorn, equator how the tilt of the Earth changes seasons in 2 contrasting countries one near the equator and one near the poles Human and physical Geography		Longitude and latitude as it applies to Greece, and England	Natural disasters

## St Mary's Catholic Primary School Curriculum Overview 2021-2022

	Compare harvest in Bagdad England and Greenland compare weather , types of crops longitude and latitude					
<b>History</b>	A study of aspects of health and Medicine in history that exceed 1066 through times how medical advances have helped us today	Key medical break-through DNA heart surgery Key scientist Pasture and Jennings-	Early Islamic civilization Bagdad at the Equator with England and Greenland	Ancient Greeks How have they affected our lives today Medicine, sport, democracy, art, philosophy etc How they lived Views on women Women, fighting		
<b>Languages</b>	Spanish	Spanish	Spanish	Spanish	Spanish	Spanish
<b>Music</b>	Charanga HAPPY Learn to identify musical structure, use and play melody and base line on instruments Compose and perform	Classroom Jazz 2 Show awareness of audience venue and occasion, Singing from a musical staff and in rounds Performance Christmas Identifying features of Blues music, improvising	A new year and Happy Planets – Holst – orchestral composition Listen to longer pieces of music and identify features Identify different melodic patterns to capture mood and feelings, Representing music in a variety of ways including choreography and art	You've got a friend in me Create different effects using pitched Identifying musical indicators Play by ear or from a musical stave using a mixture of 4 notes  instruments to go with Greek plays		
<b>Physical Education</b>	Games Keeping fit	Gymnastics Levels and balance	Dance levels, balance, atmosphere and movement to Holst Planet Hockey	Outdoor and Adventurous Activities  Gymnastics using the equipment mount and dismount, elements of a sequence.	Games	Athletics.  Sports Day
<b>PSHE</b>	Rights and responsibilities New Beginnings STAR drug awareness	Healthy Mind Healthy Body Getting On and Falling Out	The world around us Goals British values	The same but different Good to be Me	Relationships Sex education	The safe not sorry Crucial crew  Changes