



# Our Lady of Peace Catholic Primary and Nursery School






























## Curriculum Map Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R.E.	RED: Branch 1 – Creation and Covenant 	RED: Branch 2 – Prophecy and promise	RED: Branch 3 – Galilee to Jerusalem   	RED: Branch 4 – Desert to garden	RED: Branch 5: To the ends of the Earth	RED: Branch 6 – Dialogue and Encounter 
Science	Animals including humans  	Animals including humans  	Seasonal Changes 	Everyday Materials 	Plants 	Plants 
History/Geography	Schools in the Past	What is it like here?	Spreading the Word	What is the weather like in the UK?	Mary Seacole   	What is it like to live in Shanghai? 
RSHE	Online Safety 	God Loves You 	Special People	Good & Bad Secrets & Physical Contact 	Who is my Neighbour?	Communities
Computing	<b>Technology around us</b> Recognising technology in school and using it responsibly.	<b>Moving a robot</b> Writing short algorithms and programs for floor robots, and predicting program outcomes. 	<b>Digital Painting</b> Choosing appropriate tools in a program to create art, and making comparisons with working non-digitally.	<b>Digital writing</b> Using a computer to create and format text, before comparing to writing non-digitally.	<b>Programming animations</b> Designing and programming the movement of a character on screen to tell stories.	<b>Grouping data</b> Exploring object labels, then using them to sort and group objects by properties.
Art & Design/Design & Technology	Art & Design Spirals Using drawing, collage and mark-making to explore spirals. Introducing sketchbooks.  	Design & Technology Moving Story Book	Art & Design Inspired by Flora & Fauna Explore how artists make art inspired by flora and fauna. Make collages of Minibeasts and display as a shared artwork.  	Design & Technology Wind Wills	Art & Design Playful Making Exploring materials and intention through a playful approach	Design & Technology Fruit & Vegetable Smoothie
P.E.	 Ball Skills and Fundamentals	Sending & Receiving and Fitness	Gymnastics and Striking & Fielding	Net & Wall Games and Target Games	Invasion and Team Building	Athletics and Dance
Music	I can Sing a Rainbow	Christmas Concert	Peter and the Wolf The Orchestra  	The Lark Ascending (BBC Ten Pieces) Composers and Music History Cross-curricular link to Science  	Music Technology – Bring the Noise	Round and Round the World Singing in a round



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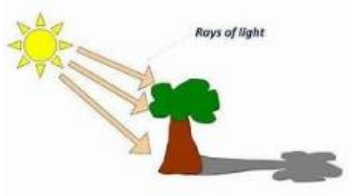








### Curriculum Map Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>R.E.</b>	RE: Beginnings- Who made the world and everything in it? Baptism- Signs & Symbols   	RE: Baptism- Signs & Symbols (Continued) Preparing for special times- Do we need to prepare? 	RE: Books- Why do we need books? Thanksgiving- Why should we be grateful people?	RE: Thanksgiving- Why should we be grateful people? (Continued) Opportunities- How does each day offer opportunities for good? 	R.E.- Spread the Word- Why should we spread the Good News? Rules- Do we need rules? 	R.E.- Rules- Do we need rules? Treasures- Is the world a treasure?
<b>Science</b>	<b>Animals including humans</b>  	<b>Everyday Materials</b> 	<b>Everyday Materials</b> 	<b>Living Things and their Habitats</b>  	<b>Plants</b> 	<b>Plants</b> 
<b>History/Geography</b>	<b>How the Railway changed Slough.</b>	Would you Prefer to Live in a Hot or Cold Place?   	<b>The Herschels</b>	Why is our World Wonderful?	<b>The Great Fire of London</b>	What is it like to live by the coast?
<b>RSHE</b>	<b>Online Safety</b> 	<b>Story Sessions</b>	<b>I Am Unique</b> 	<b>Feelings, Likes and Dislikes</b>  	<b>The Cycle of Life</b> 	<b>Communities</b>
<b>Computing</b>	<b>Robot algorithms</b> Creating and debugging programs, and using logical reasoning to make predictions. 	<b>Information technology around us</b> Identifying IT and how its responsible use improves our world in school and beyond.	<b>Digital photography</b> Capturing and changing digital photographs for different purposes.	<b>Digital music</b> Using a computer as a tool to explore rhythms and melodies, before creating a musical composition.	<b>Programming quizzes</b> Designing algorithms and programs that use events to trigger sequences of code to make an interactive quiz.	<b>Pictograms</b> Collecting data in tally charts and using attributes to organise and present data on a computer.
<b>Art &amp; Design/Design &amp; Technology</b>	<b>Art &amp; Design</b> Explore & Draw Introducing the idea that artists can be collectors & explorers as they develop drawing and composition skills.	<b>Design &amp; Technology</b> A Balanced Diet- Making Lunch Box Wraps 	<b>Art &amp; Design</b> Exploring the World Through Mono Print Using a simple mono print technique to develop drawing skills, encourage experimentation and ownership. 	<b>Design &amp; Technology</b> Moving Monsters- Linkages and Levers	<b>Art &amp; Design</b> Music & Art Explore how we can make art inspired by the sounds we hear.	<b>Design &amp; Technology</b> Puppets
<b>P.E.</b>	<b>Ball Skills and Fitness</b>	<b>Fundamentals and Sending &amp; Receiving</b>	<b>Gymnastics and Net &amp; Wall Games</b>	 <b>Invasion and Team Building</b>	<b>Striking/Fielding and Target Games</b>	<b>Athletics and Dance</b>
<b>Music</b>	<b>Whole Class Instrumental Teaching: Recorder</b>	<b>Whole Class Instrumental Teaching: Recorder</b> <b>Christmas Production</b>	<b>Whole Class Instrumental Teaching: Recorder</b>  <b>Gustav Holst's Planets Suite</b>	<b>Whole Class Instrumental Teaching: Recorder</b> <b>Composition unit</b> 	<b>Whole Class Instrumental Teaching: Recorder</b> <b>Henry Purcell- Link to The Great Fire of London</b>	<b>Whole Class Instrumental Teaching: Recorder</b> <b>Preparing a performance</b> 



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### Curriculum Map Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>R.E.</b>	RE: Homes- What makes a house a home? Baptism- Promises	RE: Baptism- Promises (Continued) Visitors- Are visitors always welcome?	RE: Journeys- Is life a journey? Listening & Sharing- What's so important about listening and sharing?	RE: Listening & Sharing- What's so important about listening and sharing? (Continued) Giving All- What makes some people give everything for other people?	R.E.- Energy- What's the use of energy? Choices- What helps me to choose well? 	R.E.- Choices- What helps me to choose well? (Continued). Special Places- What makes a place?  
<b>Science</b>	Animals including humans. 	Rocks and Soil 	Forces & Magnets 	Light & Shadow 	Plants 	Plants 
<b>History/Geography</b>	Stone Age, Iron Age, Bronze Age	Why do People Live near Volcanoes?	Ancient Egypt	Who Lives in Antarctica?	Roman Empire	Are all Settlements the Same?
<b>RSHE</b>	Online Safety 	The Sacraments	Friends, Family and Others/Online 	Safe in My Body	Community 	Working Together 
<b>Computing</b>	<b>Connecting computers</b> Identifying that digital devices have inputs, processes, and outputs, and how devices can be connected to make networks	<b>Desktop publishing</b> Creating documents and modifying text, images and page layouts for a specific purpose. 	<b>Stop-frame animation</b> Capturing and editing digital still images to produce a stop frame animation that tells a story	<b>Sequencing sounds</b> Creating sequences in a block-based programming language to make music.	<b>Events and actions in programs</b> Writing algorithms and programs that use a range of events to trigger sequences of actions.	<b>Branching databases</b> Building and using branching databases to group objects using yes/no questions
<b>Art &amp; Design/Design &amp; Technology</b>	Art & Design Gestural Drawing with Charcoal Making loose, gestural drawings with charcoal, and exploring drama and performance.	Design & Technology Eating Seasonally- Making Savoury Tarts 	Art & Design Working with Shape and Colour "Painting with Scissors": Collage and stencil in response to looking at artwork.	Design & Technology Pneumatic Toys- Nile Crocodiles	Art & Design Telling Stories Through Drawing & Making Explore how artists are inspired by other art forms – in this case how we make sculpture inspired by literature and film.	Design & Technology Castles
<b>P.E.</b>	Tag Rugby and Fundamentals	Ball skills and Fitness	Cricket and Gymnastics	Netball and Dance	OAA and Athletics	Basketball and Dance
<b>Music</b>	Whole Class Instrumental Teaching provided by Slough Music Service: Violins	Whole Class Instrumental Teaching provided by Slough Music Service: Violins	Whole Class Instrumental Teaching provided by Slough Music Service: Violins	Whole Class Instrumental Teaching provided by Slough Music Service: Violins	Whole Class Instrumental Teaching provided by Slough Music Service: Violins	Whole Class Instrumental Teaching provided by Slough Music Service: Violins
<b>French</b>	I am Learning French	Animals	Instruments	I am Able...	Ice-creams	Fruits



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### Curriculum Map Year 4


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>R.E.</b>	RE: People- Where do come from? Baptism- Called What does it mean to be called or chosen?	RE: Baptism- Baptism- Called What does it mean to be called or chosen? Continued) Gift- What's so special about gifts?	RE: Community- What makes a community? Giving & receiving- What's more important, giving or receiving?  	RE: Giving & receiving- What's more important, giving or receiving? (Continued) Self-Discipline- Is self-discipline important in life?  	R.E.- New life- What's so important about new life? Building bridges- Why are bridge-builders important in life? 	R.E.- Building bridges- Why are bridge-builders important in life? (Continued) God's people- Why do some people do extraordinary things? 
<b>Science</b>	Animals including humans. 	Electricity  	States of matter  	States of matter  	Living things and their habitats 	Sound  
<b>History/Geography</b>	The Anglo-Saxons	Why are Rainforests Important to us?	The Vikings 	Where does our Food come from?	The Maya	What are Rivers and how are they used?
<b>RSHE</b>	Online Safety	Get Up!	Respecting Our Bodies 	I Am Thankful	Life Cycles	Community/Money Matters
<b>Computing</b>	<b>The internet</b> Recognising that the internet is a network of networks including the WWW, and why we should evaluate online content.	<b>Repetition in shapes</b> Using a text-based programming language to explore count-controlled loops when drawing shapes.	<b>Audio production</b> Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	<b>Repetition in games</b> Using a block-based programming language to explore count-controlled and infinite loops when creating a game.	<b>Photo editing</b> Manipulating digital images, and reflecting on the impact of the changes and whether the required purpose is fulfilled.	<b>Data logging</b> Recognising how and why data is collected over time, before using data loggers to carry out an investigation.
<b>Art &amp; Design/Design &amp; Technology</b>	Art & Design Storytelling Through Drawing Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.	Design & Technology Bobbler Wobbler 	Art & Design Exploring Still Life Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.	Design & Technology Adapting a Recipe- Making a Easter Biscuit	Art & Design Sculpture, Structure, Inventiveness & Determination What can artists learn from nature?	Design & Technology Cross Stitch & Applique- Textiles Cushions
<b>P.E.</b>  	Tag Rugby and Fitness	Rounders and Gymnastics	Football and OAA	Swimming and Tennis	Dance and Athletics	Dodgeball and Dance
<b>Music</b>	Whole Class Instrumental Teaching: Ukuleles	Whole Class Instrumental Teaching: Ukuleles  Christmas Concert	Whole Class Instrumental Teaching: Ukuleles	Whole Class Instrumental Teaching: Ukuleles	Whole Class Instrumental Teaching: Ukuleles Mayan Music	Whole Class Instrumental Teaching: Ukuleles Preparing a performance
<b>French</b>	Presenting Myself	My Family	Goldilocks	In the Classroom	At the Tea Room	What is the Weather Like?





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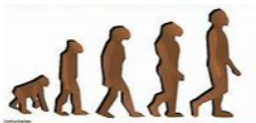


















### Curriculum Map Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>R.E.</b> 	RE: Ourselves- Who am I? Baptism- Life choices Is commitment important?	RE: Baptism- Life choices Is commitment important? (Continued) Hope- What does it mean to live in hope?	RE: Mission- Do we all have a mission in life? Memorial Sacrifice- Why do we need memories?	RE: Memorial Sacrifice- Why do we need memories? (Continued) Sacrifice- Why do we need to make sacrifices?	R.E.- Transformation- How can energy transform? Freedom & Responsibility- How do rules bring freedom?	R.E.- Freedom & Responsibility- How do rules bring freedom? (Continued) Stewardship- Can I be a steward?
<b>Science</b>	<b>Forces</b> 	<b>Properties and changes of materials</b> 	<b>Properties and changes of materials</b> 	<b>Earth &amp; Space</b> 	<b>Living Things and their Habitats</b> 	<b>Animals, including humans</b> 
<b>History/Geography</b>	<b>The Tudors</b> 	What is life like in the Alps?	What the census tells us about our local area?	Would you like to live in the Desert?	<b>Ancient Greece</b>	Why do Oceans Matter?
<b>RSHE</b> 	<b>Online Safety</b> 	<b>Calming the Storm</b>	<b>Under Pressure/Cyberbullying</b> 	<b>Making Good Choices</b> 	<b>The Holy Trinity</b>	<b>The World of Work</b> 
<b>Computing</b> 	<b>Systems and searching</b> Recognising IT systems in the world and how some can enable searching on the internet.	<b>Introduction to vector graphics</b> Creating images in a drawing program by using layers and groups of objects.	<b>Flat-file databases</b> Using a database to order data and create charts to answer questions.	<b>Selection in physical computing</b> Exploring conditions and selection using a programmable microcontroller.	<b>Video production</b> Planning, capturing, and editing video to produce a short film.	<b>Selection in quizzes</b> Exploring selection in programming to design and code an interactive quiz.
<b>Art &amp; Design/Design &amp; Technology</b> 	<b>Art &amp; Design</b> <b>Typography &amp; Maps</b> Exploring how we can create typography through drawing and design, and use our skills to create personal and highly visual maps.	<b>Design &amp; Technology</b> <b>Pavillions</b>	<b>Art &amp; Design</b> <b>Mixed Media Land &amp; City Scapes</b> Explore how artists use a variety of media to capture spirit of the place.	<b>Design &amp; Technology</b> <b>Pop up Book</b>	<b>Art &amp; Design</b> <b>Architecture: Dream Big or Small?</b> Explore the responsibilities architects have to design us a better world. Make your own architectural model.	<b>Design &amp; Technology</b> <b>What Could be Healthier- Making Healthy Bolognaise</b> 
<b>P.E.</b> 	Tag rugby and OAA	Hockey and Dance	Handball and Fitness	Netball and Dance	Rounders and Gymnastics	Dodgeball and Athletics
<b>Music</b>	WCET – The Glockenspiel	Jazz	Zadok the Priest by George Frideric Handel (BBC ten pieces) Composers and Music History	Classical and Romantic Music- Mozart, Beethoven, Wagner and Clara Schumann Composition	The Planets Suite (Gustav Holst)	Music and Migration- Irish Traditional Music 
<b>French</b>	Do you have a Pet?	The Date	My Home	Clothes	The Olympics	Habitats










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### Curriculum Map Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Theme</b>	<b>Wellbeing</b>	<b>Resilience &amp; Stamina</b>	<b>Leadership &amp; Collaboration</b>	<b>Our Place in the World</b>	<b>Enquiry &amp; Creativity</b>	<b>Embracing Change &amp; Aspirations</b>
<b>R.E.</b>	RED: Branch 1 – Creation and Covenant	RED: Branch 2 – Prophecy and promise	RED: Branch 3 – Galilee to Jerusalem	RED: Branch 4 – Desert to garden	RED: Branch 5: To the ends of the Earth	RED: Branch 6 – Dialogue and Encounter
<b>Science</b>	<b>Electricity</b> 	<b>Light</b> 	<b>Evolution &amp; Inheritance</b> 	<b>Living Things and their Habitats</b> 	<b>Animals including Humans</b> 	<b>Transition Unit</b> 
<b>History/Geography</b>	<b>World War II</b>	Why does Population Change? 	<b>Islamic Civilisation</b> 	Where does our Energy come from?	<b>Unheard Stories</b> 	Can I carry out an Independent Fieldwork Enquiry? 
<b>RSHE</b>	<b>Online Safety</b>	<b>Online Safety</b> 	<b>Gifts and Talents</b> 	<b>Coping with Change</b> 	<b>Build Others Up</b> 	<b>Reaching Out/Money &amp; Me</b> 
<b>Computing</b>	<b>Communication and collaboration</b> Exploring how data is transferred by working collaboratively online.	<b>Variables in games</b> Exploring variables when designing and coding a game.	<b>Webpage creation</b> Designing and creating webpages, giving consideration to copyright, aesthetics and navigation.	<b>Introduction to spreadsheets</b> Answering questions by using spreadsheets to organise and calculate data.	<b>3D modelling</b> Planning, developing, and evaluation 3D computer models of physical objects.	<b>Sensing movement</b> Designing and coding a project that captures inputs from physical devices.
<b>Art &amp; Design/Design &amp; Technology</b>	<b>Art &amp; Design</b> 2D Drawing to 3D Making Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome.	<b>Design &amp; Technology</b> Stuffed Toys (Making a bear for an evacuee) 	<b>Art &amp; Design</b> Exploring Identity Discover how artists use layers and juxtaposition to create artwork which explores identity. Make your own layered portrait. 	<b>Design &amp; Technology</b> Model Playground	<b>Art &amp; Design</b> Brave Colour Exploring how artists use light, form and colour to create immersive environments.	<b>Design &amp; Technology</b> Navigating the World 
<b>P.E.</b>	Tag Rugby and Dance	Basketball and Fitness	Football and Dance 	Tennis and OAA	Rounders and Gymnastics	Dodgeball and Athletics
<b>Music</b>	How is Music Created? - Happy	Gospel – Link to Black History Month 	A New Year Carol (Classical style of music) Composers and music history: Benjamin Britten and the orchestra	Composition for an Indian Wedding Indian Music 	Composition using Technology Rock Music	Summer production
<b>French</b>	WW2	At School	The Weekend	Healthy Lifestyle	Me in the world	Around Town

## British Values Key

<b>Expectations</b>	
	Enable students to develop their self-knowledge, self-esteem and self-confidence.
	Enable students to distinguish right from wrong and to respect the civil and criminal law of England.
	Encourage students to accept responsibility for their behaviour, show initiative, and to understand how they can contribute positively to the lives of those living and working in the locality of the school and to society more widely.
	Enable students to acquire a broad general knowledge of and respect for public institutions and services in England.
	Further tolerance and harmony between different cultural traditions by enabling students to acquire an appreciation for and respect for their own and other cultures.
	Encourage respect for other people.
	Encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in England.