

Curriculum Map
Building the Kingdom



Liturgical Calendar

Our curriculum design, with its foundations from the National Curriculum, is centred on our Catholic faith and the liturgical calendar. It is designed and sequenced so that teaching falls in line with the liturgical calendar, the themes of the season and/or major events that will be happening in school that term. Through this, the opportunity arises to go deeper and to look at areas of learning in different ways and the many layers ever present when acquiring new knowledge.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Liturgical Calendar	Season of Creation Mary	All Saints All Souls Advent	Christmastide Epiphany	Lent Holy Week	Easter Ascension	Pentecost Sts Peter & Paul Sacred Heart Corpus Christi
Themes	Welcome Creation Roles of women Harvest Discipleship	People of change Remembrance	Revelation– Prophecy Advocacy	Power Sacrifice	Celebration	Discipleship People of change - Social and Justice Family (of God) Moving on up
School Events		Friends week Anti-bullying Week	Multi-Faith week Children’s Mental Health Week Love of books day	Family week International Women’s Day Science Week	Mental health Awareness Week	Parish week Money Week
Peace Maker Themes	Inner Peace	Peaceful Relationships	Peaceful choices	Peaceful actions and behaviour	Peaceful communities	Consolidation

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Big Questions

Through questioning and discussion, children will attain a deeper, richer knowledge and understanding of the world around them and the role that they are to play within it. As they progress through their school career children will have opportunity to revisit, overlearn and to take their learning deeper and higher; knowing “that the Abbey child is receiving a quality of experience that is a sacred endeavour of discovery. With this each child will become a curious and active learner, seeking to discover and experience how “The world is charged with the grandeur of God” (Gerard Manly Hopkins).”

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Rec	Who am I?	Can Jesus be seen in me?	Who gives us food?	Who helps us on our journey?	Who cares for God’s garden?	Why do we need animals?
Y1	Where do I come from?	How and why do things change?	Where do we see God in the world?	Are humans called to love?	What unites our kingdom?	How does the past help us today?
Y2	What makes a hero or heroine?	How are we called to be God’s gardeners?	Is there enough for everyone?	Does a shared experience unite society?	What makes a home?	Does the past change the present?
Y3	How do we know about the past it is not written down?	Are all positions equal?	Are we scarring or cultivating the earth?	What has God called us to be?	How do the actions of the past influence society today?	Does God’s creation cause harm?
Y4	Does modern life harm creation?	Is influence long-lasting?	What makes a country?	Who has authority – State or Church?	How is my community formed?	Does a community thrive on unity or autonomy?
Y5	Are roles within our communities equally distributed?	How do communities adapt to circumstances?	Does humanity live well within the limits of nature?	Is influence a necessity for leadership?	Are we caretakers or owners of the earth?	Does social and economic balance affect the condition of the world?
Y6	Do my individual actions have a global impact?	Is war ever just?	Are natural resources a curse or a blessing?	Were early civilisations life changing or life threatening?	Does the economy always serve society?	Are all roles equal?

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“Learning to think rigorously, so as to act rightly and to serve humanity better.” John Paul II



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Catholic Social Teaching

Our Curriculum is delivered through our Catholic story, deepening the understanding of their own story – to know where they have come from, their aspirations for the future; to become closer to the person God has called them to be. Our shared Catholic beliefs and values are woven through the curriculum to inspire and unify the children.

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Rec	Dignity of the Human Person	Community and participation	Common good Solidarity	Family and Participation	Care for Creation	Care for Creation
Y1	Solidarity	The common good	Care for creation	Rights and Responsibilities	Family and community	Life and dignity of the human person
Y2	Rights and Responsibilities	Care for creation	Option for the poor and vulnerable	Solidarity	Dignity of the human person	Family and community
Y3	Solidarity	Rights of the worker	Care for creation	Dignity of the Human Person	Family and community	Option for the poor and vulnerable
Y4	Care for creation	Rights and responsibilities	Solidarity	Community and participation	Community and participation	Solidarity
Y5	Dignity of the human person	Option for the poor and vulnerable	Solidarity and The Common good	Rights and responsibilities	Community and participation	Care for creation
Y6	Rights and responsibilities	Dignity of the human person	Rights and responsibilities	Rights of the worker	Solidarity and The Common Good	Solidarity

“Ask Jesus what he wants of you, and be brave” Pope Francis

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Cultural Capital Activities

Immersion activities are planned with the aim to raise engagement in curriculum areas and to ultimately raise attainment through the development of creative and stimulating learning experiences. Through a variety of rich experiences and opportunity, children will not only be immersed into their topics with aspirations of where their learning journey will take them, but also raise their cultural capital. ***Immersion events are reviewed continually and subject to change. This information is an example of our Immersion offer but not binding.***

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
R e c	Highbury – children perform nursery rhymes on the stage.	Theatre	Cooking Day – Red Hen (Bread) Library visit	Transport observation in local area	Jack and the Beanstalk immersion day Allotment visit	Twycross Zoo/Gruffalo trail -
	Roots for Fruit Day	Church	Sikh Temple/Sikh Day		Roots for Fruit Day	
Y 1	School grounds (sensory walk)	Sudbury Hall childhood museum (National Trust)	Hindu temple	Botanical Gardens	St George’s Day celebration	In-school holiday experience/ Airport
	Bug/ hedgehog hotel making (use forest session)	Theatre		In-school. VIP Meet significant people in our community day		
Y 2	Immersion day in school – dressed as a superhero	Immersion day in school – Forest area/Clent Hills (National Trust)	Multi-Faith Week – Buddhist Temple	Immersion day in school – making homes	Black Country Museum – Homes	Aston Hall
			Immersion day – making pizza			
Y 3	Sleepover	Ancient Egyptian Workshop	Jewish Synagogue	Alton Castle	National Trust - Back-to-backs	Earthquake/volcano simulation event
					Local history walk	
Y 4	Creation immersion day (forest area)	Birmingham Museum and Art Gallery- Ancient Greece day/ Museum box	Multi-faith week- Islamic Exhibition	Condover Hall Residential	Local area observation walk Traffic survey	Green Screen studio ?
				Wroxeter Roman City (English Heritage)		
			Residential- PGL			

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Y 5	Shakespeare performance (REP)	Cooking- Banquet Science Anglo-Saxon shields Staffordshire Hoard (Birmingham Museum)	Multi-faith Orthodox	Viking/ Anglo-Saxon day (school visit)	Science-space Museum (box)	Carnival Day Immersion?
Y 6	Deciduous forest immersion day	World Wars immersion day & poetry workshop		Maya mask making	Amazon virtual tour	Alton Castle (17-19 July)
			Multi-faith Week – St. Chad's	UoB Science students	HSBC visit	The Old Rep production (21 July)

'Blessed is the one who finds wisdom, and the one who gets understanding' Proverbs 3:13

Science

K.R Our Science curriculum provides the foundations for understanding the world through the specific disciplines of **Biology**, **Physics** and **Chemistry**. Science has changed our lives and it is vital for the future world's prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science.

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Rec						
Y1	Animals inc. Humans (animals in the local area)	Materials	Animals inc. Humans (global)	Plants	Plants Roots to Fruits	
Y2	Animals inc. Humans (animals in the local area)	Plants	Plants Roots to Fruits	Materials	Living things and their Habitats	
Y3	Rocks	Animals including humans	Forces and Magnets	Plants Roots to Fruits	Light	

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Y4	Living things Roots to Fruits	Animals including humans	States of matter	Electricity	Sound	
Y5	Materials	Living things and their habitats Roots to Fruits	Forces	Animals including humans	Earth and Space	
Y6	Living things and their habitats	Animals including humans	Electricity	Evolution	Light	Roots to Fruits

"Little Science takes you away from God, but more of it takes you to Him." Louis Pasteur

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History

Our history curriculum inspires pupils' curiosity to know more about the past. As they delve deeper into their historical learning they will develop oracy skills to ask perceptive questions, think critically and analyse evidence presented to them. They will develop an understanding of the diversity and richness of societies and the relationships between groups, as well as their own identity and challenges of their time.

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Rec	Family Tree	Family Traditions		Old and new transport		Habitats
Y1		Changes within living memory		Significant individuals		Changes beyond living memory
Y2	Significant individuals			Great Fire of London		Local history
Y3	Changes in Britain from the Stone Age to the Iron Age	Achievements of early civilisations			Local history	
Y4		Ancient Greece and its influence on the western world		The Roman Empire and its impact on Britain		
Y5	Britain's settlement by Anglo-Saxons and Scots			The Viking and Anglo-Saxon struggle for England – 1066		
Y6		Study beyond 1066			Non-European society contrasted with British History	

"I don't care if you're 5 or 105, God for all eternity, chose you to be where you are, at this time in history, to change the world." Mother Angelica

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Geography

Our geography curriculum enables children to understand that they are global citizens, deepening their interest and wonder in exploring their own place in the world. In a world that is ever-changing, it is vital that children are provided with ‘Living Geography’ concerned with their lives, their futures and their world. The geography curriculum aims to develop knowledge of the world, diverse places, people and resources within it and the role that we are to play within this world. Children will develop an understanding of the interaction between the human and physical processes, understanding how the earth’s features are shaped, interconnected and change over time.

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Rec			To Locate India on a map	Local geography		Habitats
Y1	Local geography		Hot and Cold places		UK	
Y2		Weather Patterns	UK and non-European country		UK and non-European country	
Y3			Counties and cities of the UK			Volcanoes and earthquakes
Y4	Locate countries on a world map with focus on either N/S America		Locate world countries – Europe		Local geography	Compare UK with a European country
Y5		Settlement and land use	Longitude, latitude, tropics, time zones		Mountains, Rivers and the water cycle	Compare UK with N/S American region
Y6	Climate Zones, biomes and vegetation belts		Distribution of natural resources	Trade and economics		

“Let us be ‘protectors’ of creation, protectors of God’s plan inscribed in nature, protectors of one another and of the environment.” Pope Francis

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Design Technology

Through Design Technology children will develop skills to prepare them for the future, learning how to become risk takers, resourceful and innovative, enterprising and capable citizens. They will learn to evaluate past and present design technology and use this critique to inform their own creativity and imagination when creating their own designs. They will understand and demonstrate how skills learnt in other subject disciplines can be drawn upon and applied in design technology.

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Rec	Create a puppet on pirate day.	To make a Christmas decoration and card.	Build a bridge and test it. Make playdough. Make coconut barfi (Multi faith week) Grow cress and make sandwiches.			To design and create animals through different media.
Y1		Creatively design and make a product – toy Mechanism: lever	Make a pencil pot using recycled materials.		Food Technology Know that all food comes from plants or animals. Know that food has to be farmed grown elsewhere or caught.	
Y2		Create a purposeful and functional weather station.	Food Technology Know that all food comes from plants or animals. Know that food has to be farmed grown elsewhere or caught.		Build a house with a moving part. Mechanism: lever	
Y3		Create an Egyptian Death Mask		Food Technology Know that food is grown, reared and caught in the UK, Europe and the wider world,		Create a village with an earthquake simulation. Mechanism: pneumatic system

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Y4	Food Technology Know that food is grown, reared and caught in the UK, Europe and the wider world.			Design a two-sided Roman coin using clay.		Make a monster based on folk tales. Mechanism: linkage
Y5	Make an Anglo-Saxon shield.	Food Technology Know that season may affect the food available. Know how food is processed into ingredients that can be eaten or used in cooking.			Make a litter picker. Mechanism: linkage	
Y6			Make a well. Mechanism: pulley		Make a Mayan Death Mask	Food Technology Know that season may affect the food available. Know how food is processed into ingredients that can be eaten or used in cooking.

"You can't use up creativity. The more you use, the more you have." Maya Angelou

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Art

Our engaging and inspiring art curriculum allows children to express themselves creatively and develop the knowledge and skills to experiment and create their own art. They will develop skills to think critically, to be able to critique and develop an understanding of art and design. Children will come to see how we each have God-given talents and how great artists of the past reflect our history and artists of today contribute to the culture we live in and add to our society.

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Rec	To create a self-portrait. Experiment with colour. Skill: Drawing and Colour		Forest Make rubbings of different natural objects while in the forest. Skill: Printing	Observational drawings of transport. Skill: Drawing	To draw and paint flowers. Skill: Drawing	Provision Symmetry butterfly artwork. Skill: Pattern
Y1	Experiment with colours. Skill: Colour and Printing		Forest Create land art. Skill: Form	Portraits of significant people. Skill: Drawing		Create a landscape drawing of the beach. Skill: Drawing
Y2	Create printed artwork of a significant person. Skill: Printing			Great Fire of London artwork. Skill: Colour		Draw as a way of recording experiences. Skill: Drawing
Y3	Pointillism artwork. Skill: Colour		Artwork depicting the result of global warming/ industrial revolution using natural resources. Skill: Pattern and Drawing		To draw and print different images of Erdington from the past and present. Skill: Printing and Drawing.	

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Y4		Create a Greek Vase using effects and textures. Skill: Drawing and Form		Volcano art focusing on scale. Skill: Drawing and Colour	Make rubbings of different important places in Erdington and sketch their most important place. Skill: Drawing and Printing.	
Y5			Create a piece of artwork based on a global crisis. Skill: Drawing and Colour	Create a portrait of a leader. Skill: Drawing, Printing and Pattern.		Environmental collage. Skill: Drawing, Texture and Colour
Y6	Artwork of ideal world compared to the detrimental human impact on the world. Skill: Texture	War artwork using tints, tones, shade. Skill: Drawing and Colour		Produce increasingly accurate drawings of people. Explore artists and their artwork. Practised printing techniques. Skill: Printing		

All year groups will be teaching textiles skills by making Christmas decorations with their parents in a fun and interactive inspire workshop.

"Creativity takes courage" Henri Matisse

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Y6					Birmingham Irish Association – Whole class	Birmingham Irish Association – Whole class
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"Music can change the world" Beethoven

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Computing

Our Computing curriculum allows our students to thrive in our digital world that is constantly evolving. Through this spiral curriculum, our students explore the three strands of Computing: digital literacy, computer science and information technology, with every lesson beginning with a digital literacy activity. The digital literacy skills they acquire can be implemented across the curriculum whilst building upon their computing knowledge and developing their programming skills.

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Rec						
Y1		Technology Around Us <i>Information Technology</i>		Digital Painting <i>Information Technology</i>		Moving a Robot <i>Computer Science</i>
Y2	IT Around Us <i>Information Technology</i>		Digital Photography <i>Information Technology</i>		Robot Algorithms <i>Computer Science</i>	
Y3	Connecting Computers <i>Information Technology</i>				Desktop Publishing <i>Information Technology</i>	Sequencing in Music <i>Computer Science</i>
Y4	The Internet <i>Information Technology</i>		Audio editing <i>Information Technology</i>		Repetition in shapes <i>Computer Science</i>	
Y5	Systems and searching <i>Information Technology</i>		Video production <i>Information Technology</i>		Selection in quizzes <i>Computer Science</i>	
Y6	Communication <i>Information Technology</i>	Web Page Creation <i>Information Technology</i>	Variables in Games <i>Computer Science</i>			

“By growing daily in our awareness of the vital importance of encountering others, these ‘new possibilities’, we will employ technology wisely” Pope Francis

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PE

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Rec	Body Management – Locomotion (ABC)	Gymnastics	Speed, Agility, Travel	Dance	Manipulation and Coordination	Cooperate and solve Problems
Y1	Run, Jump, throw	Attack, Defend, Shoot	Hit, Catch, Run Gymnastics	Hit, Catch, Run Gymnastics	Send and Return	Attack, Defend, Shoot

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	Manipulation and Coordination	Dance			Dance	Cooperate and solve problems
Y2	Run, Jump, Throw Gymnastics	Attack, Defend, Shoot Dance	Hit, Catch, Run OAA – Y1 Unit	Hit, Catch, Run Dance	Send and Return OAA	Attack, Defend, Shoot OAA – Y2 Unit Swimming
Y3	Athletics Gymnastics	Invasion Games – Skill based – Football Dance	Striking and Fielding – Cricket OAA	Striking and Fielding – Rounders Gymnastics	Netwall Skills – Tennis Dance	Invasion Games – Skill based – Tag Rugby Distanced PE Fitness Unit 1
Y4	Athletics Gymnastics	Invasion Games – Skill based – Handball Dance	Striking and Fielding Skills – Hockey OAA	Striking and Fielding – Rounders Gymnastics	Netwall Skills – Badminton Dance	Invasion Games – Skill based – Tag Rugby Distanced PE Fitness Unit 1
Y5	Athletics Gymnastics	Invasion Games – Basketball Dance	Striking and Fielding – Cricket OAA	Striking and Fielding – Hockey Gymnastics	Netwall Skills – Tennis Dance	Invasion Games – Football Commonwealth Games Swimming
Y6	Athletics Gymnastics	Invasion Games – Basketball Dance	Striking and Fielding – Hockey OAA	Striking and Fielding – Rounders Gymnastics	Netwall Skills – Badminton Dance	Invasion Games – Netball Distanced PE Fitness Unit 2 Swimming