



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



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?	Why are memories important?
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?	Does truth speak to power?

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



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



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) Dentist visit Farm visit	Transport observation in local area Library visit	Jack and the Beanstalk immersion day Allotment visit	Twycross Zoo/Gruffalo trail - Animal man
	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	Art day – drawing/painting significant people in history activities	Celebration of the 4 countries of UK – art experiences	In-school holiday experience/ Airport
	Bug/ hedgehog hotel making (use forest session)	Theatre Explore old and new toys		Waterstones - Book visit Art day - significant people		
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 – Forest day in school.	Black Country Museum – Homes	Abbey Church visit
			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	Wroxeter Roman City (English Heritage)	Local area observation walk Traffic survey	Green Screen studio?

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Y 5			Residential- PGL			
	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		Alton Castle (17-19 March)	Amazon virtual tour	
			Multi-faith Week – St. Chad's	UoB Science students	HSBC visit	Production

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

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Science

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	Through continuous provision these areas will be accessed throughout the academic year with specific and explicit teaching points of these areas detailed in the curriculum overviews.					
	ELG 05 Basic hygiene/ Safe and healthy ELG 05 Physical exercise ELG 05 Healthy diet ELG 14 Living things (plants) ELG 14 Materials ELG 14 Living things (plants) ELG 14 Living things (animals) Environments and habitats					
Y1	Animals including Humans Animals in the local area	Materials	Animals including Humans Global animals	Plants	Plants <i>Growing – Roots to Fruits</i>	Consolidation
Y2	Animals including Humans Animals in the local area	Living things and their Habitats	Plants <i>Growing – Roots to Fruits</i>	Materials	Living Things and their Habitats	Consolidation
Y3	Rocks	Animals including Humans	Forces and Magnets	Plants <i>Growing – Roots to Fruits</i>	Light	Consolidation
Y4	Living things and their Habitats <i>Growing – Roots to Fruits</i>	Animals including Humans	States of Matter	Electricity	Sound	Consolidation
Y5	Materials	Living things and their Habitats <i>Growing – Roots to Fruits</i>	Animals including Humans	Forces	Earth and Space	Consolidation
Y6	Living things and their habitats	Animals including Humans	Evolution and inheritance	Electricity	Light	Consolidation <i>Growing – Roots to Fruits</i>

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



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	Through continuous provision these areas will be accessed throughout the academic year with specific and explicit teaching points of these areas detailed in the curriculum overviews.					
	Talk about their families. Comment on images of familiar situations in the past Compare and contrast characters from stories, including figures from the past.					
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



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	Through continuous provision these areas will be accessed throughout the academic year with specific and explicit teaching points of these areas detailed in the curriculum overviews.					
	Draw information from a simple map. Understand that some places are special to members of their community. Recognise some similarities and differences between life in this country and life in other countries. Recognise some environments that are different from the one in which they live.					
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 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



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	Through continuous provision these areas will be accessed throughout the academic year with specific and explicit teaching points of these areas detailed in the curriculum overviews.					
	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.					
Rec	Make playdough. Junk modelling Use a range of materials to create collages of Creation.	To make a Christmas decoration and card. Make props for the Nativity production.	Make coconut barfi (Multi faith week) Grow/produce food to use in recipes (e.g cress sandwiches, bread, popcorn)	Junk modelling- emergency vehicles Puppets- people	Collage- gardens Make flowers.	Collage- animals in their habitats Puppets- animals
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	

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Y3		Create an Egyptian Death Mask		Food Technology Know that food is grown, reared and caught in the UK, Europe and the wider world,		Use programming to control Beebots (electrical systems)
Y4	Food Technology Know that food is grown, reared and caught in the UK, Europe and the wider world.			Create a Roman chariot.		Make a moving bull and bullring 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 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. Electrical systems

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



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	Through continuous provision these areas will be accessed throughout the academic year with specific and explicit teaching points of these areas detailed in the curriculum overviews.					
	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills.					
Rec	To create a self-portrait. Experiment with colour. Skill: Drawing and Colour	To create a picture of a scene from the Nativity story. Build on knowledge of 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: Sculpture	Portraits of significant people. Skill: Drawing		Create a sculpture of the beach Skill: Collage and Sculpture
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

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Y3	Pointillism artwork. Skill: Colour		Artwork depicting the result of global warming/ industrial revolution using natural resources. Skill: Drawing		To draw and print different images of Erdington and Birmingham. Skill: Printing and Drawing.	
Y4		Draw a Greek Vase using effects and textures. Skill: Drawing	Volcano sketch and sculpture. Skill: Sculpture, Drawing and Colour		To draw and print important buildings around Erdington. 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		Create a collagraph to print a space scene. Skill: Drawing and Printing
Y6	Artwork of ideal world compared to the detrimental human impact on the world. Skill: Collage and Textiles	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



Music

Our music provision allows children to engage with one of the highest forms of creativity and inspires them to develop a love of music and to develop their God-given talent as musicians. As the children progress, they listen to high quality music and learn to appreciate and critically engage with a range of music and develop skills to compose and play music.

	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Re c	Exploring sound	Music and movement	Transport	Big Band		Birmingham Irish – whole class
Y1	Keeping the pulse		Sound patterns		Musical symbols	
Y2		Call and response		Instruments		Pitch
Y3	Developing singing technique		Pentatonic melodies and composition		Traditional instruments and improvisation	
Y4	SFE – Whole class cornet	SFE – Whole class cornet	SFE – Whole class cornet	SFE – Whole class cornet	SFE – Whole class cornet	SFE – Whole class cornet
Y5	SFE – Whole class cornet	SFE – Whole class cornet	SFE – Whole class cornet	SFE – Whole class cornet	SFE – Whole class cornet	SFE – Whole class cornet
Y6	Birmingham Irish Association – Whole class	Birmingham Irish Association – Whole class	Birmingham Irish Association – Whole class	Birmingham Irish Association – Whole class	Birmingham Irish Association – Whole class	

"Music can change the world" Beethoven



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
	Completed throughout the year, during teaching and continuous provision: Naming and modelling every day technology, E.G. interactive boards					
Rec		Online Safety Ten Ten: Assessment activity		Online Safety What is the internet	Online Safety Playing Online Explore digital graphics program (Plants) Using iPads to capture still images	Explore digital graphics program (Animals) Using iPads to capture still images
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 production <i>Information Technology</i>	Photo editing <i>Information Technology</i>	Data logging <i>Information Technology</i>	Repetition in shapes <i>Computer Science</i>	Repetition in games <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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	Topic 1	Topic 2	Topic 3	Topic 4	Topic 5	Topic 6
Rec	Gymnastics (Indoor) Body Management (Outdoor)		Dance (Indoor) Manipulation and coordination – Ball skills (Outdoor)		Speed, agility, travel (Indoor) Cooperate and solve Problems (Outdoor)	
Y1	Run, Jump, throw (Athletics) Gymnastics (Unit 1)	Attack, Defend, Shoot (Unit 1) Dance (Unit 1)	Hit, Catch, Run (Unit 1) OAA	Hit, Catch, Run (Unit 2) Gymnastics (Unit 2)	Send and Return (Unit 1) Dance (Unit 2) Swimming	Attack, Defend, Shoot (Unit 2) Send and return (Unit 2)
Y2	Run, Jump, Throw (Athletics) Gymnastics (Unit 1)	Attack, Defend, Shoot (Unit 2) Dance (Unit 1)	Hit, Catch, Run (Unit 1) OAA	Hit, Catch, Run (Unit 2) Gymnastics (Unit 2)	Send and Return (Unit 1) Dance (Unit 2)	Attack, Defend, Shoot (Unit 1) Send and return (Unit 2)
Y3	Athletics Gymnastics (Unit 1)	Invasion Games - Football Dance (Unit 1)	Hit, catch, run - Cricket OAA	Hit, Catch, Run - Rounders Gymnastics (Unit 2)	Invasion games - Basketball Dance (Unit 2)	Invasion Games – Tag Rugby Rounders
Y4	Athletics Gymnastics (Unit 1)	Invasion Games - Netball Dance (Unit 1)	Send and return - Tennis OAA	Hit, Catch, Run - Rounders Gymnastics (Unit 2)	Invasion games - Basketball Dance (Unit 2)	Invasion Games – Tag Rugby Football
Y5	Athletics Gymnastics (Unit 1)	Invasion Games - Basketball Dance (Unit 1)	Invasion games – Tag Rugby OAA	Send and Return - Tennis Gymnastics (Unit 2)	Hit, catch, run - Rounders Dance (Unit 2) Swimming	Invasion Games - Football Dance (Unit 2)
Y6	Athletics Gymnastics (Unit 1)	Invasion Games - Netball Dance (Unit 1)	Invasion Games - Football OAA	Invasion Games – Tag Rugby Gymnastics (Unit 2)	Hit, catch, run - Cricket Dance (Unit 2) Swimming	Invasion Games - Basketball Dance (Unit 2)

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