



St Mary's Catholic First School

Curriculum

We offer a broad and balanced curriculum at St Mary's- linking areas, where possible, to provide richness and interest for our children.

September 2014 sees us with a new National Curriculum and we have taken the principles of this curriculum and built our topics around it.

Aims of our curriculum:

- To enable all children to learn and develop their skills to the best of their ability, through gospel values:
- To promote curiosity and facilitate children's acquisition of knowledge, skills and qualities so that they will develop intellectually, emotionally, socially, physically, morally and aesthetically.
- To raise achievement for all children
- To help them become independent, responsible, confident and considerate members of the school community and to be positive citizens in society.
- To embed key skills in order to prepare children for real-life and everyday situations
- To promote curiosity and a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning..
- To develop pupils resilience in a happy and safe learning environment.
- To ensure that each child's education has continuity and progression.
- To enable all children to have respect for themselves and good self-esteem so that they are able to live and work co-operatively with others.
- To deliver a curriculum that encourages respect for the environment and society
- To enable safe 'risk taking'

Our curriculum, for EYFS and Years 1-4, incorporates both National Curriculum and EYFS objectives and is based around half-termly or termly topics. Our topics make links to the new framework for English and mathematics, where possible, but some areas of the curriculum are taught discretely when this provides better learning opportunities for our children.

English

This subject encompasses skills and knowledge in:

- Reading – for enjoyment and reading comprehension

We use the scheme Read, Write, Inc to encourage an understanding of phonics for our children. They begin this in the Reception class and, through regular

assessment, move through the phases when their learning is secure. The children work in mixed age groups depending on the phase they are on. We also teach reading through guided reading sessions which enable children to improve their reading skills and their comprehension of a variety of materials. Through our library we encourage enjoyment and breadth of reading by encouraging children to read books from different genres.

Writing – composition and spelling, grammar and punctuation. This work is linked to topics, when appropriate and the children use one book to record their topic and language work.

Spoken language – for effective communication. We encourage children to articulate their thoughts and to give reasons for their choices and views.

Mathematics

This subject encompasses skills and knowledge in:

- Fluency in the fundamentals of mathematics – place value and number across all areas, fractions and decimals, measurement, geometry, statistics.
- Reasoning
- Problem-solving

Science

This subject encompasses skills and knowledge in:

- Working scientifically
- Elements of biology, physics and chemistry

R.E.

This subject encompasses skills and knowledge and understanding in:

- Creation
- Sacraments
- Prayers and Saints
- Liturgical year – Advent, Christmas, Lent, Holy Week, Easter, Pentecost
- Revelation
- Mission

Physical Education

This subject encompasses skills and knowledge in:

- developing competence to excel in a broad range of physical activities
- being physically active for sustained periods of time
- engaging in competitive sports and activities
- leading healthy, active lives.

St Mary's has its own swimming pool and teaches swimming in the second half of the summer plans. We employ 2 Sport's coaches throughout the year, in partnership with other schools, to enable our children to have increased opportunities.

Computing

This subject encompasses skills and knowledge in:

- understanding and applying the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- analysing problems in computational terms, and having repeated practical experience of writing computer programs in order to solve such problems
- evaluating and applying information technology, including new or unfamiliar technologies, analytically to solve problems
- being responsible, competent, confident and creative users of information and communication technology.

Humanities

This area includes the subjects of geography and history and encompasses skills and knowledge and understanding in:

- knowledge of places, seas and oceans, including their defining physical and human characteristics
- understanding of the processes that give rise to key physical and human geographical features of the world and how these are interdependent
- the geographical skills needed to:
 - i) collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
 - ii) interpret a range of sources of geographical information, including maps, diagrams, globes and aerial photographs
 - iii) communicate geographical information in a variety of ways, including through maps and writing.

- know and understand significant aspects of the history of Britain and the wider world
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance
- understand the methods of historical enquiry
- gain historical perspective by placing their growing knowledge into different contexts

Arts Subjects

This area includes the subjects of art and design, music, D.T. and encompasses skills and knowledge and understanding in:

- the production of creative work, exploring ideas and recording r experiences
- proficiency in drawing, painting, sculpture and other art, craft and design techniques
- evaluation and analysis of creative works using the language of art, craft and design
- knowledge about great artists, craft makers and designers, and understanding of the historical and cultural development of their art forms.
- developing the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- building and applying a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critiquing, evaluating and tesingt their ideas and products and the work of others
- understanding and applying the principles of nutrition and learning how to cook.
- performing, listening to, reviewing and evaluating music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- learning to sing and to use their voices, creating and composing music on their own and with others, having the opportunity to learn a musical instrument, use technology appropriately and having the opportunity to progress to the next level of musical excellence
- understanding and exploring how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

MFL

This subject encompasses skills and knowledge in:

- understanding and responding to spoken and written language from a variety of authentic sources
- ingspeak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.

St Mary's teaches French in Years 3 and 4.

Planning

We use long, medium and short term planning documents.

The long term plan gives an overall view of the curriculum for each year group.

The medium term plan focuses on a half-term/term and gives more detailed information about each subjects' coverage in that topic. It also makes connections between areas, where possible.

The short term plans are weekly documents setting short targets for the week and highlighting assessment opportunities.

Monitoring, Evaluation and Assessment

Children's work is assessed in a variety of ways – through discussion and through their written work. The children are given small and regular targets and these inform the assessment procedures. Staff record progress informally and on an assessment program called School Pupil Tracker. At the end of each academic year the children will be judged on whether their learning shows that they are emerging, developing or secure in their knowledge of the English, Mathematics and Science curriculum for their year group. The group will also track progress in other areas of the curriculum.

A monitoring cycle is in place in the school and consists of work moderation between school staff and between staff from different schools; external moderation through the County and through CAST; through lesson observation by the SMT and subject leaders.

Inclusion

We value the diversity of individuals within the school. All children have equal access to the curriculum and are treated fairly regardless of race, religion or abilities.