

St Catherine's C of E School

Curriculum Policy

Introduction

This document outlines our school curriculum and how we plan, teach and monitor it. It links with our Teaching and Learning policy which sets out our vision for our pupils as learners in our school.

At St Catherine's Church of England School, we strive to educate our children, to realise their aspirations and to contribute positively to society, guided by our Christian principles.

We aim to be an inclusive school, which promotes and achieves excellence, and continues to nurture the values, confidence and skills of pupils, staff and the community, in order to meet the emerging opportunities and challenges of the 21st century. All our teaching focuses on pupils developing life-long learning dispositions following our 'Visible Learning' ethos: Building learning powers of respect, responsibility, resilience, resourcefulness and reflectiveness. Our school has high expectations of all pupils, regardless of starting points and encourages all pupils to be active participants in the learning and life of our school.

St Catherine's hopes to provide an education that encompasses academic, creative, spiritual, social, emotional, physical and cultural development.

Our School Curriculum

The basis of our school curriculum is formed by the National Curriculum. However, we also include a range of learning that is relevant to our pupils and locality as well as teaching additional content that supports the pupils in being well- prepared for their futures.

A thematic approach

Teaching subject knowledge and skills as part of a wider topic based curriculum allows pupils to make useful links between areas of learning as well as apply and consolidate skills. Children are also likely to be more engaged in their learning if it has a context and theme that runs through it. We believe that when children have a say in what they want to learn, this encourages and motivates them significantly.

At St. Catherine's we have developed a thematic curriculum to deliver the National Curriculum (2014) and other aspects of the school curriculum, including PHSE and Religious Education.

Our Thematic curriculum has the following structure:

- Half-termly cross-curricular topics for all year groups.



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- Each topic is led by a different curriculum area (but most subjects will be taught each half term). Within this, there will always be an element of pupil voice leading the topic choices or ways that pupils want to learn about their topic.
- The combination of topics planned over a year will teach the statutory programme of study for the new National Curriculum.

The curriculum framework consists of:

Whole Schools Schemes of learning for Foundation Subjects, English, Maths, Science, PE, PSHE and RE.

An Example Whole School Topic Grid

St Catherine's Curriculum Overview 2015-16 

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term	Who am I? Explore individuality and identity. The Big Build Materials used to build and change the world around.	What I need to be me? Keeping fit and healthy Flying High. Man's fascination with flight	Why are Humans Animals too? Similarities between humans and animals Set In Stone. Lives and legacy of early Britons and settlers.	Where does my food go? How we use the food we eat Were the Dark Ages Dark? Viking invasion and how it affected our land.	The Ancient Greeks. Explore Ancient Greeks through theatre. Poles Apart The world's poles including Arctic myths and polar explorers	Who's taking control? Explore the idea of control through electricity and robot machines. A Voyage of Discovery How adaption can lead to evolution.
Spring Term	To the Rescue The Emergency services and helping people. The Potting Shed The concepts of growing.	Blown Away Comparing hot and cold regions and wind and clouds. Town Mouse Country Mouse A contrasting UK locality.	Art on your doorstep Famous local artists and sculptors. Shake Rock and Roll Rocks and Earthquakes	Dragons: Fact or Fiction? Mythology surrounding dragons. The Good, the Bad and the Ugly. History of Crime and Punishment.	Fever, Fire and Fashion Life in everyday London in 17th Century. Round and Round Importance of Life Cycles	Who's the Mummy? Ancient Egyptian Culture. The Battle of Britain The four months in 1940 when The Battle of Britain.
Summer Term	Brilliant Bodies. The Five Senses. Animals Allsorts. Learn about different types of animals.	National Celebrations Compare reign of Queen Victoria and Queen Elizabeth. Trading Places: Britain or Brazil? The geography of different countries.	From Source to Sea A river from source to sea. What did the Romans do for us? Things introduced into Britain by the Romans.	Amazing Amazon The river, the land around it and the people that live there. A Place for Everything Habitats and how animals and plants are adapted to suit them.	Rites and Rituals A study of the Mayans. The first writers, mathematicians and stargazers. Our Commonwealth What is the commonwealth?	A Time to Shine History of British Pop music and its influence across the globe. You're Hired Pupils get the opportunity to create and market products.

An example year group detailed Topic Overview with learning objectives (LOs) and suggested activities

Year 1 Summer Term

Inspire Unit Titles

Brilliant Bodies

The pupils study the Five Senses and which part of the body each one of these is associated with. They use these senses to explore the school grounds and create a sensory area for themselves and others to enjoy.

Animal Allsorts

Pupils will find out about the many different types of animal that exist in our world and what makes them special. They will find out how to categorise these animals and to think about where each type of animal might be found.

Science

Investigate the small of plants and sounds in the playground. Explore sense of touch using a feely bag. Pupils use observation skills to compare and contrast pictures of animals to identify which category they fit into: mammals, birds, reptiles, amphibians and fish. Pupils name some common animals in each category and group animals into herbivores, carnivores and omnivores. Pupils study some common animals in depth in order to describe and compare their structure using senses.

Maths (Autumn, Spring, Summer)

Number—count to/across 100. Count in 1s, 2s, 5s and 10s. Identify one more and one less. Read and write numbers to 20 in words and numerals. Use objects and pictures to present numbers. Use language of comparison. Use +, - and = signs. Know number bonds to 20. Add and subtract numbers 0 to 20. Solve one step problems. Recognise and use ½ and ¼.

Measurement— Compare, describe, measure, record and solve problems for lengths, weights, capacities/volumes and times. Recognise coins and notes. Sequence events chronologically. Use language relating to dates. Tell the time to the hour and half-hour

Geometry—Recognise and name 2D and 3D shapes. Describe position and movement including ¼, ½ and ¾ turns.

Geography

Complete a senses recording sheet by going around the school and the grounds explaining what is present for each sense. Decide on the best route for the trail and draw up plans. Find ways to improve the trail through accessibility and/or planting. Test out the maps and the trail and then make any amendments. Look at example of maps old and modern.

Using maps, identify the countries of the UK. Using globes and maps identify the seven continents and five oceans. Use compass points to find animal habitats.

English Writing

Poetry—the Five Senses

Leaflet—How to care for an animal

English (Autumn, Spring and Summer)

Writing—Transcription. Spell words containing each of the 40+ phonemes, common exception words and days of the week. Name the letters of the alphabet. Add prefixes and suffixes. Write from memory simple sentence dictated by the teacher.

Writing—Handwriting. When handwriting, pupils begin to form lower-case letters, form capital letters and form digits 0-9.

Writing—Composition. Pupils should write sentences by saying out loud what they are going to write about. Compose a sentence orally before writing it. Sequence sentences to form short narratives. Re-read what has been written for sense. Read aloud their writing clearly enough to be heard by teachers and other pupils.

Writing—Vocabulary, grammar and punctuation. Pupils will be taught to leave spaces between words, join words and clauses using and. Begin to punctuate sentences using a capital letter, full stop question mark or exclamation mark. Use a capital letter for names of people, places, the days of week and the personal pronoun 'I'.

Reading—Word Reading. Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes for all 40+ phonemes. Read accurately by blending sounds in unfamiliar words. Read common exception words. Read aloud accurately that are consistent with their developing phonic knowledge, re-read these books to build up fluency and confidence in word reading.

Reading—Comprehension. Develop pleasure in reading, motivation to read, vocabulary and understanding. Take part in discussions about what is read to them. Explain clearly their understanding of what is read to them.

Art and Design

Brilliant Bodies

Observation drawing of mini beasts. Skills using graphite and oil pastels. Make clay models of mini beasts to include in the sensory trail. Pupils learn skills in joining clay. Pupils create a large 3D sculpture of a mini beast.

Pupils study sculpture finding out what sculpture is and what materials can be used and looking at some examples. Pupils design and sculpt an animal based on a real animal or an invented one. The sculptures will be decorated and used to decorate the pet shop.

Design Technology

This unit has a textile focus. Pupils learn to thread a needle, sew a running stitch and cut a template. They also make an animal hand puppet.

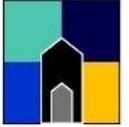
History

No History this term



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Subjects

As core subjects English and Maths will continue to be taught discretely.

English

Where possible topic links will be made with literacy genres, fiction and non-fiction books, guided reading books, and poetry as this has been shown to develop the thematic approach, and deepen learning and engagement. We follow Babcock Literacy Teaching Sequences to teach our main English lessons and the Read Write Inc Programme and Grammarsaurus programmes to teach phonics, spelling and grammar.

Maths

Whilst there is less opportunity for linking Maths to topics we make every effort to do so where possible, for example areas of maths like data handling and measures to science, computing or DT where appropriate for pupils and to support Maths learning. At St Catherine's we follow the White Rose Maths Hub Scheme of learning as well as using Times Table Rock Stars with our pupils.

Science

Science will be fully embedded in the topics. Some topics each year have a science focus and others will have less of a scientific emphasis. Science will still be taught regularly in these topics however. We have a rolling programme for science that ensures each year group follows the appropriate content. More time will be allocated over a half term to teaching science as it is still a core subject.

Religious Education

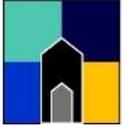
RE is a statutory part of the curriculum. The school will follow the Cornwall Agreed Syllabus for RE. Where possible topics from this syllabus have been matched to thematic topics across a year. In school we use the 'Understanding Christianity' resource to support our teaching of RE.

PE

PE is taught discretely, following the separate PE scheme of work. Some of our PE is taught by external PE specialist coaches. Please see PE policy for details.

Foundation Subjects

The Foundation subjects of History, Geography, Design Technology, Art will be integrated into the topic, and will form the basis of much of the cross-curricular links. Music is taught generally by specialists (Keyboards, Choir etc) and will not always be topic linked. Other



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aspects of the music curriculum (Listening to different types of music, using ICT to create music etc) might be a part of topic work.

PHSE and Spirituality

While not statutory, PHSE and Spirituality are important aspects of our curriculum, and will be taught either discreetly or within a topic depending on the needs of the pupils in each key stage. Please see the separate PHSE and Spirituality Curriculum Policies for more details.

Computing

Computing covers the computer science aspects alongside the ICT curriculum. There is a programme of study for each year group to follow. Computing will generally be taught discreetly. Other elements of the wider ICT curriculum will be taught alongside other curriculum areas, as a part of topic work. This will include Digital Publication and Presentation, Digital Research, Data Handling and the use of Digital Media.

Time Allocation

Each half-termly topic has a lead subject, and this subject should have more time allocated to it over the relevant half-term where possible. Given that Science is still a core subject, more time should be spent on this area. (Please see the separate curriculum policies for guidance on English and Maths). Although teachers are able to organise their topic teaching to best suit the subject areas and activities taking place, a general sense of proportion over a school year is useful, to ensure coverage of the curriculum and to avoid focussing too much on one subject area.

Timetables

The school has a timetable with non-negotiable allocations for various aspects of the curriculum, including English, Maths, and Basic skills etc. English and Maths will be the focus of the morning sessions with time allocated for English lessons, Spelling, Phonics, Grammar and Guided Reading, maths lessons, Maths Fluency Sessions and Times table/number work practice.

Some subjects will be taught discreetly in weekly sessions eg PE, PHSE, RE etc. Teachers are free to arrange their afternoon timetables to make the most of cross-curricular opportunities and the needs of pupils. Sometimes subjects and activities might be 'blocked' or run over successive afternoons, to support pupils to keep focussed on concepts or to consolidate



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skills and to allow practical work to flow. Other areas might be dependent on hall/room bookings and happen at a regular time each week.

Planning

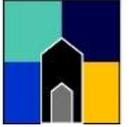
New planning formats have been introduced as part of the new curriculum development. Planning for each topic should comprise of the following documents:

- *Long Term Planning Overview* – Topic coverage overtime
- *Year Group Topics Planning* – following the full range of schemes of learning – what each year group must cover.
- *Topic Overview* – showing each year groups topics for a half-term
- *Subject Planning*- showing themes, NC learning intentions, cross-curricular links and Visible Learning opportunities as well as taking into account trips, visitors and other school events.
- *English and Maths Unit Plans* - outline of the way activities and lessons are organised over the unit, to maximise cross—curricular links and support progression through a subject. This week by week plan is where the learning intentions will be developed alongside activities and lessons. It will also include differentiation/challenge, use of other adults, ICT opportunities and links to English and maths and expected pupil outcomes. This planning will also show clearly assessment opportunities for teachers to ensure pupils are making expected progress.
- *Daily Plan* – clear learning intention led planning to guide all adults in the class to meet pupils needs during lessons

All planning is uploaded to the school-shared drive to allow for subject leader and SLT monitoring.

Launching the topic

A new topic will be introduced with a planned 'hook' or launch activity to engage the pupil's interest. This might include a series of stimulating images, an artwork, some music or a video clip. There will be classroom/door/book corner displays to set the scene. After the introduction the class will create a shared mind map to collect ideas, prior knowledge, current understanding, vocabulary, questions and general discussion about the topic. This mind map can then be printed/copied and pasted into pupil topic books. At the beginning of the next lesson (during 'fix it' time), children may add any additional knowledge to their class mind maps. The class teacher will then share with the pupils what has been planned for the different subjects over the coming half-term, and how they relate back to the topic.



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At the end of the topic pupils will revisit the initial mind map and review their learning over the topic. They will complete a short Topic Review either independently or with help from an adult to show their new learning over the topic.

Subject Areas

Pupils will be encouraged to make links between subject areas, and sometimes be working on more than one subject at the same time. Staff will make the subject links clear at the start of each lesson, and pupils should write the main subject that they are working on at the top of each new piece of work. This will enable subject and phase leaders to monitor a subject area and see the progression as well as look at the cross-curricular outcomes.

Learning Intentions

Teachers will make learning intentions and success criteria clear during each session or lesson, and refer back to them as necessary. These should be stuck into pupils books for pupils to self-assess.

Marking

Every piece of work is expected to be marked against the learning intention and success criteria. Please refer to the marking policy.

Assessment

Pupils work will be assessed using a range of tools including teacher assessment strategies, ½ termly gaps analysis tests and termly standardised tests.

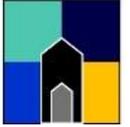
Evaluating learning in a topic

Pupils should revisit the initial topic Mind Map at the end of the half term, and add new learning and understanding in a different colour. They can also correct any misconceptions. This will allow pupils to reflect on their learning and learning processes. Teachers might also encourage more detailed feedback on the topic, and what went well and what was less successful as well as discussing with the pupils what they might like to learn next.



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Use of ICT

Although some of the ICT curriculum is now covered in the Computing curriculum, there are many digital tools, media and resources that can be used by staff and pupils to support cross-curricular work. These include:

- Digital publishing and presentation tools – Microsoft Office, 2Simple software.
- Digital Media tools – film editing and photo manipulation software, painting applications.
- Digital Sound recorders – can record pupil reflection, evaluation, problem solving steps etc
- Digital cameras – the school has a set of cameras and learnpads and i-pads can also be used for this purpose
- The school has a scheme of learning which directs teachers to appropriate resources for teaching each Computing curriculum area
- Just 2 Easy – software package for full ICT curriculum

Resources

- The school has a set of topic boxes with other resources, artefacts, objects, books, posters, photos etc. for topic teaching.
- The school subscribes to a range of online resources such as Twinkl, Grammarsuarus, SPAG.com, Times Table Rockstars.
- Library Topic boxes are ordered termly

Subject Leaders will be responsible for updating and organising subject-based resources as well as monitoring consumables and other subject-related resources.

Exercise Books

The school has a policy to use set books over the year.

- Each book must be labelled with child's full name and subject.
- Books go up with children to their next class and re-labelled when necessary.
- No class books are allowed to go home except completed books at the end of the school year.
- Each child has a homework book and home reading book - other books should not be taken home for homework or to finish work.



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- Children should begin to use pen as early as possible and all by the end of year 4. The class teachers decide when a child is ready to start using a pen.
- Teachers use pink and green pens for marking.
- All work must be dated and have a learning intention and where appropriate a success-criteria.
- The use of rubbers should be limited to encourage children to show their workings
- In maths books, pupils must write 1 digit per square.
- Spellings should be checked in all subjects. Pupils are expected to self-correct any age appropriate spellings.
- Teachers should have high expectations of pupils' presentations in books.

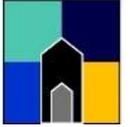
Books to be used:

Year Group	Subject	Colour	Size	Line Type	Line Size	Number of pages
EYFS	Writing	Purple	A4	Lined with margin	1cm	80
EYFS	Number	Blue	A4	Squared	2cm	80
KS1	Maths	Blue	A4	Squared	10mm	80
KS1	Handwriting	Red	Specific Handwriting Book			
KS1/2	English	Purple	A4	Lined with margin	8mm	80
KS1/2	Phonics	Yellow	A5	Lined with margin	8mm	80
KS1/2	Topic	Green	A4	1 page lined with margin /1 blank	8mm	80
KS1/2	Science	Red	A4	1 page lined with margin /1 blank	8mm	80
KS1/2	RE	Yellow	A4	1 page lined with margin /1 blank	8mm	80
KS1/2	Sketch	Black	A4	Blank		80
KS1/2	MFL	Orange	A4	1 page lined with margin /1 blank	8mm	80
KS1/2	Jotter	Pink	A5	Lined with margin	8mm	80
KS1/2	Reading Response	Green	A5	Lined with margin	8mm	80
KS1/2	Scrap	Red	A4	Black Pages		80
KS1/2	Homework	Yellow	Specific printed Homework Book			
KS1/2	Home Reading Record	Yellow/orange	Specific printed Homework Book			
KS2	Maths	Blue	A4	Squared	8mm	80
KS2	Handwriting	Purple	Specific Handwriting Book			



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Home Learning

We believe that home learning:

- Provides a home/school link and promotes liaison
- Increases parental knowledge and understanding of the curriculum
- Actively involves parents in the learning process
- Generates discussion at home amongst family members
- Encourages a positive attitude and approach to learning
- Encourages self-motivation and the development of organisational skills
- Fosters independent learning
- Should be targeted at each child's level
- Develops research skills
- Encourages pupils to become more familiar with out of school resources, eg. Local library
- Reinforces the teaching of the National Curriculum
- Encourages constructive use of spare time
- Improves pupil achievement
- Assists language development
- Does not have to be written
- Work sent home should be linked to learning in school

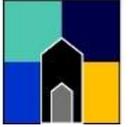
We encourage pupils to read at least 3 times a week at home and support those who don't achieve this through reading in school. We have a scheme, to broaden pupils learning beyond the purely academic, called '50 things to do whilst at St Catherine's' which is a set of activities we aim to ensure every pupil experiences during their primary school years. We hope that this encourages them to try new things outside of school. To support this, we provide a range of extra-curricular clubs at school. Please see our home learning policy for more details.

Relevant linked documents

Policy documents linked to this policy can be found on the school website. Planning documents and schemes of learning can be found on the school-shared drive.



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Evaluating and updating St Catherine's C of E School Curriculum

As this is a new way of working for the school, we will be evaluating the curriculum half-termly to see how staff and pupils are responding. This monitoring will be carried out in the following ways by the SLT and subject leaders:

- Planning scrutiny
- Book Scrutiny
- Learning Walks
- Lesson Observations
- Pupils and Staff Conferencing
- Pupil data assessments
- Subject Coverage

We will adapt our policy for how the curriculum is approached and delivered as we see how it works in practice. A curriculum review is carried out annually thus ensuring we are meeting the needs and interest of our children. There are many opportunities for children to participate and contribute to the life of the school and we encourage them to take responsibility and become active citizens of our school community, our local community and the wider world.