

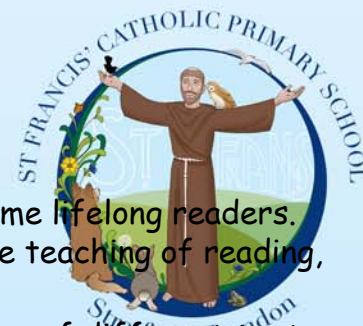
ST FRANCIS' CATHOLIC PRIMARY SCHOOL



# St Francis' Curriculum Offer



# English: Reading



At St Francis', we value reading as a key life skill, and are dedicated to enabling our pupils to become lifelong readers. We believe reading is key for academic success and so to ensure we have a holistic approach to the teaching of reading, we implement the following.

Children take part in Comprehension sessions 3 times a week, where children are exposed to a range of different texts and can demonstrate their understanding and thinking behind these.

We have weekly vocabulary lessons which empower children to develop skills that will help them tackle unknown words in unseen texts. They are encouraged to use these words across the curriculum both in oral and written form.

We are very lucky to have a wide range of reading books in our school. All children from Nursery to Year 6 choose a reading book to take home and this reading book is changed weekly. We also have online books through Epic.

Children are read to each day by their class teacher. This could be a book that the teacher recommends to the class or a recommendation from a child.

Each classroom has a reading area that is filled with books suitable for their reading age.

Children who are not yet 'free readers', will work through our school reading scheme - these are levelled books which match the children's current reading age. We expect family at home to read these books with their child daily and make comments in their child's reading record.

At St Francis', we use a synthetic phonics programme called 'Read Write Inc' produced by Ruth Miskin. Read Write Inc is a method of learning letter sounds and blending them together to read and write words. As part of this, children have daily phonics sessions in small groups where they participate in speaking, listening and spelling activities that are matched to their developing needs. The teachers draw upon observations and continuous assessment to ensure children are stretched and challenged and to identify children who may need additional support. Children work through the different phases, learning and developing their phonics sounds and knowledge.



# English: Writing



At St Francis' we endeavour to create a love for literacy. We want every child to leave St Francis' with the skills of an excellent writer who:

- Has the ability to write with fluency and has an author's voice;
- Can think about the impact they want their writing to have on the reader and knows how they will achieve this;
- Has a sophisticated bank of vocabulary and an excellent knowledge of writing techniques to extend details of description;
- Can structure and organise their writing to suit the genre they are writing and include a variety of sentence structures;
- Displays excellent transcription skills that ensure their writing is well presented, punctuated, spelled correctly and neat;
- Re-reads, edits and improves their writing so every piece of writing they produce is to the best of their ability and better than the last.

Throughout their time at St Francis', children develop their skills by exploring a whole range of different genres both in English (CLPE) and Big Write, with a focus on exploring a range of models of excellence and using these to guide the drafting and editing process. It is important to note that we not only develop a real enjoyment of writing in English lessons but in all subjects across the curriculum. We expect the highest standards of writing every time a child writes in any subject.

In Writing, the curriculum is based on the National Curriculum taking into account spelling and grammar and punctuation. English lessons are based on The Power of reading from the Centre for Literacy in Primary Education (CLPE) which has a list of core texts which engage teachers and children in the literacy curriculum through using high quality books and proven teaching approaches. These chosen texts provide an insight into diverse cultures.

This is then linked to Big Write which is a tri weekly cycle.

- English is taught on a daily basis with grammar being discretely taught weekly for 30 minutes and linked to the week's lessons; there is a follow up of that grammar lesson in the subsequent 3 mental oral starters. Children are expected to complete at least 2 substantial pieces of writing on a weekly basis. Each year group has been allocated their own books and work is developed from these.



# Maths



At St Francis' children receive a rich, broad and balanced Maths curriculum through the Abacus scheme of work. Abacus planning and resources ensures full coverage of the mathematics national curriculum aims for each year group and provides appropriate repetition, reinforcement and challenge. Our curriculum enables the children to develop a secure understanding of mathematics, equipping them with the skills of calculation, reasoning and problem solving that they need in life beyond school. St Francis' calculation policy is sequential so children are taught by building on prior knowledge. We aim for pupils to enjoy mathematics and see the value and importance of mathematics skills in everyday life.

Years 1- 6 dedicate one of the five lessons per week to focus on problem solving skills and developing mathematical confidence. In addition to the weekly problem solving and reasoning task, there is one mental and oral starter per week to develop pupils' reasoning skills where the pupils have to clearly explain how they got their answer.

Year 2 have weekly chess lessons to develop their problem solving skills, reasoning, creative thinking and strategic thinking skills.

From years 1 - 6 times tables are taught outside of the daily maths lesson so that pupils are able to fluently and accurately recall multiplication and related division facts.





# R.E.

The Religious Education curriculum at St Francis' is designed to follow the Come and See programme sequence. This is developed through three themes which are gradually explored at a greater depth each term:

**Church Themes**

**Sacramental Themes**

**Christian Living themes**



Each theme is explored through different topics in each year group with nine topics covered in the academic year. One topic from each theme is taught termly.

**Autumn:** Church Theme-Domestic Church (Family); Sacramental Theme-Baptism/Confirmation (Belonging); Christian Living themes -Advent and Christmas (Loving)

**Spring:** Church Theme-Local Church (Community); Sacramental Theme- Eucharist (Relating); Christian Living Theme- Lent/Easter( Giving)

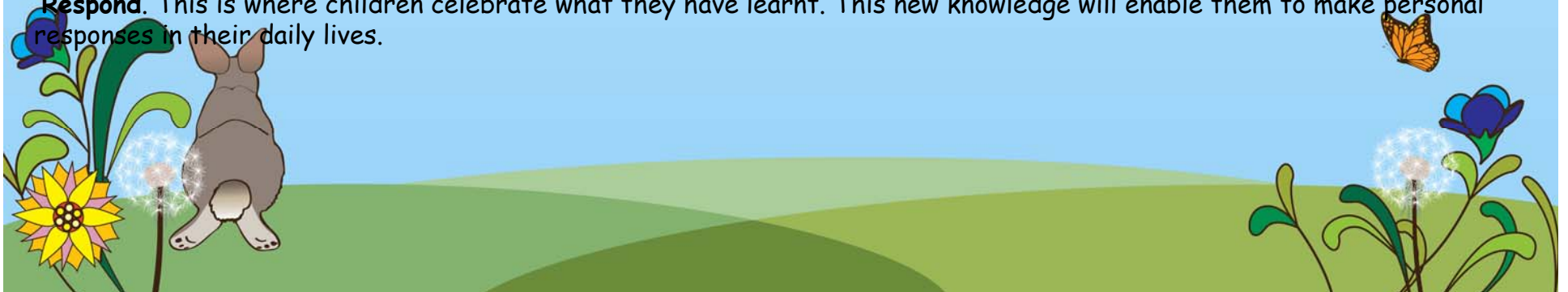
**Summer:** Church Theme-Universal Church (The World); Sacramental Theme-Reconciliation (Inter-relating); Christian Living Theme-Pentecost (Serving)

The process for exploring each topic is through:

**Explore**-Where children are guided, through Storytelling, Drama, Music Art etc. to look at and focus on the experiences in their own lives and relationships. This is a way of leading children to a deeper understanding of, and to value the events in their everyday life.

**Reveal:** This is the heart of the programme where knowledge and understanding of Christian faith is revealed through the teachings of the Church, learning about scriptures, prayers, hymns and other expressions of Christian faith e.g. the Sacraments. The process of delivering this aspect can be done exploring creative and practical ways such as researching facts, using Art, Drama, Music, asking questions and having discussions

**Respond.** This is where children celebrate what they have learnt. This new knowledge will enable them to make personal responses in their daily lives.



# Science



At St Francis' all pupils receive a rich, broad and balanced Science curriculum through 'Switched on Science' - Schemes of work. Switched on Science ensures full coverage of the National curriculum for each year group and provides appropriate repetition and reinforcement for pupils to retain their acquired scientific knowledge. As one of the core subjects Science is taught one afternoon each week to ensure it's given the prominence it requires. It aids to develop natural curiosity in each pupil, provide opportunities for developing their scientific enquiry skills and inculcate respect for living organisms and the physical environment around them.

Our curriculum map is designed based on the science teaching and learning set out in the 2014 National Curriculum for primary schools in England with their linked topics from our schemes of work - Switched on Science. Every topic has a detailed medium term plan carefully developed considering the pupils' needs and interest. It displays 7 weeks of planning, which includes 6 lessons and an investigation; each lesson includes the TT statements pupils are working towards, linked resources, STEM starters and the three differentiated challenge activities (C1, C2 and C3) to assess pupils learning.



# The Arts



Each year group plan Music and Art into their curriculum map in preparation for the new academic year. As much as possible, this includes fitting the Arts around other areas of the curriculum in order to facilitate cross-curricular learning and to ensure that Arts subjects are an integral part of the curriculum.

In Music, medium-term planning is facilitated by the Music Express scheme of work in Year 1, 2 and 4. Newham Music currently run their 'Learning through Music' programme in EYFS, with a specialist music teacher from Newham Music teaching EYFS children in small groups each Tuesday afternoon. Currently in Year 5, each unit of work is based on the higher-end skills in the National Curriculum (improvisation, using notation - taught by the Arts Lead, a Music qualified musician). The Music Express scheme of work can be adapted by teachers each week in order that lessons cover key skills but also fit into the allotted time. Some year groups teach Music on a bi-weekly basis. Our Art curriculum map provides skills to be covered each term and was reviewed in 2020 with the help of Catherine McGill - a specialist Art teacher.

Both the Music and Art curriculum were developed around the key skills that children should be able to have at the end of each Key Stage (KS1, Lower KS2, Upper KS2), based on the objectives in the National Curriculum. These skills are what the children are assessed on at the end of each term, so the Music and Art curriculum maps work hand-in-hand with the skills assessment sheets to ensure that appropriate skills are taught and assessed in each year group and that these skills build upon each other.

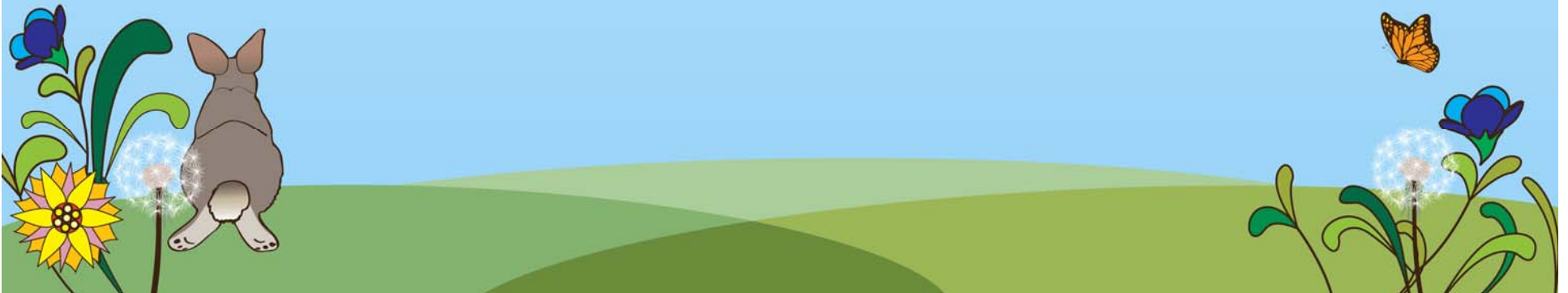


# Computing



At our school we want pupils to be **MASTERS** of technology. Technology is everywhere and will play a pivotal part in students' lives. Therefore, we want to model and educate our pupils on how to use technology positively, responsibly and safely. We want our pupils to be creators not consumers and our broad curriculum encompassing computer science, information technology and digital literacy reflects this. We want our pupils to understand that there is always a choice with using technology and as a school we utilise technology to model positive use. We recognise that the best prevention for a lot of issues we currently see with technology/social media is through education.

- ✦ We recognise that technology can allow pupils to share their learning in creative ways.
- ✦ We also understand the accessibility opportunities technology can provide for our pupils. Our knowledge rich curriculum has to be balanced with the opportunity for pupils to apply their knowledge creatively which will in turn help our pupils become skilful computer scientists.
- ✦ We encourage staff to try and embed computing across the whole curriculum to make learning creative and accessible.
- ✦ We want our pupils to be fluent with a range of tools to best express their understanding and hope by Upper Key Stage 2, children have the independence and confidence to choose the best tool to fulfil the task and challenge set by teachers.





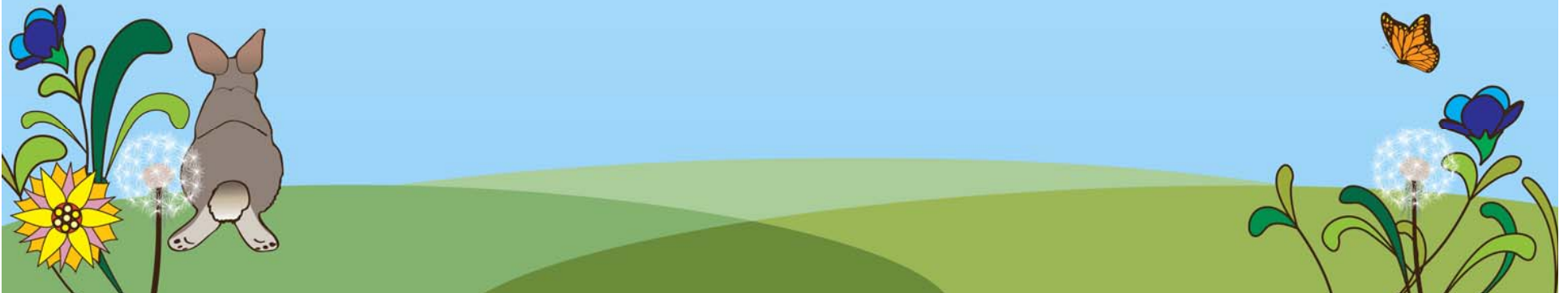
# Geography



Our aim is to provide a high-quality *Geography* curriculum to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. *Geographical* knowledge, understanding and skills provide the framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Pupils in KS1 develop knowledge about the world, the United Kingdom and their locality. They understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils in KS2 extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This includes the location and characteristics of a range of the world's most significant human and physical features. They develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.



# History

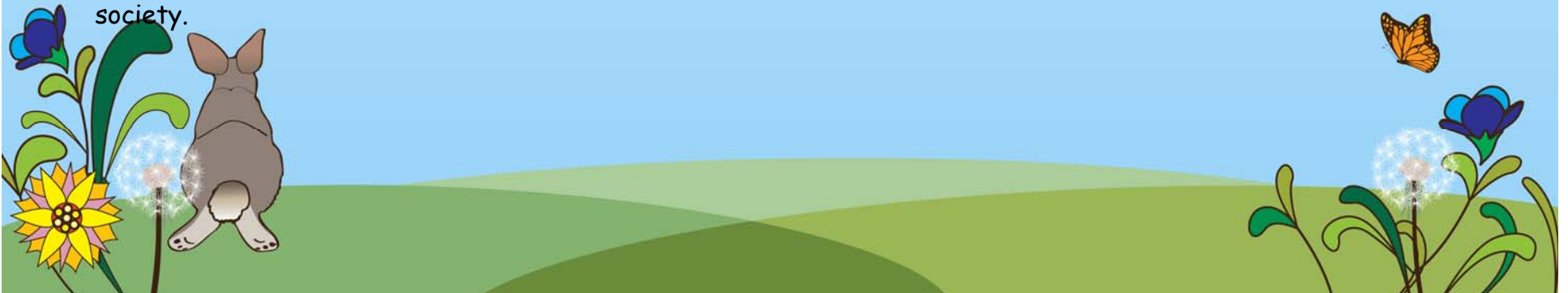


History is a subject that affects all our lives whether we know it or not. We are living with the decisions, actions and consequences of those who lived before us right here and now. We cannot begin to understand our present or our possible future without an understanding of our past. Therefore, at St Francis', we seek to develop children's understanding and knowledge of our past and develop their skills of historical enquiry to interpret and analyse sources. The curriculum is split into three topics a year.

In EYFS and KS1 children focus on changes in their own lives and changes in recent memory, as well as some interesting significant individuals and events. Children also begin to explore how we can find out about the past through primary sources and secondary sources.

In KS2 these three topics are a unit of work on British History, a unit of work of another country from approximately the same period and Black History. The British and non-British units in KS2 are delivered in, appropriately enough, chronological order. This begins with a study of the Stone Age in Britain, through to Roman Britain, the Anglo-Saxons and up until the 20th Century. Going alongside these units are the non-British topics from Ancient Greece, Egypt, Rome and Benin.

Every year all year groups celebrate Black History Month during October, each year there will be a different theme ranging from ancient African civilizations to significant black individuals and their contributions to society.

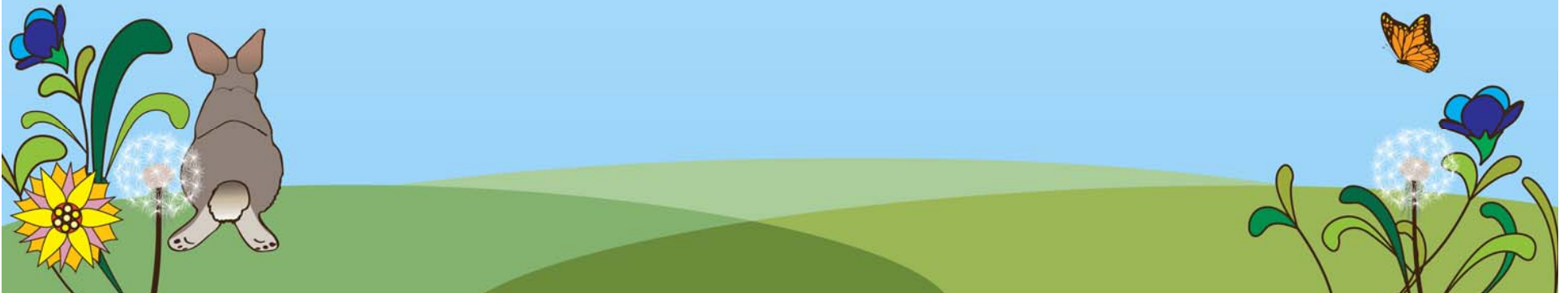


# MFL: French



Languages are best learnt in stages - beginning with listening then moving onto speaking and finally writing. Long term MFL plans reflect this language basis. KS1 with a focus on listening to songs and videos and speaking the basics (Bonjour, Je m'appelle, etc) and later moving on to apply these skills in all three areas in KS2.

The newly adapted MFL curriculum has been created to flow naturally from basic numbers and French words and phrases towards writing full sentences applying previous knowledge from years before. The MFL curriculum is designed to excite the students, challenge their minds and develop their overall ability to learn and improve their language



# P.E.



At St Francis' Physical Education (PE) contributes to the overall education of all children by helping them to lead full and valuable lives through engaging in purposeful and high-quality activity. It promotes active and healthy lifestyles, physical skills, physical development and knowledge of the body in action. PE enables children to learn confidence, perseverance, team spirit, positive competitiveness and organisation. Children engage with a curriculum that encourages fitness, improves their strength and teaches them the rules of games. PE is an integral part of school practices allowing all children in the school to gain a sense of achievement and develop positive attitudes towards themselves and others. We organise the curriculum into 5 / 6 different modules which can be taught in any order but which we generally try to link with the weather and opportunities to work outdoors.

We have also started the "Walk a mile" programme by which each class walks a mile round the playground every week. This encourages children and staff to keep fit.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Striking and Fielding	Athletics	Dance	Gym	Games	Striking and Fielding

