

ST FRANCIS' CATHOLIC PRIMARY SCHOOL



# St Francis' Curriculum Offer



# Whole School Intent



At St Francis' our curriculum aims to create a community in which Christ's love permeates all that occurs in school and where the gospel values of praying, sharing, forgiving and truthfulness are a living reality. Our curriculum is bespoke for the children at St Francis' in order to provide an orderly, stimulating environment in which effort, talent and personal success are rewarded, special educational needs and disabilities are met and cultural diversity is celebrated. We strive to prepare all our children to be confident, feel valued and respected members of our school community and society as a whole.

At St Francis' we are committed to providing a curriculum that creates deeper learning in order to:

- Develop children to be resilient and creative thinkers
- Link education to real-life experiences to create lifelong learners
- Provide children with diverse cultural experiences



# English Reading



At St Francis' Catholic Primary School, we value reading as a key life skill and are dedicated to enabling our pupils to become lifelong readers from as early as the nursery.

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, the children in Nursery to Year 2 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.

In order to appreciate our rich and varied literary heritage, the children in all areas of the school are exposed to a range of different texts. These provide our learners with opportunities to read easily, fluently and with good understanding. The texts also aid the children in developing the habit of reading widely and often, for both pleasure and information.

Each week the children take part in vocabulary lessons where they meet new words which they are encouraged to use across the curriculum in both oral and written form. These lessons support the children in acquiring new vocabulary and empower them to develop skills that will help them tackle unknown words in unseen texts.

All children from Nursery to Year 6 are given a new reading book to take home each week to read at home with their families. This supports them with practising their reading skills and cultivating a lifelong love of reading with their families. As our young readers develop their reading skills and their confidence grows they become 'free readers' who are able to choose from a range of more challenging books.



# 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 or 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.



# English - Oracy



At St Francis' we believe spoken language to be fundamental to the achievement of our pupils. We understand that communication and language are the roots underpinning success in reading and writing and that good communication skills can enhance every type of learning. This is why we ensure that all our children have many opportunities to fully explore their communication and language skills.

Oracy underpins our work across the curriculum as pupils develop the skills to reason, discuss, debate and present their learning in a variety of contexts with increasing skill and confidence. Our pupils are encouraged to explore ideas through discussion, to format their own reasoned arguments, to challenge each other's opinions, to develop critical thinking skills as well as talk in full sentences with a clear and confident voice. It is our intention to provide an environment that is rich in talk and ensure that, by the time they leave St Francis', all our pupils are able to communicate effectively and confidently in a range of different situations, for a variety of different audiences.



# 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. Careful sequencing of content, instruction and rehearsal show pupils new and consistent patterns of useful information. As a result, pupils learn more, remember more and make at least good progress.

The Maths 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.

Bi-weekly NRich problem solving tasks provide opportunities for the children to make connections between previously taught methods and different types of problems. Working in mixed ability groups, the children are given opportunities to recall facts and methods and apply proficient calculations, methods and strategies.

In addition to the weekly problem solving lesson, Years 1 - 6 work together as a class solving a reasoning question by applying logical and critical thinking to a mathematical problem in order to work out the correct strategy to use in reaching a solution. The following week, the children work independently to solve a similar reasoning question applying the previously taught strategies.

Years 2 have weekly chess lessons to develop their problem solving, 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.

Pupils who are not yet working at age related expected standards learn the foundational knowledge and skills for the age that they are working at before moving onto the next year group content. This narrows the gaps in pupils' learning and enables them to make progress in line with their peers.



# Religious Education



Here at St Francis', the Religious Education curriculum is based on the *Come and See Programme of Study* along with the RED. The curriculum is designed to address children's need to understand the relationship God has with them and to respond to this understanding in their relationship with others. The aim of the Religious Education curriculum is that, by the end of their time in primary school, children will be religiously literate and engaged individuals, who will have the knowledge and skills appropriate to their age and capability. From lessons taught discretely as well as developmentally, they will have a deeper knowledge and understanding of the scriptures and be able to reflect spiritually and think analytically on its application in their daily lives.

Here at St Francis', Religious Education is perceived more as an experience rather than a 'subject', where children are able to bring their own experiences to the understanding of what is being learnt and take away what they have learnt to enhance their own lives.

- Children have opportunities to apply and use their knowledge and skills creatively in cross-curricular activities such as Writing; Art Drama; Music; Art etc.
- Through a variety of events, such as class assemblies, attending and preparing for Mass, supporting different charities and their behaviour towards each other in the playground, children are given the opportunities to reflect on the meaning and purpose of their lives
- Focus weeks such Anti-Bullying, Safer Internet, Well-being and RSHE weeks, offer children a sense of self-worth and how religious commitment can impact on their daily lives.
- Children are given the opportunity to engage with difficult questions, enabling them to think critically and analytically
- Children are given the opportunity to share their reflection on both their experiences and learning through a class Reflection Journal

To meet the Bishops' requirement Religious Education is taught weekly for 10% of the teaching time.



# RSE



Here at St Francis', the teaching about love and sexual relationships is rooted in the Catholic Church's teaching about what it is to be truly human in Christ, what it means to live well in relationship with others and is presented within a positive framework of Christian virtue. The Ten Ten programme, as well as cross-curricular with Science, Computing and any area of school life where the virtues are explored. Children learn what it means to be:

- **Created and loved by God**-Here children explore the individual; the importance of valuing and understanding oneself as the basis for personal relationships.
- **Created to love others**-Here children explore their relationships with others
- **Created to live in community(local, national & global)**- Here children explore their relationships with the wider world)

**Children experience RSE through:**

- An integrated cross-curricular activities: Religious Education; Science and the PSHE curriculum
- Designated weeks: Anti-bullying, Safer Internet, Citizenship and Well-being week
- Time-tabled well-being time in class
- Exploring the zones of regulation to understand their behaviour and develop problem solving skills

The RSHE Curriculum is designed to develop the whole child-the physical, spiritual and emotional self where they are prepared to live in the world and to keep themselves safe.

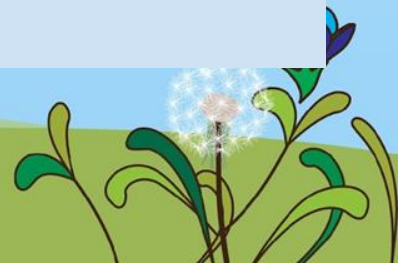


# Science



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 6 to 7 weeks of planning, which includes an investigation and STEM starters; each lesson includes the NC statements pupils are working towards, linked resources, and adapted activities (C1, C2, C3 and C4) to assess all pupils learning.



# Art and Design



At St. Francis' we believe that creativity is one of the keys to learning, allowing our children to express themselves as well as develop resilience and problem solving skills. Our Art Curriculum is designed to teach children the key skills that they need to create visual art, guiding our students' creativity without restricting it and ensuring they have the artistic skills to become young artists - both creating their own art and appreciating the art all around them. We find this to be particularly pertinent around our children's wellbeing and spirituality - using art as a tool to relax and communicate, as well as producing art for - and appreciating the existing art used - in our times of corporate worship.

Our Art Curriculum is focussed on four key skills:

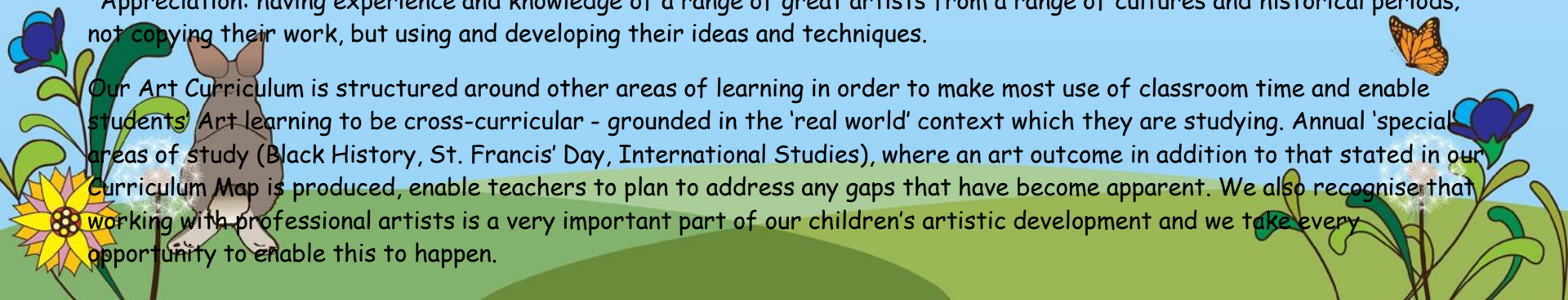
- \*Mark making: sketching, drawing, painting - using a variety of media to create 2D art; exploring the properties of different media; exploring the impact of colour and the lack of colour (establishing a knowledge of primary colours and how to make secondary colours, as well as blending and shading skills); in upper KS2, honing these skills to create more detailed line drawings and sketches.

- \*Collage: using materials to create 3D art on a 2D base; exploring 3D materials and their properties; experimenting with scrunching, layering and sticking.

- \*Sculpture: creating free-standing 3D art; exploring the 3D shapes needed in sketching and planning; experimenting with materials to create a compromise between structural stability and aesthetic beauty. This is the most difficult skill to teach and learn, however one that we are committed to developing!

- \*Appreciation: having experience and knowledge of a range of great artists from a range of cultures and historical periods; not copying their work, but using and developing their ideas and techniques.

Our Art Curriculum is structured around other areas of learning in order to make most use of classroom time and enable students' Art learning to be cross-curricular - grounded in the 'real world' context which they are studying. Annual 'special' areas of study (Black History, St. Francis' Day, International Studies), where an art outcome in addition to that stated in our Curriculum Map is produced, enable teachers to plan to address any gaps that have become apparent. We also recognise that working with professional artists is a very important part of our children's artistic development and we take every opportunity to enable this to happen.



# Music



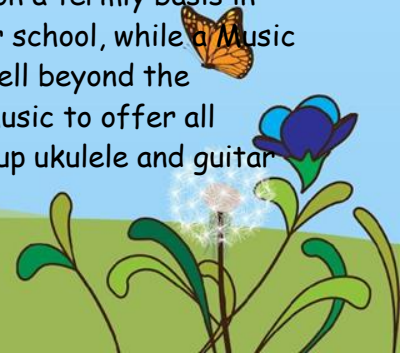
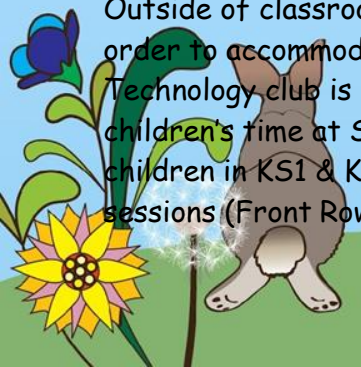
At St. Francis' we believe that creativity is one of the keys to learning, allowing our children to express themselves as well as develop resilience and problem solving skills. Our Music Curriculum is designed to teach children the key skills that they need to intelligently listen to, appreciate and create music, guiding our students' creativity without restricting it and ensuring they have the musical skills to become young musicians. We find this to be particularly pertinent around our children's wellbeing and spirituality; using music as a tool to relax and communicate, as well as performing music for, and appreciating the existing music used in, our times of corporate worship. There are two fundamental aspects of musical learning at St. Francis':

\*Singing forms the integral foundation of musical learning at St. Francis'. In EYFS, children are helped to find their singing voice by a specialist teacher provided by Newham Music. Singing Assemblies in KS1 and KS2 are used to develop confidence and part singing. Our emphasis on singing enables children to develop the firm grasp of pitch and melody that is integral for their musical development in and beyond St. Francis'.

\*Performance is the purpose of creating music. Children perform to each other in the classroom and performances are recorded to form part of our music assessment. Musical performance plays an important role in our school life, with singing (and instrumental) performance being part of class assemblies as well Christmas and Easter liturgical events.

Singing and performance are held together in our 'Charanga' music curriculum. With most units based on a particular piece of music (from various cultures and time periods), music appreciation forms the beginning of each new unit of work. We also have a 'genre of the week' to listen to throughout the school year. Rhythmic knowledge and skill, along with improvisation and composition then follow, with class teachers being well-resourced by the online programme.

Outside of classroom time, KS2 children are all able to apply to be part of the school choir, which runs on a termly basis in order to accommodate as many children as possible. Children in Years 5 & 6 are able to learn violin after school, while a Music Technology club is open to all Year 6 children - providing opportunities for musical learning to develop well beyond the children's time at St. Francis'. In addition to this, the school partners with Rocksteady and Front Row music to offer all children in KS1 & KS2 the opportunity to learn instruments as part of a rock band (Rocksteady) and group ukulele and guitar sessions (Front Row).



# Design and Technology

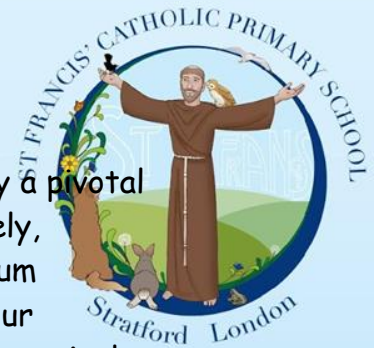


At St Francis' Design and Technology aims to provide pupils with a curriculum which is inspiring and practical. The curriculum ensures a progression of skills and the different main areas of DT are covered across the school (textiles, structure, mechanisms and food technology). Pupils are encouraged to use creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts. Design and Technology is used as a cross curricular tool to broaden and enrich pupils' learning experience, so the areas covered are linked with other subjects, such as Religious Education, Mathematics, History, Geography Science, Computing, and Art. One full day during each term is allocated as 'DT Day,' where pupils are challenged and motivated through a variety of creative DT activities. Each project, from Early Years to Year 6 addresses the principles of designing, making, and evaluating and incorporating relevant technical knowledge and understanding in relevant contexts. This done so that all pupils can:

- Have a thorough knowledge of which tools, equipment and materials to use to make a product and be able to evaluate it.
- Solve problems independently, make decisions and take ownership.
- Manage risks well to manufacture products safely and hygienically
- Carry out research, show initiative and ask questions to develop knowledge of users' needs



# Computing

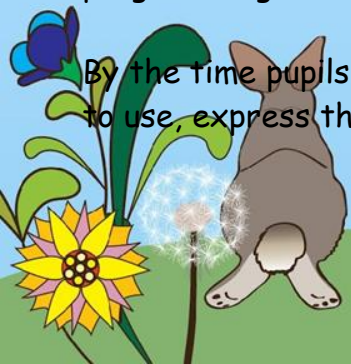


At St Francis' Catholic Primary School, we want pupils to be masters of technology as it will play a pivotal role in their lives. Therefore, we model and educate our pupils on how to use technology positively, responsibly and safely. We want our pupils to be creators not consumers and our broad curriculum encompassing **computer science, information technology and digital literacy** reflects this. Our knowledge rich curriculum is balanced with the opportunity for pupils to apply their knowledge creatively which will in turn help our pupils become skillful computer scientists.

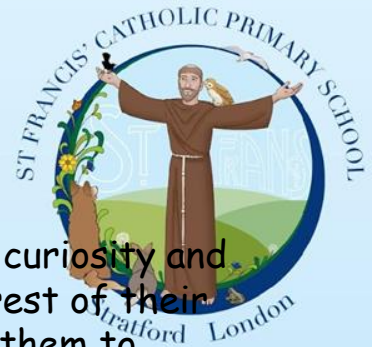
Computer lessons are taught for one hour a week in years 1-6 and each year group has six units to complete each year. Each unit explores a different aspect of the Computing curriculum. Each year group has a unit on **coding, computer networking and creating media**.

We recognise that the best prevention for many issues we currently see with technology/social media is through education therefore each year group has a discrete online safety lesson at the start of each unit, internet safety week and anti-bullying week. 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. Staff are encouraged to embed computing across the whole curriculum to make learning creative and accessible. It is important that pupils use devices confidently and competently, so they can focus on complex tasks without also having to learn how to use a device, which may otherwise get in the way of processing information. Pupils are given enough time to practise programming to secure knowledge of key programming constructs and gaps in knowledge of how to use digital devices are identified and addressed.

By the time pupils at St Francis' leave school we want them to be digitally literate; meaning they are able to use, express themselves and develop their ideas through information and communication technology.



# 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. Geography equips our pupils with knowledge and skills to become functional citizens in society.



# 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 inquiry and their skills to interpret and analyse sources. These skills are vital for engaging and understanding our past. Our History curriculum is enquiry based. Lessons are invitations to answer a question about the past. This will then allow children to reflect on how things have changed and how some things never change.

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. We do this because of the makeup of our school population, so our children can see how history relates to them and how it is their history, not just other people's history, but also because history is the story of humanity. In order to tell and explore the history of humanity as fully as possible, then all parts of humanity must be given equality and time in the curriculum.





# Modern Foreign Language - French

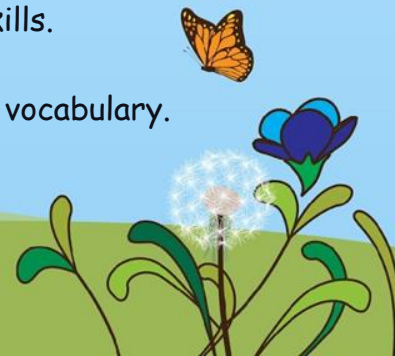
At St. Francis, we believe that learning a language provides a valuable educational, social and cultural experience for all our pupils. Language helps them develop communication skills in speaking, listening, reading and writing. In addition, pupils' knowledge of how language works will be advanced by laying the foundations for further language learning in KS3. We consider that learning another language gives children a new and broader perspective on the world, supporting them to understand their own cultures and those of others, which feeds into our school ethos where different religions and cultures are celebrated.

We teach French across Key Stage 1 & Key Stage 2. All children are taught French weekly (20 minutes), ensuring progression by building on previous lessons. This is delivered by the class teacher or another qualified teacher during PPA.

The school uses the "Salut!" scheme of work to support the teaching and learning of French. This scheme of work provides clear progression for the development of speaking, listening, reading and writing skills. Teachers follow the sequence of lessons from "Salut!" adapted to suit our pupils, covering a wide variety of topics and themes.

The following techniques are used to encourage children to have an active engagement with French:

- Games - to expand vocabulary through repetition, reading, writing, speaking and listening skills.
- Role-play - to relate to the situations the children may find themselves in the future.
- Action songs and rhymes - to develop phonetic skills, memory skills and to further increase vocabulary.



# Physical Education



At St. Francis' Catholic Primary School we understand the importance of high-quality physical education for the development of children. We strive to create an environment that encourages and enables all children to achieve their full potential both inside and outside of the classroom.

The **Early Years Foundation Stage (EYFS)** is where children begin to develop their gross motor skills. This includes the key fundamental skills such as hopping, skipping, walking and running. By the time children reach the end of their time in EYFS we expect all children to confidently and competently walk, run, skip, hop and catch.

As children move to **Key Stage One** they will become increasingly competent and confident physically. The children will access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They will also start to explore the impact physical activity has on their physical health and wellbeing.

In **Lower Key Stage Two** the children will be given the opportunity to gain confidence in the water. All children will be taught to swim and use a range of strokes effectively. In LKS2, our students will also explore why a balanced diet and good nutrition are vital to our overall health and well being alongside physical activity.

By the end of **Upper Key Stage Two**, all children will be able to explain what mental health is. They will have a clear understanding of the role of physical activity on our mental health and how exercise can be used to make us feel good. Students will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

