

Great Crosby Catholic Primary School Curriculum Statement

Mission Statement

Our Mission is central to our curricular provision and should be read in conjunction with this statement.

“I have come that they may have life and have it to the full.” (John 10:10)

Our Mission is to provide a creative, child-centred curriculum in which the whole child feels safe, valued and nurtured, enabling all children to fulfil their potential.

Promoting the Fundamental British Values

Citizens of the UK are encouraged to:

- Respect and obey the law
- Respect the rights of others, including their right to their own opinions
- Treat others with fairness
- Look after yourself and your family
- Look after the area in which you live and the environment

At Great Crosby Catholic Primary School we believe our Code of Conduct which is lived through our Mission Statement, supports these fundamental British Values.

Great Crosby Catholic Primary School Code of Conduct

- Be friendly and co-operative with others.
- Try our best in everything we do.
- Treat everyone with respect.
- Be safe and sensible.
- Use good manners.

We promote these values by keeping Jesus at the centre of everything we do, say and think.

The provision maps produced for each year group outline how we prepare our children for lifelong learning and an ever changing society. Our values are promoted through this curricular provision. The following is a brief overview:

We provide opportunities for all our children in all phases to participate in daily acts of worship. Our Come and See programme is designed to provide appropriate experiences and knowledge which continues throughout their years at Great Crosby.

Our Mission Statement has four strands and has Jesus at the heart of everything we do. We live out our faith and model how we can care for one another while nurturing the responsibility to make a difference to everyone we meet through sharing our love of Jesus with everyone in our school community.

In the Early Years

We learn about ourselves and about where we live through exploring, investigating and experiencing the world around us. We model mutual respect and a sense of fair play by promoting the idea of taking turns, listening to each other and to valuing our differences. Children are encouraged to participate in activities during the day while following our school code of conduct.

In Year 1 and 2

We learn to value ourselves, others and our community. For example, we learn through our Come and See topic of Homes and our Belonging Topic about the importance of respect and valuing our environment. Our Mission statement and associated Code of Conduct, encourages everyone in our school community to understand the importance of caring for one another. Our focus week on 'Friendship' and our 'Other Faith' week are used to create opportunities to put our 'Mission' into practice.

In Year 3 and 4

We encourage our children to explore differences through our history and geography topics covering our locality, UK destinations and contrast locations in Europe and further afield. Our history topics investigate different civilisations through time. Children are taught to cooperate with one another and model the behaviour set out in the Code of Conduct and our Mission statement.

In Year 5 and 6

We prepare our children to play their part as productive citizens by fostering the values shared through our School Mission statement and exemplified in our Code of Conduct. Children learn about the effects of war and equality through topics on WWI and our Victorian 'Street Child'.

Curriculum Structure

At Great Crosby Catholic Primary School we teach the Come and See curriculum in RE and the New Curriculum is followed for all other subjects. We follow The Statutory Framework in EYFS. We plan our literacy and numeracy on next steps learning and base our delivery of foundation subjects on a process of enquiry. We aim to provide a relevant and inspiring curriculum which fully prepares our children for their future careers and ambitions.

The following is a brief overview of each subject.

Early Years

We work hard to develop positive home school links during our Early Years and spend time at the start of each new year getting to know our children and their families. We work together as a team to get it right for the children and to ensure their first steps in education are positive and fulfilling.

We follow the statutory framework for Early Years Foundation Stage providing a range of learning opportunities to provide a breadth of experiences on which to build. Learning opportunities are designed to capture the child's imagination and are planned around their interests. Activities are play based and can be adult led, supported by an adult or child initiated. Children acquire skills through the prime and specific areas of learning in EYFS. Children learn in different ways and at different rates, we believe every child should be supported during their early years in school to help them fulfil their potential.

RE

Religious education in our Catholic School includes everyone in our school community to promote community cohesion. Our Come and See programme contributes to our spiritual, moral, social and cultural development of pupils and promotes community cohesion through fostering the values of respect and tolerance.

“Catholic Schoolswill develop a range of attitudes and activities that promote and support the dignity and worth of everyone. (1)

The commitment of the Catholic Church to interfaith dialogue and to working with other Christians provides a further basis for young peoples’ contribution to peaceful social cohesion.” (2)

CES and Bishops’ Conference 2007 (1) page 13 (2) pastoral letter on Catholic Education

Catholic schools are diverse communities, Come and See enables the faith experiences of all children to develop through reflecting on their life experiences and considering the Christian message in that experience.

Our Come and See programme is taught through topics which are shared with parents so that families can prepare their children by sharing experiences, objects with special meaning and photos. Children are encouraged to bring things in from home for our focus tables which change through each liturgical season and topic. Each topic begins with the child’s own life experiences and flows through three key stages; Explore, Reveal, Respond.

We create a sense of ‘awe and wonder’ through collective worship and special liturgical services which deepen an understanding of our world and promote a sense of belonging.

We serve the parishes of St Peter and Paul’s and also St Helen and benefit from regular visits from our Parish Priests.

Reading

Every child takes part in a 20 minute phonics lesson four times a week in Reception and KS1. This work is further supported in KS2 through our Spelling and Grammar programme. We use letters and sounds as a formal programme to begin the reading journey with our children. This is developed further through our support for spelling scheme. The phonic Phases are taught in mixed ability groups to ensure a more rapid rate of progress through the phases. Guided reading is also used to further develop reading skills to include higher order skills including inference and deduction. Guided groups are set in ability bands to ensure skill progress for all pupils. Children are given a levelled reading book to share and enjoy with adults at home.

We promote a love of reading and reading for pleasure through our annual ‘World Book Day’ where our whole school undertakes a reading project involving all year groups reading the same book. We have a Buddy reading project to develop peer to peer support for reading. The profile of reading is raised through activities including activities which take place in our Story Teller’s Garden.

Writing

Writing starts through delivery of our phonic and spelling programme which supports children in spelling words correctly and is further developed through our literacy teaching sequence. Children are encouraged to apply the skills and knowledge learnt through phonics and spelling tasks to articulate their ideas through speech and writing. Writing starts through immersion in texts, exploration of settings and characters further allows children to explore the use of language so they can plan, edit and evaluate their own writing. Writing needs a purpose and

audience and we model writing through 'Author Aloud' to demonstrate an effective writing process.

Working walls are used to share success criteria and WAGOLL is used throughout the school. Our curriculum is designed to benefit from cross curricular themes and writing is promoted across all subject areas.

Mathematics

The children at Great Crosby Catholic Primary School enjoy a rich mathematical environment and have the opportunity to develop and apply their mathematical skills. Our aim is that children will leave our school equipped with mental and written methods they understand and can use correctly. When faced with a calculation, they can decide which method is most appropriate and have strategies to give an approximate answer and to check their solutions.

In EYFS the children are encouraged to explore mathematics through play, involving activities inside and outside and to apply skills that have been taught within mathematics lessons.

At KS1 the children are taught within their ability groups. Lessons are carefully planned and pitched at their next steps in learning. A learning ladder is used as a guide for the children's next steps to success. This is followed by the children working independently to consolidate their learning and apply the knowledge to problem solve.

In Key Stage 2, children have a daily lesson providing them with opportunities to develop fluency, mathematical reasoning and competence in problem solving through a variety of rich mathematical activities. All years follow a scheme of work based on the 2014 National Curriculum. Years 4, 5 and 6 are split into four attainment groups.

Topics are planned so that previous knowledge is reviewed; the teacher models new learning and children are given activities to practise their new skills through games, missing number puzzles, word problems, investigations and decision making. Children are encouraged to explain their reasoning verbally and in writing.

Some lessons begin with 'Four a Day', in which children practise the four operations or other recent topics. Following interactive teacher input, children work on relevant activities, independently, in pairs or in groups. They report their findings in plenary sessions at appropriate points in the lesson. Many of the activities promote higher order thinking skills and are taken from the NRICH and STEM (BEAM) websites

All Key Stage 2 children have an account with the Manga High website. Teachers set online challenges for their classes to be completed in class or at home. The website adapts the questions according to a pupil's ability. Children are encouraged to learn from their mistakes. They particularly enjoy earning medals and competing with other schools.

Homework is set each week from a range of sources.

The RM Maths program is used for as an intervention tool to give selected children a boost. The 1st Class at Number scheme is used in small intervention groups.

High attaining children in years 5 and 6 are entered in the Mathematical Association's Primary Maths Challenge. Some year 6 children enter the UK Mathematical Trust's Junior Maths Challenge aimed at years 7 and 8.

Our maths curriculum is based on skill development. A skills continuum is available for each year group and is used to set specific targets for the children. Practical maths is our preferred teaching style with learning through play beginning in the Early Years both inside and outside

the classroom. Maths is given a context and relates back to everyday life experiences where possible.

Science

We are committed to providing our children with a high quality science education. Our aim is to develop in the children a natural curiosity leading to a greater understanding of the world around them. We aim to achieve this by delivering a rich and stimulating science curriculum that is inclusive and builds on prior knowledge. We promote the skills of enquiry and encourage children to ask questions to formulate their own explanations of scientific principles. Skills of analysis and prediction are also included in our programme of study. We promote a sense of wonder and excitement to foster a lifelong love of science and investigative learning.

Art, Craft and Design

We help children to learn through inspiring, challenging and enjoyable activities. Children are encouraged to express their thoughts and ideas through a range of mediums and are equipped with the knowledge and skills to experiment, invent and create their own works of art. We use our topics as inspiration for children's art work and offer opportunities to look at a range of artists, designers and craft makers. Children are encouraged to use these opportunities to make links to their own work and to use the language of art, craft and design. Throughout school, a range of skills are introduced, developed and refined. During Early Years children enjoy mark making through drawing and painting and are encouraged to use a variety of tools and techniques. Throughout KS1 children have the opportunity to explore tone, experiment with colour and use other mediums and techniques to create objects. At KS2 children explore a range of mediums including media to create their own designs and models. Children record exploration work and sketches in their own sketch books which they take through the school.

Computing

The computing curriculum is made up of four areas in key stages 1 and 2: Computer Science, Digital Literacy and Digital Citizenship.

In Computer Science children are given opportunities to understand and use algorithms to write precise and unambiguous instructions for a program to execute. In Key Stage 1, children are introduced to coding through the 2Simple program 2Code and using physical equipment such as BeeBots. They develop their computational thinking skills in Key Stage 2 through programming with Scratch and Flowol. They are encouraged to be creative and to learn from debugging their work. In year 6 children begin to use App Inventor to design an Android application. Year 2 to 6 take part in the annual, worldwide Hour of Code.

In Digital Literacy, they employ a range of software and multimedia tools which they can then apply across the curriculum. They are shown how to use search tools and discover how networks operate.

Within Digital Citizenship, children are taught how to use technology safely, respectfully and responsibly. They learn how to recognise unacceptable behaviour and how to report concerns about content or contact.

At all stages children are focused on becoming effective digital learners.

Geography

We engage children in geography with questions about people and places so they can make sense of the world. We develop pupils' core knowledge, particularly their sense of place, through, whenever possible, a topic approach, otherwise through discreet teaching of the subject and its vocabulary, encouraging enquiry and investigation. Curriculum planning develops pupils' geographical thinking in a systematic manner, enabling their knowledge and understanding of geography to develop as they move through school and geographical skills to grow in more complex and precise ways. As pupils progress, they will gain understanding about the British Isles and our place in the world. They will compare and contrast, see the interaction between physical and human processes and develop their locational knowledge.

History

Throughout both KS1 and KS2 History is taught as a discrete subject. Within KS1 learning centres around the children's living memory, extending to include significant historical events, people and places. Our topics include 'Toys' and 'The Great Fire of London'. The children will learn about their local area and significant figures such as Florence Nightingale (National), Noel Chavasse (local) and Edith Cavell.

In Years 3-4 the children will develop their knowledge and understanding of British History to 1066. Topics include: Stone Age to Bronze Age; The Roman Empire and its impact on Britain; Anglo-Saxons and the Vikings.

In Years 5-6 there is the opportunity to extend children's knowledge beyond 1066 with studies of children's experiences during the Victorian era and WWI as well as a local history study. Further to this, the children will extend their knowledge of world history with in-depth studies of Ancient Egypt, Ancient Greece and Benin (West Africa).

Throughout both key stages, we aim to inspire children's curiosity and equip them to ask perceptive questions; so that they can become masters of historical enquiry!

Music

Children are taught to appreciate making music from Early Years onwards. Children are taught to use a range of simple percussion instruments and develop a sense of rhythm and time as well as pitch and tone.

We use 'Charanga' in lessons and have an extensive programme of music tuition and extracurricular activities including drumming, choir, and recorders.

All pupils are given the opportunity to learn a musical instrument through the Sefton Wider Opportunity programme in Year 4 and children can also take peripatetic classes in a range of instruments including brass, violins and band in Year 5 and Year 6.

Our children perform regularly in concerts, competitions and festivals to fully understand the important element of performance and we have a music specialist on staff to support the large team of peripatetic staff and class teachers.

We celebrate our musical talents in an end of year Music Concert where all musicians regardless of ability perform for our parents and governors.

PSHE

We incorporate this area of the curriculum in our PE, science and RE. We encourage children to explore their sense of well being and sense of worth through a range of interactive games and activities including circle time. We look for ways to respond to topical events and host themed weeks like our Friendship Week to tackle social issues and agendas.

PE

Children participate in two lessons of PE each week and follow a programme including gym, dance, athletics and games at KS1 and this is extended to include swimming and outdoor adventurous activities at KS2. We aim to allow all pupils to demonstrate their full potential and to enjoy participating in sport, to this end we develop skills and competencies in class and also have a programme of extracurricular clubs including cross-country, football, netball, athletics, gym and dance.

We have a number of specialist teachers on staff and also staff we 'buy in' to promote high quality teaching. Staff benefit from observing specialist teachers and children are encouraged to acquire skills and to develop a tactical awareness in sport.

The children have the opportunity to experience a range of physical activities, we aim for children to enjoy physical activity and also to experience periods of high intensity to ensure a positive impact on the human body. Our goal is to promote a love of physical activity which will lead to lifelong participation in sport. To this end children are encouraged to participate at their own level through a range of differentiated activities. As with all curricular areas we encourage the children to participate by adhering to our School Mission Statement and our Code of Conduct.

We participate in a range of inter-school competitions and have a strong tradition in cross country, athletics, football and rugby.

MFL

Children in Key Stage 2 have the opportunity to learn French which is taught by a language specialist. We promote a love of language, a respect for other languages and cultures and an appetite for future learning. Children learn through speaking, listening and reading as well as writing using their new vocabulary. Throughout the year we use opportunities to further explore French culture and children in KS1 learn simple Spanish vocabulary. We are lucky to have a Spanish speaking TA who can support staff with this.