**St Margaret Clitherow and Priory Catholic Primary School’s Curriculum Information**

We believe that pupils should leave our school in Year 6 with the relevant skills they need for the next stage of their education. We prioritise the learning and teaching of RE, Reading, Writing, Maths and Personal and Social Development. Our RE curriculum and the teaching of ‘We honour God through our actions’ and ‘Learn to love, love to learn’ also supports our aim to develop well rounded, considerate pupils with high aspirations to achieve in everything they choose.

We teach the curriculum through specific subjects underpinned by Catholic Social teaching. The curriculum is underpinned by a Christian understanding of life and Our Mission Statement, which requires the Gospel values to permeate the life of the school.

We aim to:

● Provide a broad, balanced and differentiated curriculum, corresponding to the experience and need of our pupils.

● Encourage our pupils to develop lively and enquiring minds, together with positive attitudes toward learning and a spirit of questioning and exploration.

● Enable pupils to develop language, literacy, mathematic and scientific skills to their full potential.

● Help pupils understand the world in which they live, looking at its context, value, form. As well as getting them to appreciate the interdependence of individuals, groups and nations.

● Help pupils appreciate human achievement and aspirations in art, music, science, literature, sport and technology.

● Encourage a healthy response to their physical, spiritual, moral and creative development so that they experience a high level of self-esteem, dignity and purpose.

● Enable pupils to acquire knowledge and skills relevant to, life, in an ever growing and changing world.

● Foster growth in every way to Christian maturity, to value others and be valued as unique individuals in the community.

**EARLY YEARS**

When children first join the school, they follow the Early Years Foundation Stage (EYFS) Framework. The EYFS is split into seven areas of learning and development, which are split into two distinct categories.

**Prime areas**:

Communication and language

Physical development

Personal, social and emotional development

**Specific Areas:**

Literacy

Mathematics

Understanding the world

Expressive arts and design

The framework promotes play based learning through curiosity, exploration and imagination. The Reception year will lay the foundations to enable children to become independent and self-motivated learners throughout their whole school career.

**YEAR 1-6**

As the children progress and achieve elements of the EYFS, they will start to access the National Curriculum when going into year 1. The National Curriculum states what should be taught by every school during compulsory schooling from Y1 to Y13. The following subjects are known as the ‘core’ subjects and will have more time devoted to them than the others.

**RELIGIOUS EDUCATION**

Religious Education plays a vital role throughout the curriculum as it is central to the whole ethos of the school. We use the ‘Come and See’ programme to give children the opportunity to explore the Catholic faith, whilst encouraging respect and tolerance of other religions and cultures. We give daily opportunity for the children to take part in prayer, Christian Meditation and collective worship. Our whole curriculum is also underpinned by Catholic social teaching.

**ENGLISH**

At our Schools, we believe that literacy develops the important skills of reading and writing, speaking and listening, discussion and reflection. The children participate in daily English lessons and use their developing skills across the curriculum. Early readers will be supported by using phonetically decodeable books to compliment the Read Write Inc programme that the school uses. The schools use the Accelerated Reader Programme to track reading, support pupils in selecting appropriately challenging texts and measure progress.

The teaching of writing is based around Talk 4 Writing principles. Children are encouraged to write for a range of purposes, edit with confidence and challenge themselves with tier 2 vocabulary. A cursive script is expected at all times.

We aim for every child to be able to:

• read and write with confidence, fluency and understanding, employing a range of independent strategies to self-monitor and correct.

• love books and read for enjoyment.

• have an interest in words and their meanings.

• develop a growing vocabulary in spoken and written forms.

• write clearly, accurately and coherently.

• understand a range of text types and genres and to be able to write in a variety of styles and forms appropriate to the situation.

• be developing their powers of imagination, inventiveness and critical awareness.

• have a suitable technical vocabulary to articulate their understanding and ideas.

• speak clearly, fluently and audibly.

• listen attentively with understanding, enjoyment and empathy.

**MATHEMATICS**

Since the beginning of September 2020, we have been using Powermaths as a mastery strategy across the school. Staff focus on ensuring progression and continuity across all year groups, using a range of models and images to ensure that pupils develop a clear understanding of number and calculations. All staff have been trained in the progression of calculations and recognise that all the building blocks need to be there before a greater depth of understanding is achieved.

As a school we have a broad range of abilities and so work with individual pupils to challenge and develop their mathematical abilities, offering additional support for our less able and our high achieving pupils.

We aim to teach our children to:

• become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems

• reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

• solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

This is carried out during daily maths lessons, by developing cross-curricular links and by enabling pupils to use their maths in real life situations.

**SCIENCE**

As a school we recognise the importance of science in primary education and every aspect of daily life. All education is a preparation for life and it must prepare pupils for life in a world in which science and its applications in technology have key roles.

We aim to give all children a strong understanding of the world around them increasing their scientific knowledge whilst developing their skills associated with science as a process of enquiry; helping them to think scientifically and to gain an understanding of scientific processes. Through our science curriculum we aim to develop the natural curiosity of every child, encouraging their respect for living organisms and the physical environment, provide opportunities for critical evaluation of evidence and the implications of science in real world today and for the future.

Our science teaching offers opportunities for children to:

· Develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics;

· Develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them;

· Be equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

· Develop the essential scientific enquiry skills to deepen their scientific knowledge.

· Use a range of methods to communicate their scientific information and present it in a systematic, scientific manner, including I.C.T., diagrams, graphs and charts.

· Develop a respect for the materials and equipment they handle with regard to their own, and other children’s safety.

· Develop an enthusiasm and enjoyment of scientific learning and discovery.

**PSHE AND CITIZENSHIP**

PSHE (Personal, Social and Health Education) is an important element of the curriculum and includes everything schools do to promote pupils' good health and well-being. Relationship education forms an integral part of this and we use ‘Life to the Full’ to support our teaching. This programme is a developmental process, which is sensitively delivered through PSHE and science, growing in depth each year. You will be informed by letter when this element of the programme is about to take place. Please contact the Head teacher if you have any concerns.

**HISTORY**

Children gain both a knowledge and understanding of Britain’s past as well as that of the wider world, inspiring the children’s curiosity to know more about the past. History helps children to understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. The children will become aware of historical concepts such as continuity and change and use them to make connections and contrasts. They will learn about the methods of historical enquiry and the importance of evidence. As the children progress through the school, the concept of chronology will become embedded, along with their understanding of their own place in time and the impact of historical figures on their own lives. Wherever possible, pupils will have the opportunity to take part in enrichment activities to enhance their learning.

**GEOGRAPHY**

In Key Stage 1, the children develop their knowledge about the world, the UK and their locality. They will 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.

In Key Stage 2, the children extend their knowledge and understanding beyond the local area to include the UK 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. Use of geographical knowledge, understanding and skills to enhance their locational and place knowledge is developed.

**ART AND DESIGN**

A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they are taught to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

All pupils will have the opportunity to produce a range of creative work, exploring their ideas and recording their experiences. through drawing, painting, sculpture and other art, craft and design techniques. Pupils will evaluate and analyse creative works using the language of art, craft and design. They will also learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Pupils will have the chance to exhibit their work, for example through school exhibitions for parents and the wider community.

**DESIGN TECHNOLOGY**

Using creativity and imagination, pupils will design and make products that solve real and relevant problems within a variety of contexts, considering their own and others’ needs, wants and values. They will acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. Pupils will learn how to critique, evaluate and test their ideas and products and the work of others. Opportunities such as enterprise projects and outdoor education sessions develop these skills and enable pupils to apply them in a real-life context. Cookery is also an important part of the curriculum, as pupils learn about nutrition and cookery skills. Where possible, produce grown in the garden is used to cook within the classroom.

**MUSIC**

Music is a universal language that embodies one of the highest forms of creativity. We use Charanga to implement a high-quality music education to engage and inspire pupils to develop a love of music and develop their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination. Pupils will perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. They will learn to sing and to use their voices. Pupils will create and compose music on their own and with others. They will also have the opportunity to learn a musical instrument and use technology appropriately. They will explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. Pupils also have the opportunity to have peripatetic music lessons and join the school choir.

**COMPUTING**

As a school we recognise that computing is a significant contributing factor to the preparation of pupils for the next stages of their education and future careers. The world around us is becoming increasingly digitalised and the pathways and careers of the future are likely to be heavily centred on being able to coherently navigate the digital world of computing, computer science, information technology and the use of digital media.

In Key Stage 1, we aim for all children to have a solid grounding in the basics of computing, including understanding algorithms, creating simple programs, use logical reasoning, using technology purposefully and learning how to stay safe online.

In Key Stage 2, we aim all children to build upon and extend further their existing skills, as both user and creator. Aiming for children to be computationally aware, teaching them how to:

- design, write and debug programs that accomplish specific goals

- solve problems by breaking them down into smaller parts

- use logical reasoning to explain simple algorithms

- understand computer networks, including the internet and the opportunities they provide for collaboration and communication

- use search technologies effectively and safely; being discerning in evaluating digital content

- use a variety of software and digital devices to collect, analyse, evaluate and present data and information

- use technology safely, respectfully and responsibly; recognising acceptable and unacceptable behaviour; knowing how to report concerns both within and outside of school.

Ensuring all children leave our school digitally literate, confident technology users who are equipped with the computing and software skills, computational thinking ability and morals to understand and change the world.

**MODERN FOREIGN LANGUAGE**

Learning a foreign language provides opportunities to explore different cultures, foster pupils’ curiosity and deepen their understanding of the world. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Children engage in French lessons supported by Language Angels, to develop their language skills at Key Stage Two, with a particular strategy for having a key phrase to be used each week. Key Stage One pupils will also taster sessions, taught in a more informal way, for example through music or PE.

**PE**

Physical education is an essential part of staying healthy and so the schools aim to develop a lifelong enjoyment of sport by offering a range of different activities, which make use of the different outdoor spaces on site.

Throughout the school year opportunities are available to attend sports clubs after school, at lunchtimes and to represent the school at various events and competitions.

This year our PE is being supported by Kinetic Sports who will work in partnership to provide high quality and positive lunch and break times with a wide variety of activities to choose from.

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If you would like any further information on our curriculum, please do not hesitate to contact the school.

Should you have any complaints about our curriculum, our curriculum complaints policy can be found on the website.