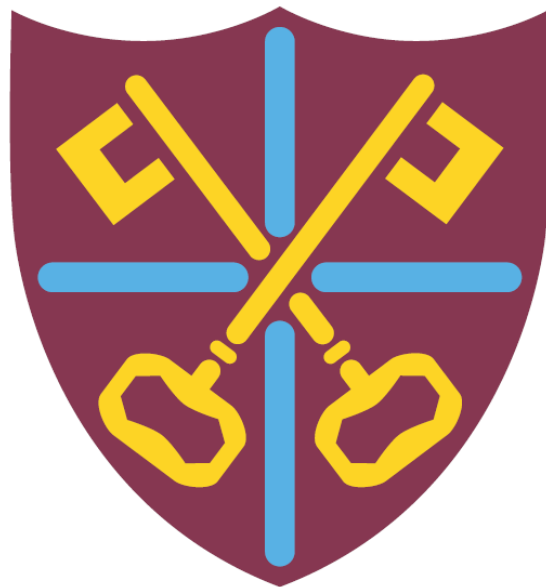


St Peter's Catholic Primary School



Parents' Guide to Our Curriculum 2016-17

Dear Parents/Carers,

This booklet has been written to give you an understanding of our curriculum, which is the term that we use to cover everything that we teach your child. In this booklet you will find information on:

- The Statutory Curriculum
- Our Religious Education Curriculum
- Our Sex and Relationship Curriculum
- Our Curriculum Topics
- Early Years Foundation Stage Topics
- Key Stage One Topics
- Key Stage Two Topics
- Curriculum Assessment
- National Assessments

The Primary National Curriculum was revised in 2014 with new programmes of study and key objectives for all subjects. It was designed to produce productive, creative and well educated students across both Primary and Secondary phases. The content of the new curriculum is slimmer and intended to be more challenging than the previous curriculum, allowing a greater focus on mastering essential core subject knowledge and skills from an early age.

Our vision is to ensure that our delivery of the curriculum is exciting, thematic and creative. It will inspire children to engage with and enjoy their learning journeys. It will challenge them and support the development of the key skills required for them to achieve their potential.

We are excited to share our curriculum topics with you and we hope that you find the information in this guide useful. If you have any questions then please feel free to approach your child's teacher or any one of us.

Kind regards

The Senior Leadership Team

Mr R McKenzie, Mrs M McDonnell, Mrs J Shabankareh, Mrs K Saunderson and Mrs R Hall

The Statutory Curriculum

The statutory curriculum is what all maintained schools are required to teach and consists of:

- The Early Years Foundation Stage (for children in Year Reception) and The National Curriculum (for children in Years 1-6)
- Religious Education
- Relationship and Sex Education

The Early Years Foundation Stage (EYFS)

This framework that sets out the standards must be met to ensure that children learn and develop well and are healthy and safe. Children develop skills, acquire new knowledge and demonstrate their understanding through 7 areas of learning and development. These areas are divided into the 'Prime' and 'Specific' areas of learning.

The 3 prime areas of learning focus on developing the skills that children need for healthy development and to become effective learners. These areas are:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

As children grow, the prime areas will help them to develop skills in 4 specific areas, which are:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

These 7 areas are used to plan children's learning and activities. It is designed to be flexible so that staff can follow the needs and interests of the children. Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside.

The National Curriculum

The national curriculum is organised into blocks of years called 'Key Stages'. Key Stage One covers Year 1 and 2 and Key Stage Two covers Years 3-6. For each subject there is a 'Programme of Study'. It describes what children should learn.

The compulsory national curriculum subjects at primary school are:

- English
- Mathematics
- Science
- Art and Design
- Computing
- Design and technology
- Geography
- History
- A language (ancient or modern - Key Stage 2 only)
- Music
- Physical Education (PE), including swimming
- Religious Education
- Relationship and Sex Education

Our Religious Education (RE) Curriculum

As a Catholic school we dedicate 10% of our available teaching time in all year groups to Religious Education. The scheme that we use to teach RE is called 'Come and See'.

The scheme is based on the theological foundations of the Second Vatican Council, the Catholic Catechism and the revised RE Curriculum Directory. There are three strands to the scheme; 'Church' which explores how we are part of the family of God, 'The Sacraments' which introduces children to the mystery and purpose of the sacraments and 'Christian Living', which looks at how we live our lives as people of God.

Each term children examine different elements of these three strands at a level appropriate to their development. Each unit has a different title but they all follow the pattern of:

- Explore - looking at our own lives and experiences
- Reveal - encountering the Word of God and the teachings of the Catholic Church
- Respond - our response of faith and how it will inform our actions

A copy of the yearly Come and See will be available on our website. Each term you will receive a parent's newsletter containing information about the topics that the children will be covering along with ideas for discussion at home and forthcoming important dates.

Our Relationship and Sex Education (RSE) Curriculum

We use 'A Journey of Love', to deliver our RSE curriculum which is a developmental programme for children in the primary years. Each year it takes up a theme of love, covering physical, social, emotional, intellectual and spiritual aspects of growth a level appropriate to the pupils' development.

The themes that the children explore are:

- Early Years Foundation Stage: God loves each of us in our uniqueness.
- Year 1: We meet God's love in our family.
- Year 2: We meet God's love in the community.
- Year 3: How we live in God's love.
- Year 4: God loves us in our differences.
- Year 5: God loves me in my changing and development (including learning about the different body parts of girls and boys and the emotional and physical changes that the body undergoes during puberty)
- Year 6: The wonder of God's love in creating new life (including understanding how human life is conceived)

From Year Reception to Year 4 we integrate much of our RSE work with the most appropriate RE topic, with some discrete work in the summer term. In Years 5 and 6 we cover the content in a discrete block in the summer term. We hold a parents information evening each year when parents have the chance to come and view the materials that we will be using with the children.

Our Curriculum Topics

Early Years Foundation Stage

The wonderful thing about the EYFS curriculum that we follow in Year Reception is that it is specifically designed to work around the interests and needs of that particular class. We take our lead from the children's passions and interests, theming our teaching around them to ensure that children really engage with their learning.

As we do not yet fully know what interests and motivates the children joining us in September, it is impossible to say what our topics will be for the year.

There are, however familiar themes which arise each year, although we may explore them in different ways. For example, once spring time is underway we always explore the idea of 'growing'; in previous years the children have been really excited by animals and this took our growing topic down the path of life cycles and looking at tadpoles and butterflies. With other classes the outside area and plants motivated the children so we grew lots of plants, looked at plant life cycles and measured how things grow.

Over the course of this coming year, we imagine that our learning may well be based around some of these common themes:

- Myself
- Autumn
- Light & Dark
- Christmas
- Snow
- Spring
- Growing (Plants and animals)
- Animals and mini-beasts
- Around the world
- Summer
- Fairytales and traditional stories

The 'Reception Round Up' will be published regularly to update you on what we have been learning in class and give you an idea of where our learning journey will take us in the coming weeks, including some ideas of things that you may like to do at home to support your child's experiences and learning. Your child's learning journal will also be available for you to share with them at home, which is a great way of talking about what they have been working on in school.

Key Stage One Topics

Year One

Autumn Term 1 - In the Toy Box - What games and toys did our grandparents play with? How have certain toys changed through time? In this history topic we will explore how our lives have changed within living memory (the recent past). Specifically we will be looking at how children played compared to today's 6 year olds. We will welcome parents and grandparents in to talk about their childhood memories and get the children to imagine a world without tablets, laptops, x-boxes and i pads.

Autumn Term 2 - Once Upon a Time- We will explore traditional tales through map making, story planning, interviewing characters and retelling stories.

Spring Term - Where the Wild Things are

What kind of wild animals are there? What do they eat? Where do they live? Compare the habitats of cold, hot and our climate. We take trip to Wisley where we look at the artist Rousseau and the heat of the jungle.

Summer Term 1 - I went shopping...

How have the local shops changed? How do we shop now compared to the past? Let's go and visit the shops to find evidence of the old high street.

Summer Term 2 - All aboard

Let's go travelling! Where do we want to go? What's the best way to travel? What's the best material for a boat, a hot air balloon, a rocket?

Year Two

Autumn 1 – Fire, Fire!

The fire drill practice that we have at the start of each school year is our starting point for finding out about fire. We will read traditional fables and stories about fire and write our own. We will learn about the work of firefighters and either visit or be visited by them. We will look at the work of firefighters through time, travelling back to 1666 to learn about the Great Fire of London. Our work in materials will help us to investigate what happened and why such a fire might not happen today. We will use what we find out for a range of non-fiction and diary writing activities. We will also look at the history of Guy Fawkes and explore fireworks through some descriptive language activities as well as learning how to stay safe on Bonfire Night.

Spring – An American Tour

This term we will be packing our suitcases and heading across the Atlantic to the USA. This Geography based topic will see us stopping at various locations on the way. We will look at the weather, geographic features and major landmarks. We will also spend time looking at our own local environment so that we can compare and contrast the areas. We will also enjoy books set in different parts of America and explore famous Americans and American artists.

Summer – The Great Outdoors

In the summer term we will be heading outside. We will spend time explore the animals and plants that we find around us. This is a Science based topic looking at different habitats and micro-habitats. We hope to look at mini-beasts, ponds, meadows and forests and the huge variety of animals and plants that make these areas their home. We will also try to develop our green fingers by growing some different plants and hopefully use some of them in our own cooking!

Key Stage Two Topics

Year 3

Autumn – Stone Age to Iron Age

Our topic begins with Stone Age in the first half term and then moves on to study the Iron Age. We will learn about what Britain was like; exploring the everyday lives of Stone Age and Iron Age men, women and children by looking at clothes, food and homes from the age. As part of our DT we will use our cooking skills to cook meals from each period and explore how we can still see their influence today. We will look at tools from each time zone and how they hunted. We will explore the importance of plants and animals and how the people communicated.

Spring – Active Planet

This geographical topic will get the children exploring mountains, earthquakes and volcanoes. We will find out how mountains are formed and where the tallest ones are in the world. Looking at how erosion can shape mountains as well as people and animals will be another focus. We will study where earthquakes and volcanoes happen and will measure their impact on society.

Summer – Romans

In this topic we will learn about the Romans and especially their impact on the British Isles. We will look at what it was like to be a Roman and how it changed the lives of those who became Roman citizens. We will spend time investigating the lives of Roman citizens, soldiers, gladiators etc. and how Romans spent their free time. In Literacy we will look at Roman myths and gods. We will support this work by looking at mosaics in Art, at building structures in DT and rocks/solids and light/shadow in Science.

Year 4

Autumn – Vicious Vikings & Sneaky Saxons

Our topic begins with Anglo-Saxons in the first half term and then moves on to study the Vikings. We will learn about how Britain changed once the Romans left, finding out about Anglo Saxon life; use our cooking skills to cook meals from the period and explore how we can still see their influence today. Later, we will become Viking! We will learn about the everyday lives of Viking men, women and children by looking at clothes, food and homes from the period. We will read

some Norse mythology and have a go at writing our own. We will look at the impact of the Viking raiders, designing and building Viking ships in DT. We will learn about the Norse belief in Valhalla and consider what effect this had on Viking society.

Spring – Ancient Greeks

Get your togas at the ready as we travel back in time to one of the greatest ancient civilisations. Looking through the eyes of an ancient Greek family we will explore the differences in the lives of men, women, children and slaves. The great conflicts between Athens and Sparta will help us to learn about the structure of society and military life. We will also examine the origins of the Olympic Games and other legacies left by the Greeks. Art and mythology were important to the Greeks and we will use some of their greatest works to inspire our art and design.

Summer – From Source to Sea

In this topic we trace the journey of the River Thames from source to sea. As we journey downriver we will learn about its geographical features and how settlements and trade have changed over time. We will study the Docklands area of London over time, looking at the increase and decrease of trade routes and infrastructure. We will also look at immigration and how our society has become more multicultural because of trade with other nations. We will look at the water cycle and artists that painted waterscapes. We will share classic texts such as *The Wind in the Willows* and *Tarka the Otter*.

Year 5

Autumn - USA & UK

Pupils will be comparing and contrasting the geography of USA and the UK with their American pen pals. In addition, they will be exploring USA and UK myths and legends and write their own narratives using a range of computing programs on their iPads.

Spring – The Home Front

This topic explores what it was like in Britain during the time of WW2, especially for children. We will learn about why children were evacuated from the cities and imagine what that would have been like for them. An exciting residential visit to the Lincolnsfield Centre will really bring this period to life. The children will have the chance to explore a bombed out street, visit a home from the 1940's and shop for goods using ration cards and pre decimal coinage. They will also spend a day as members of the Land Army before taking part in a VE day celebration. More detailed information about this trip will be given in the autumn term.

Summer - The Ancient Egyptians

From discovering the tomb of Tutankhamun to deciphering hieroglyphics, Year 5 will explore the lives and traditions of the Ancient Egyptians. This topic will include lessons about the ancient rituals of mummification, the architecture of the great pyramids and the worship of Egyptian gods. Pupils will also gain an understanding of the importance of archaeology and how we have been able to piece together knowledge of a civilisation through the use of artefacts.

Year 6

Autumn – Fly from Spain to El Salvador

In this geographical topic we will compare and contrast Spain with El Salvador. We will look at location, physical geography, culture, arts, trade, economy and religion. We will look at art of Picasso and Fernando Llort; compare their work and recreate their style. We will also look at the life of Oscar Romero. We will also look at case studies of children from each country and compare their lives. In Science we will look at evolution and adaptation and classification including micro-organisms

Spring 1 - Cities of Pyramids and Enchanted Dwarves

We will look at the history of the Mayans - a non-European ancient civilisation. We will look at their place in history on a timeline, where they lived and their religion. We can look at the food they would have eaten, how they would have

worshipped, and their home lives. We will also look into aspects of archaeology and how we find out from the past. In Science we will look at forces (including gravity).

Spring 2 - #epsom

In the second half of the spring term we will look at an aspect of our local area. We will locate Epsom on a map of UK and do OS map studies using 4 and 6 figure grid references. We will walk to The Wells estate where we will look at the well and explore the origins of Epsom salts. We will also look at the history of Epsom race course and the Derby. In Science we will look at electricity: investigating circuits.

Summer – Moving On

In this topic we celebrate all that we have achieved at St Peter's and prepare the children for transition to secondary school. This is a flexible topic and works best when the direction and activities are agreed between the children and teacher; however it usually encompasses activities such as Business Enterprise, Osmington Bay, Bikeability cycling training and preparation and performance of the leavers play. In Science we will look at health and lifestyles, including the circulatory system and light & shadows; the eye.

Curriculum Assessment

Ongoing Assessment

Knowing what a child can do and what they need to learn next is at the heart of good teaching so your child's teacher will be constantly assessing your child using a range of informal strategies to ensure that the work they are given meets their needs.

Assessment in the Early Years Foundation Stage

Every year as part of getting to know your child, teachers in Year Reception make initial assessments of children to see what they can do and what their next steps in learning should be. These assessments are carried out very informally; through teachers observing children in their play, by playing games with and talking to children.

At the end of Year Reception there is an assessment called the Early Years Foundation Stage Profile. This is completed by the teachers and is based on what they, and other staff who work with your child, have observed over a period of time. All the information that the teachers collect is used to judge your child's progress in each of the 7 areas of learning and development. In each area of learning, there are some statements which describe what a child should be able to do. These are called the Early Learning Goals. The following terms are used to describe children's attainment against the Early Learning Goals:

- Expected – Your child is working at the level of mastery expected for the end of this year group
- Emerging – Your child is still working towards this level of mastery
- Exceeding – Your child has achieved beyond the expected level

You will receive a written report describing how your child is progressing against each one of these goals along with the learning behaviours that they have developed and how they are working in RE.

Assessment in Key Stages One and Two (Years 1-6)

With all year groups now following the new National Curriculum programmes of study, St Peter's has moved into what is known as 'Life without levels'. The new curriculum has no numerical level descriptors from the programmes of study, and assessment instead focusses more on describing what a child can do and what they need to master next.

Teachers regularly look at the key objectives for their year group and make judgements about how well each child is mastering that objective. This information is shared termly with the school leadership team, which allows us to measure progress and with parents, so that you have a picture of your child's attainment.

We report to parents towards the end of each term. The autumn and spring term updates focus on the core subjects and have a narrative style, sharing what your child has achieved and what they need to do next.

In the summer term your child's teacher will make a final assessment of your child's mastery of the key objectives for their year group along with comments on their attainment in RE and attitudes to learning.

We use the following terms to describe children's attainment at the end of the year:

- At Expected – Your child is working at the level of mastery expected for the end of this year group
- Emerging – Your child is still working towards this level of mastery
- Working at greater depth – Your child has achieved beyond the expected level

National Assessments

Year 1 Phonics Screening Check

The check will take place in June when your child will read 40 words out loud to a teacher. You'll find out how your child did, and their teacher will assess whether he or she needs extra help with reading. If your child doesn't do well enough in the check then they will repeat it in Year 2 to make sure that any extra help they have been given has helped them to develop their phonic skills appropriately.

End of Key Stage National Tests

A new national curriculum was introduced in 2014. As a result, the Standards and Testing Agency (STA) is changing the tests so that they assess this new curriculum. Children took the new tests at the end of Year 2 and Year 6, for the first time in May 2016. The STA reports the national curriculum test outcomes using scaled scores where 100 will always represent the 'national standard'.

At the End of Key Stage One (Year 2)

During the summer term teachers will administer tests in Reading; Grammar Punctuation and Spelling; and Mathematics. These tests will then be marked by the teachers and the outcomes will be used to inform the teacher's judgements as to whether a child has met the 'expected standard' for the end of the Key Stage.

At the end of the year we will report teacher assessment judgments in English, Mathematics and Science, along with the scores for the tests taken, to parents.

At the End of Key Stage Two (Year 6)

During May 2017, children in Year 6 will take tests in Reading; Grammar Punctuation and Spelling; and Mathematics. Their teacher will also assess them in Mathematics, Reading, Writing and Science.

The teacher assessment judgements and the outcomes of the tests will be reported to parents towards the end of the summer term along with the results of the tests in reading; mathematics; and, grammar, punctuation and spelling. Parents will be provided with their child's score alongside the average for their school, the local area and nationally.

As we receive further information and guidance from the Department for Education and the STA about the end of Key Stage assessments; we will share this with you so that we can work together to support the children in demonstrating all that they have learned