



St. Joseph's Catholic Primary School Curriculum Rationale



St Joseph's strives to develop a rich curriculum that meets the needs of all our learners. We believe the best way to prepare our pupils for the future, is to enable them to acquire knowledge and skills, to then deepen their understanding. This means that we make meaningful links, so that pupils develop transferable skills, that can be used across the whole curriculum. Our learning uses a quality text as an initial stimulus, rich with vocabulary, to help the children to see the link between language, reading, writing and the further curriculum areas. With a significant number of pupils entering the school with speech and language difficulties, we are building a curriculum immersed in rich language and life experiences.

Curriculum Themes start with a "hook" to engage the pupils and make learning purposeful and enjoyable – this allows us to celebrate learning, whilst developing lifelong learning behaviours and values from the catholic child profile such as 'Active and Curious.' National Curriculum statutory requirements are fulfilled and, in addition to this, our curriculum ensures opportunities are broad and balanced, as well as fit for purpose for our pupils, so that pupils can understand, appreciate and succeed in modern Britain.

Planbee is used as a framework for many of our curriculum themes. Themes start with engaging activities like superhero hunts or visiting talkers such as "The Animal Man" to hook the pupils' interest and end with an innovate task, where they can apply their learning. This might take the form of a class assembly, exhibition or independent project. Newsletters are sent to parents at the start of every term to inform them of what their child is learning, and class teachers post current activities on to their class page on the school website. Homework grids are based partly on Booms Taxonomy where children are given a choice of what they do and how to present their learning, while also offering more formal maths and grammar weekly tasks. This is accompanied by compulsory daily reading and spelling.

Each subject has a progression of knowledge and skills that builds on the learning from the previous class. This is regularly assessed to ensure that children do not have gaps in learning, and they retain knowledge and skills year on year. As the school currently has mixed age classes, a rolling programme has been devised for KS1 and KS2 (see appendix). Curriculum objectives have been mapped out by subject leaders to ensure full coverage of the curriculum and the rolling programme allows skills to be rehearsed in varied contexts, but also allows for progression from class to class.

As a faith school we also weave Catholic Social teaching themes across our curriculum such as Stewardship or rights and responsibilities, showing and exploring the links with the curriculum, where they exist.

Our mathematics curriculum is focused on developing the children's fluency skills, then modelling and developing the children's use of language to reason and problem solve. We encourage children to think for themselves, to discuss and justify their ideas. Wherever applicable, maths is linked into our theme-based learning and is cross-curricular.

St Joseph's Curriculum Expectations for delivery

- Sequences of learning will be based on the use of quality texts. This is so the children have a model for what good examples look like and a contextualised stimulus to develop deeper understanding and rich vocabularies.
- Sequences of learning will be designed around the curriculum skills identified for the learners but will ensure statutory curriculum entitlements are fulfilled.
- Sequences of learning are designed to teach knowledge and skills and deepen children's understanding. Spelling, grammar and handwriting are endorsed at every opportunity – retention is an issue for some of our children and by 'wearing a path' (repeated exposure to learning) and misconceptions being dealt with swiftly, this helps to create a deeper level of understanding.
- Wherever possible and appropriate, links for problem solving and reasoning are to be built into the theme, regardless of the subject focus.
- When designing a sequence of learning, staff will have a topic rationale based on next steps and informed by previous learning. This will ensure all sequences are designed for rapid progress and have clearly defined outcomes. Curriculum walls are interactive and can be used to display key vocabulary.
- We include visitors and/or educational visits into our themes. The purpose of the visits is to broaden our pupils' life experiences (some of which are extremely limited outside of the school environment). This supports the development of vocabulary. It also helps to make the learning a concrete experience. The visits create emotional responses and are therefore more likely to instil long term memories. Some visits and visitors exemplify a job, exposing children to wider opportunities and encourage them in their aspirations.

A 'Word Aware' Culture

Research shows children learn 7 new words per day leading to an average adult knowing around 30,000 words. At St Joseph's we acknowledge a large proportion of children starting school with less vocabulary than they should. A child in the lowest 20% for vocabulary needs 3 years, learning 20 new words a day, to reach the average level of their peers. At St Joseph's all adults promote a word rich environment, recognising the importance of the spoken word as well as the written, teaching for accelerated progression. We follow the model of STAR.

SELECT: choose the appropriate words to focus on

Anchor	Goldilocks	Step on
Every day words.	Not too easy, not too hard. The key words to focus on.	Words you are unlikely to come across again often.

TEACH: It is important to focus on one word and its context, making sure it is understood before moving on to another. Teaching process – picture/symbol/phonology/semantics/sentence/action

ACTIVATE: apply the word to different contexts and give examples.

REVIEW – make time to regroup to discuss the word before moving on. The word will not be remembered unless it continues to be used/revisited.

Children who struggle receive additional support to the whole class teaching. Pre-teach once a week for 20minutes in groups of 3-5 children.

Examples of Annual Curriculum Provision

Seven Arts weekly music lessons for Year 3 every other year
One to one and small group weekly musical instrument tuition
Pantomime visit
Combined music concerts with other schools (Young Voices)
Singing in retirement homes / and in local community
Visits to cathedral and mosques temples/places of worship
Seeds for life Visit
Life Path
Christmas Nativity, KS2 Carol Service and Year 6 Production
Evening of Light
Cross Curricular reading buddies
One World Group readers
Reading Club (every week)
History Man (twice a year)
Upton Search and Rescue – water safety

After school or lunch clubs arranged via pupil voice through parent and pupil questionnaires, ranging from prayer, art, cooking, gardening, choir, reading, chess and variety of sports
Swimming planned for Year 3
Year 4 and 6 Bike ability
Taking part in local sports tournaments and festivals
Catholic Schools' Athletics
Residential visits

Tanzanian link school . . .Tanzanian weeks in June and October
Development of our Key- Hole Garden and Prayer Garden (led by pupils)
Allotment beds in Reception and raised bed work next to main playground
Local competitions (Malvern Well Dressing)
Visiting speakers in assemblies on different occupations (Law, engineering, journalism, teaching) Local councillors visits
Links with Malvern Rotary Club

Visiting stimulus days for different topics /themes e.g. Boundless Outdoors
Forest school
STEM science days
Visiting authors
Roald Dahl/World Book Days
Values and Virtues
British Values displays/exploration through assemblies
PSHE and children's health and well- being –based on the contextual needs of our children.
Road safety visits and training
Child line for Years 5 and 6
On line safety week activities
Olympian Athlete visit

Appendix I: Curriculum mapping

	Autumn: 5 weeks	Autumn: 5 weeks	Autumn: 4-5 weeks	Spring 1	Spring 2	Summer 1	Summer 2
	History	Geography	Arts	History	Geography	Arts	History
KSI Year A	Changes in Living History - Tape Option for the poor and vulnerable Called to live as a family/community	My World and Me Promotion of peace	Muck, Mess & Mothers (Art)	Significant event: Carpenter Plot The dignity and rights of workers	The Four Seasons Stewardship	Best, Band, Boogie (DT)	Significant Individual - Grace Darling The dignity and rights of workers
Themed Day	Castles Homes in the past	Sow and Conco At the Farm			Colour Creations (Art) Delightful Decorations (DT)		
KSI Year B	Local Significant Places - Travel & Transport Called to live as a family/community	Let's Explore London Promotion of peace	Amazing Animals (Art) Stewardship	Significant event - The Great Fire of London The dignity and rights of workers	Map Makers Stewardship	Rio De Vida / Carnival (DT)	Then and Now - Communication Solidarity
Themed Day	Seaside Holidays from the past Famous Queens	Let's go on safari Arctic Adventures			Earth Art (Art) Seaside Snacks (DT)		

KS2 3/4 Year A	Stone, Iron & Bronze Age Egip Trst/Stone Age boy Rights and responsibilities Dignity of the human person	Countries of the World The firework maker's daughter Promotion of peace	Urban Pioneers (Lowry Art) The firework maker's daughter Called to live as a family/community	Romans Kindness Rights and responsibilities Dignity of the human person	Into the Jungle Mr Penguin and the lost treasure Stewardship	Seasonal Food (DT) James and the giant peach Option for the poor and vulnerable	Anglo Saxons How to train your dragon Rights and responsibilities Dignity of the human person
Themed Day	British History Heroes The Windrush Generation	Our European Countries Settlements		Recycled Art (Art) Functions of Fabric (DT)			
KS2 3/4 Year B	Vikings How to be a Viking/Arthur and the golden rope Rights and responsibilities Dignity of the human person	In the Desert Fox Fantastic Mr Fox Stewardship	City Life (Art) 101 Dalmations The dignity and rights of workers	Tudors Varro's Paw Option for the poor and vulnerable	USA The Iron Man Promotion of peace	Moving Monsters (DT) Mopins Diary of a killer cat/Charlotte's web Solidarity	Ancient Egyptians Secrets of a sun king Rights and responsibilities Dignity of the human person
Themed Day	The Olympics Chocolate	Where does our food come from? Earning a Living		Viewpoints (Art) Sandwich Snacks (DT)			
KS2 5/6 Year A	Victorians Skilling Rights and responsibilities Dignity of the human person	Investigating Rivers Cogheart Stewardship	Gallery Rebels (Art) Cogheart The dignity and rights of workers	WW1 Street Child Promotion of Peace	South America Eye of the Wolf Option for the poor and vulnerable	Funky Furnishings (DT) Lemony Snicket: A bad beginning The dignity and rights of workers	Mayan Civilisation The Hobbit/I know what you did last Wednesday Rights and responsibilities Dignity of the human person
Themed Day	Medicine and disease The changing role of women	The United Kingdom Water World		Street Art (Art) Great British Dishes (DT)			
KS2 5/6 Year B	Crime & Punishment (Anglo Saxons – Now) The Borrowers Rights and responsibilities Dignity of the human person	Extremes Earth The Lion, the Witch and the Wardrobe Stewardship	Hola Mexico (Art) Holas Solidarity	WW2 Goodnight Mr Tom Promotion of peace	North America Stormbreaker/Artemis Fowl Option for the poor and vulnerable	Bread (DT) Harry Potter and the Philosopher's Stone Option for the poor and vulnerable	Ancient Greece Skulduggery pleasant Rights and responsibilities Dignity of the human person
Themed Day	Titanic The Atlantic Slave Trade	What is China Like? Natural Resources		Chinese Art (Art) Fashion and Textiles (DT)			