



‘With God, Nothing is Impossible’

St Matthew's C.E Primary School **Curriculum Policy**

New Curriculum 2014:

Schools are required to deliver the statutory New National Curriculum, from September 2014. **The focus of the new curriculum is to:**

- **learn fewer things in greater depth,**
- **ensure secure and deep understanding**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant subject-specific programmes of study.

This policy considers St Matthew's revised curriculum; reflecting the broad and balanced curriculum we will continue to offer.

Values

At St Matthew's C.E. Primary, we acknowledge and celebrate our children's heritage. Through becoming more open about our own experiences and literacy practices, we hope to build more reciprocal relationships and **find out more about our children's individual passions, preferences, interests and practices both within and beyond school.**

'This approach acknowledges how every home brings with it identities, dispositions, stories, objects, artefacts, memories, languages and resources. This implies a wealth model of literacy by which families' cultural capital can be drawn upon when planning...'
Pahl and Rowsell, 2005:54

We believe that through creating a more responsive and flexible curricular, we will enable children to draw on their 'funds of knowledge' in school, thus promoting increased engagement and motivation. We hope children will show more independence and commitment as learners and lead the learning with their questions and interests.

This forms the foundation of our wider school curriculum, alongside our Christian values, beliefs and practices.

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Overall Aims:

- To link children’s home and school literacies - **developing 'two-way traffic' to recognise and celebrate the 'funds of knowledge' within families**
- To engage with practical ideas which build on children’s 'funds of knowledge' in the classroom. This includes embracing and expanding our understanding of literacy in the 21st century, **including children’s digital competencies.**
- To provide a range of approaches which can be used to develop teaching repertoires in order to support diverse learners to make progress
- **To provide opportunities for the children to make links in their learning, across the curriculum. (Building Communities, Researching Literacy Lives, 2010, UKLA)**

Topic themes - Overview:

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------------------|------------------------------|--------------------------|-------------------------------|-----------------------|---------------------------|-----------------------------|
| SLL Theme | Our Lives, Our Family | Our Community | Our World | Our Passions | Our Global Village | Our Future |
| Subject | History | Geography | Art | History | D&T | Geography |
| Rec | Grand Designs | Helping Hand | All Creatures Great and Small | Superheroes | Eco Warriors (3Rs) | Back to the Future |
| Y1 | Living Memory | Town and Coast | Printing | Great Explorers | Structures | Continents of the World |
| Y2 | The Great Fire of London | Town and Mountain | Sculpture | Birmingham's Blitz | Textiles: Templates | The United Kingdom |
| Y3 | The Stone Age | Spain | Collage | Ancient Egypt | Textiles: 2D to 3D | Urban and Rural Settlements |
| Y4 | The Legacy of Ancient Greece | Italy | Mosaics | Roman Britain | Nutrition and Cooking | Coastlines and Mountains |
| Y5 | The Anglo-Saxons | United States of America | Painting | Ancient Baghdad | Structures: Frames | Rivers and The Water Cycle |
| Y6 | The Vikings | Brazil | Drawing | The Battle of Britain | Textiles: Fastenings | Local Study |

Our Lives and Families

This theme sets the scene for the rest of the 'Our' topic themes, throughout the year. It provides an opportunity for the teacher and child to engage on a personal level and share prior experiences of family, background and heritage.

The class teachers should think of the learners in their class and consider: Who they are at home and at school? What are their 'literacy' experiences? What roles do they play at home and at school?

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It is also an opportunity for the teacher to share their home, school and family life with the children, giving their pupils someone to identify with. This could be shared through photographs, artefacts or conversations.

Our Community

This provides an opportunity to extend the learning into our local area of Nechells and wider Birmingham. It places the children at the centre and examines changes that have taken place to the people and areas that they live in.

Our World

This theme provides an opportunity for the children to do an in depth study of the people, places and contrasts of one of continents of the world.

It offers the opportunity, for teachers to share their stories of belonging, migration and heritage. It also means that children and parents can engage re-visit and share their culture and identity.

This theme culminates in a whole school presentation of artwork, inspired by research undertaken.

Our Passions

This theme provides the framework for the study of particular famous historical people, who have been passionate in various ways.

It also provides an opportunity for the teacher to plan to share the things that you are passionate about, as well finding out what the children love.

All year groups have an author focus. The premise is that authors are passionate about writing. This provides an opportunity to find out about your author's life, history and introduce them to the books the author has written. The author is the focus throughout the unit, so it provides a range of literacy opportunities, using their texts (both fiction and non-fiction). **The class teacher can also plan opportunities to read aloud and to read for pleasure.**

Our Global Village

The term "**Global Village**" is mostly used to describe the Internet and World Wide Web. On the Internet, physical distance is even less of a hindrance to the real-time communicative activities of people. Therefore, this technology fosters **the idea of society as different parts grouped together to form a whole - a unified global community.** This enhanced speed of communication online and the ability of people to read about, spread, and react to global news very rapidly, forces us to become

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more involved with one another from countries around the world and be more aware of our local, national and global responsibilities.

This theme is about sustainability and the environmental issues that we face, as citizens of a global world. Teachers should share with the children what they personally do to secure the global village? Try to ensure that this topic is current in terms of both local and national issues/debates, as well as what is relevant to the children at a local level.

Our Future

This theme is about looking ahead and thinking and about what we can do to positively affect our own/others futures. Often, this will mean having to look at the past, both historically and socially, examining what has happened and seeing what we can do to build on this. The hope is that we can help to create new and exciting futures, for ourselves and others.

The Purposeful Outcome

The purposeful outcome is the culmination of a unit of work. It is designed to give the teacher and the class an opportunity, to share an aspect of the project with an audience. **Each year group has three purposeful outcomes, throughout the year. One of which will be a class assembly.**

It provides a real opportunity, to plan for a rich mix of spoken language experiences, as outlined in the new curriculum, in order to develop and strengthen oracy skills. The oracy skills should show progression throughout the year. **Teachers should aim to develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject.** They should also bear this in mind, when planning for the purposeful outcome.

Planning

Every year group has a Long Term Overview. All teachers are expected to produce a Medium Term Plan for each of their themes. This is then developed into weekly plans, incorporating learning questions and the key vocabulary. Alongside the statutory elements of the new curriculum 2014, at St Matthew's we also expect the curriculum to be responsive. **Teachers should ensure their theme reflects the most current social, political and economic focus. This will mean, that our children are engaged in issues/debates and discussions that are relevant, up-to-date and really matter.**

Teachers are expected to use the skills documents we have provided, to ensure the children are being taught at their level and that there is differentiation, as well as clear progression within the mastery curriculum. **When teachers are planning they need to consider:**

- What have we got to teach? - The mastery elements of the POS - New curriculum 2014
- What do we want to teach? - anything else we believe is important for our children - literacy lives/funds of knowledge)
- Why are we teaching it?

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- **How are you going to teach it? - creating the right 'context for learning'; giving pupil's more responsibility for their learning.**

Teachers should wherever possible, plan in opportunities for the children to experience visits/trips to relevant places linked to their themes.

English across the curriculum

'In the best practice in primary schools, teachers have considered carefully where pupils might apply their writing skills either in other subjects or through thematic or topic-based work. Teachers also used key subject terminology from English and set common expectations so that pupils would clearly recognise that they were expected to apply skills learnt in English to the concepts and knowledge acquired in the subject.'

Reading, writing and communication: OFSTED, October 2011.

When teachers' are planning their topics, they need to think about the writing/reading opportunities that can be planned into it. This should link to the new/previous English units of work. Class teachers should think about how you will ensure that the children really get to apply the skills that they are/have been taught (**the Talk for Writing - 'innovation/invention stage**). **There should be a particular emphasis on: embedding spelling; punctuation, grammar and handwriting skills.**

There should be opportunities for the children to choose the text type/form, linked to purpose and audience. The better the purpose and audience (real or imagined) that can be created; the greater the wealth of different writing opportunities can be planned for. **Teachers should wherever possible, make use of quality text/picture books, films/documentaries and other multi-modal resources to support their planning.**

The English skills, that are being applied should be added to the Steps to Success and marked appropriately.

Assessment:

Teachers' will need to make an evidence-based judgment about where the children are, at the end of the unit. This will be categorised, under the headings **emerging, expected, and exceeding**. All planned lessons will feed into the end of unit judgment.

Work will be differentiated as usual and at the end of the unit, teachers'/pupils' decide what the final expectations, are at these three points:

- **emerging** - has not met the year group objectives
- **expected/met** - Pupils are here if they have been assessed to be meeting all the expected statements
- **exceeding** - this is not just about working at the next year group. It is about being able to apply and deepen learning

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Based on the evidence that has been gathered, once teachers' have decided where the pupils' are, the results will enter this into the **TRACE** Assessment and Reporting Tool. Teachers' may need to do an end of unit test, in order to support these judgments.

Resources

All the resources for the Topic themes are stored in the Resources Room. Each year group has a box, which contains books, plans and documents linked to the theme being covered. With the introduction of the New Curriculum 2014, the resources for all Topic will be updated, on an on-going basis. The Curriculum Lead will also subscribe to web-based resources, to support the delivery of the new curriculum 2014 themes.

SEN

In the case of specific difficulties it may be necessary for the class teacher, in conjunction with the Curriculum Lead/SENCO, to devise an individual programme of work to accommodate the child's need and facilitate progress towards agreed objectives.

Equal Opportunities

We provide opportunities throughout the Topics for all pupils in which equality of opportunity is supported. This is irrespective of gender, race, creed and disability, taking into account the individual needs of all children.

The Curriculum Lead/KS1/2 Co-ordinators and SLT will monitor the implementation of this policy on a regular basis.

Updated by Sonia Thompson - DHT/Curriculum Lead

Date agreed by the Governing Body: 23rd March 2016

Signed: (Chair of the Governing Body) _____

Policy to be reviewed in March 2017