



**St. Basil's**

Catholic Primary School

'We love, learn and succeed together'

# Curriculum Statement

# 2019



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## Curriculum Intent

We use the National Curriculum and the *guidance from the Bishops of England and Wales* to determine the knowledge content of the curriculum.

We strive to ensure that the curriculum is coherent, inspiring, rich in experience and relevant to the lives of our children with purposeful and engaging outcomes which enable them to reach their full potential.

## Aims

- Celebrate and teach the Gospel values within a faith community, nurturing and developing the whole child
- Teach and develop the values, skills and processes to build, maintain and repair relationships
- Enable children to become responsible and respectful citizens so that they may contribute positively within a culturally diverse society and make a difference to our world
- Inspire in children a love of learning that builds upon their interests
- Develop children's communication and language skills
- Ensure reading permeates all areas of the curriculum developing children's knowledge, skills of enquiry and empathy
- Systematically and consistently secure children's basic skills and their ability to think creatively, reason, problem solve and undertake learning at a deeper level
- Engage children through thematic approaches to develop their skills, knowledge and understanding
- Make meaningful links between subjects and build upon children's life experiences
- Promote both independent and collaborative learning
- Ensure opportunities for children to make choices, determine challenge, take risks and demonstrate resilience in their learning
- Foster in children a sense of pride and recognition of their achievements and the ability to identify their next steps in learning
- Encourage aspirations and lifelong learning skills which will facilitate both future choices and lifestyle

## Curriculum Design

Our curriculum design gives each year group the opportunity to cover a broad range of themes and subjects. Topics last either a half or full term depending on the amount of content and the children's interests. In some cases, topics may be taught for a shorter period, for example during a science or business and enterprise week (Appendices - Curriculum Maps)

## Four modes of learning

The four modes of learning are derived from research and connect the teaching and learning methodologies required to secure different types of learning outcome (Appendix 1). A rounded learner will be one that has mastered core knowledge and skills related to a subject area (Foundational Learning), can articulate and synthesise knowledge and skills across a range of domains and contexts (Conceptual Learning), can work with others to apply learning to authentic tasks and challenges (Collaborative Learning) and knows themselves well as a learner – both how they learn and how their learning relates to their individual plans (Personal Learning).

Both Foundational and Conceptual Learning modes secure academic skills.

### *Foundational Learning*

Foundational Learning is important because it maximises mental capacity for high order cognitive processes. The features of successful Foundational Learning are: **accuracy, fluency and automaticity** in core skills and knowledge (basic skills).

Essential ingredients of successful Foundational Learning are:

- a focus on key content and high utility skills and knowledge
- clear progression and sequence through hierarchical learning objectives with progression related to competence
- 'errorless' learning opportunities – avoidance of rehearsal of incorrect responses
- high numbers of planned learning opportunities organised within short but frequent sessions
- planned learning opportunities incorporate previous learning with new learning

**Fast Learning** is one teaching strategy employed to develop accuracy, fluency and automaticity.

### *Conceptual Learning*

Conceptual Learning is the learning mode by which children acquire concepts. It secures the connections between **knowledge, understanding and skills** in and across curriculum subjects.

Its features include a broad range of active learning processes that allow children to 'make meaning', such as: open questions and interpretations; paraphrasing, analysis, evaluation and synthesis.

## Putting the curriculum into practice

Our curriculum is carefully planned to ensure a sequence of progression of skills and knowledge. Learning is a continuous process of building upon children's prior experiences, skills, knowledge, and understanding. Across the curriculum, the skills required to enable children to unlock the knowledge prescribed within the national curriculum, are identified. These ensure mastery through the child's depth of understanding and ability to apply knowledge within their learning.

These 'keys' are identified in all areas of learning.



**Gateway Key**  
Previously acquired skills,  
knowledge and understanding



**Mastery Key**  
New skills required to unlock  
the knowledge



**Knowledge Key**  
New knowledge to be acquired

Our curriculum is built upon five phases of learning – engage, develop, apply, deepen and reflect. These five distinct stages actively promote children's learning and thinking.

Throughout the learning phases, children are given opportunities to apply the characteristics of effective learning from the early years foundation stage (Appendix 2) leading to the development of philosophical thinking skills: collaborative, caring, critical and creative (Appendix 3)

Communication, language and literacy development is given high priority so that children have the necessary thinking and reasoning skills to access learning.

#### **Engage**

- hook learners in with a memorable experience
- set the scene and provide the context through the *big question*
- establish learners prior knowledge and experiences
- generate learners questions and personal lines of development

#### **Develop**

- break down concepts so that they are clear and achievable
- share knowledge and key vocabulary
- teach and model new skills and strategies
- provide a range of starting points

#### **Apply**

- practise and consolidate learning
- discuss learning and adapt to maximise progress
- introduce new challenge and move on as soon as it is secure
- teach and model further strategies

#### **Deepen**

- learners choose starting points and strategies
- apply skills and knowledge to a variety of contexts and outcomes
- learners explain their thinking, reasoning and choices
- work in groups and independently to solve problems

### *Reflect*

- encourage reflective talk by asking questions
- provide opportunities for shared evaluation
- celebrate success
- identify next steps for learning and links to future learning

## Distinct Features of our Curriculum

### Social, Moral, Spiritual and Cultural Education

Spiritual, moral, social and cultural development (SMSC) is woven throughout the curriculum. As a whole school we undertake units within the *Pathways to Write* that focus upon SMSC themes, for example refugees and the environment.

### Restorative Approaches

Restorative Approaches and Practices provide the foundation to build, maintain and repair relationships positively within the whole school community. Restorative approaches are value-based and needs-led. They are part of the broader ethos that promotes strong, mutually respectful relationships within a cohesive community and are the foundations upon which good teaching and learning can flourish.

In our school community, children are given a lot of responsibility for decision-making on issues that affect their lives, their learning and their experiences of school.

### Communication, Language and Literacy

The communication, language and literacy skills of vocabulary development, verbal reasoning, talk for learning, reading and writing are systematically taught and embedded throughout all areas of the curriculum.

### Philosophy for Children (P4C)

Philosophy for Children (enquiry based learning) offers a way to open up children's learning through enquiry and the exploration of ideas. We teach P4C so that children learn that their ideas have value, and that the ideas of other children have value too. Through P4C they realise that they don't always have to be right, but they gain the confidence to ask questions and learn through discussion. The P4C approach is used to enrich all areas of the curriculum and enables children to become better learners.

### Memorable Experiences

Learning is enhanced and children's curiosity stimulated through rich and varied experiences. These may include: class novels, educational visits, visitors who share their expertise and experiences, outdoor learning and WOW moments.

### Class Learning Forums

Class Learner Forums are a strategy to build learner voice and secure improved learning outcomes on an ongoing basis. Discussion is focused upon:

- review and self-evaluation by learners to identify success and areas for development
- recognition and understanding of which strategies and approaches have helped them to secure knowledge, skills and understanding
- Identification and ownership how learning could be improved in the future

## Learning Passports and Knowledge Organisers

Learning Passports and Knowledge Organisers support children with their journey through each of the phases of learning.

<b>Phases of Learning</b>	<b>Learning Passports</b>	<b>Knowledge Organisers</b>
Engage	Set the scene and provide the context through the <i>big question</i> Establish learners prior knowledge and experiences Generate learners questions and personal lines of enquiry	
Develop		Share knowledge and key vocabulary
Apply		Practise and consolidate learning
Deepen	Learners explain their thinking, reasoning and choices (personal lines of enquiry)	
Reflect	Encourage reflective talk by asking questions Provide opportunities for shared evaluation Identify next steps for learning and links to future learning	

## Subject Coverage

### Religious Education

We follow the Come and See programme of Religious Education, recommended by the Archdiocese of Liverpool as our scheme of work.

Come and See is an invitation to exploration and promise of life for everyone. It offers the opportunity to search, to explore, to discover, and to respond; this is part of what it is to be human.

Come and See aims to raise questions and provide materials for children to reflect on their own experience. For all children the programme will raise questions of meaning and purpose and enable children to think critically, providing materials for reflecting on their own experience.

It will help them to explore the beliefs and values and the way of life of the Catholic traditions, and of other faith traditions, developing good attitudes and dispositions so that children are instilled with a 'love of learning' and a desire to go on learning.

Children will be offered a sense of self-worth through experience of belonging to the caring community of St Basil's.

Come and See helps us search for the answers to:

***Where do I come from? (Life-Creation)***

***Who am I? (Dignity – Incarnation)***

***Why am I here? (Purpose-Redemption)***

The Come and See flower has the image of Christ in the centre of it symbolising that everything is rooted in Christ. Jesus is at the 'heart of the programme.'



In the Autumn Term we consider God the Father and the question, '*Where do I come from?*' – Life and Creation through the:

Church Theme: Family-Domestic Church

Sacramental Theme: Belonging – Baptism/Confirmation

Christian Living Theme: Advent Christmas – Loving.

In the Spring Term we consider God the Son, Jesus and the question, '*Who am I?*' – Dignity and Incarnation through the:

Church Theme: Local Church – Community

Sacramental Theme: Relating – Eucharist

Christian Living Theme: Giving – Lent/Easter.

In the Summer Term we consider God the Holy Spirit, and the question, 'Why am I here?'- Purpose and Redemption through the:

Church Theme: Pentecost -Serving  
Sacramental Theme: Inter-Relating-Reconciliation  
Christian Living Theme: Local Universal Church – World.

Each term each Year group works through the same theme within a different topic (Appendices – Curriculum Maps).

The process for delivering the topics in 'Come and See' has three stages – Explore, Reveal and Respond which enable pupils to develop knowledge, understanding, skills and attitudes.

### Personal, Health and Social Education

PHSE is an important aspect of our curriculum and is taught both discretely in assemblies and circle time, including restorative circles, and directly using the Jigsaw scheme. The Jigsaw scheme of work aims to prepare children for life, helping them really know and value who they truly are and understand how they relate to other people.



### English

As a core subject, English is at the heart of our curriculum and is taught through a text based, real book approach 'Pathways to Write' (Appendices – Curriculum Maps).

Each unit covers:

- a range of reading and writing genres and, where appropriate, links to other areas of the curriculum, cultural and social traditions
- opportunities for the development of spoken language
- spelling, vocabulary, grammar and punctuation taught both within the 'Pathways' units and across all subjects

In addition the basic skills of English grammar, punctuation, spelling and handwriting are taught discretely in short focussed sessions. A cursive handwriting style is taught.

Reading and the love of reading is the cornerstone of all learning. This is taught through:

- *Pathways* whole class texts
- daily class novels
- guided reading
- reading across the curriculum
- author focus

We support our pupils to get them read quickly. To achieve this we prioritize the acquisition of Communication and Language skills from an early age alongside the systematic teaching of phonics (Letters and Sounds) and early reading skills.

A range of reading schemes, along with a variety of high quality books and texts are used in both guided and independent reading to promote a love of reading, capture children's interests and support learning across curriculum. We do not have a set scheme for reading but the books that the children read are Book Banded and the pupils are regularly benchmarked using the Nelson Benchmarking kit.

Daily guided reading sessions ensure short but frequent opportunities for the systematic teaching of:

- reading fluency, pace and expression
- reading skills, knowledge and understanding (comprehension, inference, prediction and evaluation)
- vocabulary development
- cross curricular reading and research
- development of personal lines of enquiry

## Mathematics

Maths is taught discretely in accordance with the National Curriculum with considerable importance placed upon fulfilling the aims of fluency, reasoning and problem solving. We meet these three aims by building a progression of the objectives following a Concrete, Pictorial, Abstract (CPA) approach.

Maths lessons are delivered across the Key Stages on a daily basis. We use a wide range of equipment and resources and vary the way the lessons are taught to ensure they are stimulating, engaging and encourage active participation.

Across the curriculum, opportunities are planned for children to apply mathematical skills to real life contexts, providing depth to learning.

## Science

Through the science curriculum we nurture children's natural curiosity and their on-going intellectual development. Through a practical, inquiry-based curriculum, children have the opportunity to explore and investigate their ideas. They are encouraged to be independent learners, planning their own investigations, asking questions, making predictions and drawing conclusions.

## Computing

The core skills of computing are taught as a discrete programme across school. However, other elements of the computing curriculum are integrated into the curriculum as part of project work. These include e-safety, digital publication and presentation, research, data handling and the use of digital media.

## Design and Technology

Using creativity and imagination, children design and make products across a variety of contexts. They share and evaluate their own work.

## History

Children develop an awareness of the past and use common words and phrases about the passing of time. Each classroom uses a timeline, consistent in format across the school, which can be added to as new and curriculum-relevant events are learned over the year. Children ask and answer questions and understand how we find out about the past.

## Geography

Children develop their knowledge about the world, the United Kingdom and the local area. They learn the names of the continents and oceans using maps and atlases to locate and contextualise places including the characteristics of a range of the world's most significant human and physical features, advancing their geographical knowledge, locational awareness and place knowledge.

## Art

Children are engaged, inspired and challenged to learn new skills to develop and create their own works of art, craft and design. We explore drawing, colour, texture, form, sculpture, printing and pattern.

## Music

Music is taught by specialist teachers across Key Stage 2. Children use their voices expressively and creatively, play instruments, listen constructively, experiment with sounds, play and perform, improvise and compose, use notations and develop an understanding of the history of music. Clubs are also run to develop musical knowledge even further.

## Physical Education

At St Basil's, Physical Education and sport are highly valued. Our curriculum supports children to challenge themselves and offers opportunities for them to develop basic skills and confidence in a range of sports and activities. We aim to help them become more physically active and aware of making the right choices in how to lead healthy lives.

## Modern Foreign Languages - French

Children are introduced and taught the basics of the French language across Key Stage 2 to build fluency and confidence year on year. Children learn how to talk about themselves and their families, food and places, celebrations and common vocabulary. They learn through songs and games and as much verbal interaction as possible gaining an insight into a different European culture.

## Assessment

Teachers use a variety of strategies to assess what children have learnt and understood and seek regular opportunities for children to demonstrate this through a variety of ways. This information is used to inform teaching and learning on a daily basis.

## Evaluating the Curriculum

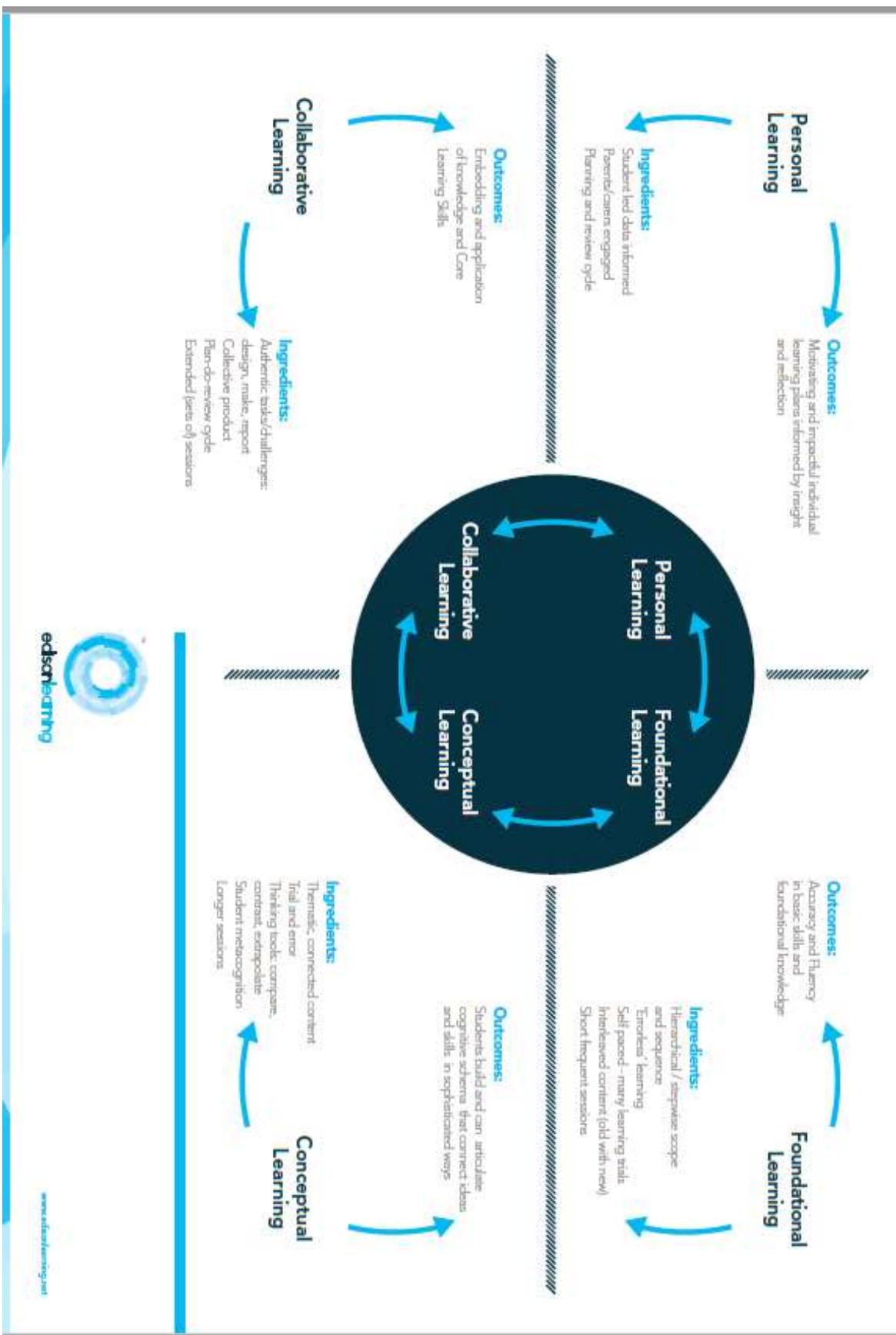
Through the monitoring processes within the school, the impact of the curriculum is evaluated by:

- pupils
- class teachers
- subject leaders and curriculum teams
- senior leaders
- governors

This includes:

- pupil voice
- lesson observations
- book monitoring, including floor books
- achievement overviews and analysis of attainment and progress
- parental questionnaire

We use this information as part of our self-evaluation processes to inform future curriculum planning and drive whole school priorities through the School Strategic Development Plan (SSDP) and subject leader action plans.



# Characteristics of Effective Learning

## Engagement

### Playing and Exploring

#### Finding out and exploring

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open-ended activity
- Showing particular interests

#### Playing with what they know

- Pretending objects are things from their experience
- Representing their experiences in play
- Taking on a role in their play
- Acting out experiences with other people

#### Being willing to 'have a go'

- Initiating activities
- Seeking challenges
- Showing a 'can do' attitude
- Taking a risk, engaging in new experiences, and learning by trial and error

## Motivation

### Active Learning

#### Being involved and concentrating

- Maintaining focus on their activity for a period of time
- Showing high levels of energy, fascination
- Not easily distracted
- Paying attention to details

#### Keeping on trying

- Persisting with activity when challenges occur
- Showing a belief that more effort or a different approach will pay off
- Bouncing back after difficulties

#### Enjoying achieving what they set out to do

- Showing satisfaction in meeting their own goals
- Being proud of how they accomplished something – not just the end result
- Enjoying meeting challenges for their own sake rather than external rewards or praise

## Thinking

### Creative and Critical Thinking

#### Having their own ideas

- Thinking of ideas
- Finding ways to solve problems
- Finding new ways to do things

#### Making links

- Making links and noticing patterns in their experience
- Making predictions
- Testing their ideas
- Developing ideas of grouping, sequences, cause and effect

#### Choosing ways to do things

- Planning, making decisions about how to approach a task, solve a problem and reach a goal
- Checking how well their activities are going
- Changing strategy as needed
- Reviewing how well the approach worked



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# Year X Curriculum Overview 2019-20

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

## Religious Education

**PHSE**

Being Me in My World

Celebrating Differences

Dreams and Goals

Healthy Me

Relationships

Financial Education

## English

**Maths**

## Science

## Computing

**History  
and Art**

**Geography  
and DT**

**Music**

**Dance**

## Visits and Visitors

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