



# **Saint Norbert's Catholic Primary Voluntary Academy**

## **Curriculum Intent**

*(2019)*

**CURRICULUM INTENT 2019**

“To Live, Love and Learn in the Footprints of Jesus.”

**UN Convention on the Rights of the Child**

We are a Rights Respecting School (Gold) and aim to ensure that children's rights, alongside our Gospel Values, underpin all that we do.

**What is our Curriculum designed to do?**

We see our curriculum as a mechanism for progression in each subject to enable all children to fully develop an holistic education and life skills which will enable them to be ready for their next phase. Our aim is to fully prepare the children to be happy, fulfilled and successful. We are interested in them achieving highly academically, but we also ensure that their education enables them to be 'well-rounded'. We give them many opportunities to develop their talents. We enjoy serving our community, understanding our own culture and that of others. Spiritual development is very important to us and we also encourage our children to live by the Gospel values, treating others as they themselves would like to be treated. Welcoming others with good manners and respect is a daily part of our school life.

**Addressing social disadvantage**

When planning a curriculum, we recognise the social and economic backgrounds of our families. Within PSHE and citizenship, account is made of the socio-economics of the area and we recognise that the children need both a sense of valuing themselves, and developing aspirations for their future and for their community.

**Our ambition for all pupils**

We have high aspirations for all pupils. We acknowledge the part that we play in pupils' social mobility; our rich curriculum tradition ensures that pupils who are disadvantaged in any way enjoy parity with their peers. We have designed our curriculum to provide a breadth of experiences. We are passionate; we pursue excellence and ensure that children are equipped with the skills to succeed.

By the time children leave our setting, we want them to have enjoyed a wealth of experiences and opportunities that we believe are essential components of a quality education – visits, sporting competitions, trips to the pantomime, presentations, performances, etc.

**The breadth of our curriculum**

We offer children a broad curriculum, with topics relevant to their needs and interests, based on the National Curriculum. Staff annually review long and medium-term plans to cater for our mixed year group structure.

In addition to the National Curriculum we provide lots of enrichment opportunities, including visits and visitors. We undertake regular projects which contribute to and enhance work in other subjects (e.g. STEM activities; Scunthorpe Music Festival; Scunthorpe Speech and Drama Festival; Lincolnshire Show; Science and Art exhibitions; Artsmark Award; UNICEF Rights of the Child; International School Award; School Games Mark; Eco School Award; Quality in Careers Education Kite Mark; Fair Trade).

We have strong links with other schools to further enhance our PSHE, RE, Geography and Citizenship curricula.

**Subject Leaders**

Our Subject Leaders oversee, develop, monitor and evaluate the effectiveness of their subject across all year groups and phases. Staff are committed to delivering high-quality learning experiences throughout the curriculum and recognise their contribution to the school's own evaluation of its effectiveness.

Subject leaders are responsible for curriculum coverage of all subjects, with all middle leaders being aware of the curriculum expectations and in turn planning the skills within their respective curriculum areas. The curriculum is designed to ensure: deep learning, with focus made on extending those who are working at a greater depth within the curriculum areas; engagement with their learning and initiating the direction of the units of study, particularly in the foundation subjects along with breadth and balance. Not only do staff review the actual curriculum regularly, but also the principles for learning and teaching.

### **Curriculum Implementation**

We plan and sequence the curriculum to build upon what has been taught before, using high quality schemes of work which have a clear structure and progression of skills.

Our curriculum is structured using a variety of resources including Early Years Outcomes, National Curriculum Statutory Guidance, Values Based Learning, Learning Challenge Curriculum, RE..., Outdoor Learning and enhancement opportunities which support teaching of the curriculum.

### **Learning Research**

The academy has recognised the use of clear, focused learning intentions and success criteria as an effective tool in gaining intended learning outcomes. Staff have had training to use effective questioning techniques to develop higher order thinking skills. In lessons we provide opportunities for study but we strive to provide as many recall and application activities as possible to support the retention of knowledge and understanding.

### **Values Based Learning**

We use Values Based Learning which is a rolling programme of focus values which are introduced in assemblies, discussed in class and promoted through activities and actions. Each subject leader ensures that there is appropriate curriculum coverage of Fundamental British Values, including the 9 protective characteristics. Children learn to take personal responsibility for their own thoughts and actions.

### **Curriculum Content**

#### **RE**

Religious Education enables children to investigate and reflect on some of the most fundamental questions asked by people. At our school we develop the children's knowledge and understanding of their own faith and the major world faiths; we address the fundamental questions in life, for example, the meaning of life and the existence of a divine spirit.

We plan our Religious Education curriculum in accordance with the Nottingham Diocese Agreed Syllabus and the revised Curriculum Directory. Our 'Come and See' RE scheme is used for the majority of RE lessons.

We enable children to develop a sound knowledge - not only of Christianity but also of other world religions, especially those that are the main faiths of children within our school. Children reflect on what it means to have a faith and to develop their own spiritual knowledge and understanding. We help the children learn from religions as well as about religions.

#### **Maths**

Mathematics helps children to make sense of the world around them through developing their ability to calculate, to reason and to solve problems. It enables children to understand and appreciate relationships and pattern in both number and space in their everyday lives. Through their growing knowledge and understanding, children learn to appreciate the contribution made by many cultures to the development and application of Mathematics.

We aim for our children to be able to:

- develop a positive attitude to maths as an interesting and attractive subject in which all children gain some success and pleasure
- develop mathematical understanding through systematic direct teaching of appropriate learning objectives

- encourage the effective use of maths as a tool in a wide range of activities within school and, subsequently, adult life
- develop an ability in the children to express themselves fluently, to talk about the subject with assurance, using correct mathematical language and vocabulary
- develop an appreciation of relationships within maths
- develop ability to think clearly and logically with independence of thought and flexibility of mind
- develop an appreciation of creative aspects of maths and awareness of its aesthetic appeal
- develop mathematical skills and knowledge and quick recall of basic facts

## **English**

We aim to develop pupils' abilities within an integrated programme of Speaking & Listening and Reading & Writing. Pupils will be given opportunities to acquire English skills within a broad and balanced curriculum.

We aim for our children to be able to:

- Read and write with confidence, fluency and understanding, orchestrating a range of independent strategies to self-monitor and correct.
- To develop enthusiastic, independent and reflective readers who will read widely for study and for pleasure.
- Have an interest in words, their meanings; developing a growing vocabulary in spoken and written forms.
- Understand a range of text types and genres – be able to write in a variety of styles and forms appropriate to the situation.
- Develop the powers of imagination, inventiveness and critical awareness.
- Have a suitable technical vocabulary to articulate their responses.
- To engender a love and appreciation of English in our children by developing to their full ability to understand, use and enjoy English.
- To develop a high standard in our speaking and listening skills, enhancing children's understanding in both spoken and written forms and of the way language can be used to communicate.
- To develop cross-curricular links.
- To be inclusive, supporting the more able as well as those with additional needs.

## **Phonics**

Read Write Inc. is the primary resource employed by the school in the Early Years and Key Stage One to provide lively and vigorous teaching of synthetic phonics. Children learn the 44 common sounds in the English language and know how to sound-blend words for reading at the same time as developing handwriting skills and spelling. As children are taught to decode and encode, they are also taught to comprehend and to compose.

As children enter the Early Years, their abilities and prior knowledge of letters and sounds are assessed as their auditory and sound discrimination skills are practised.

## **Music**

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. At St Norbert's Academy we make Music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build the confidence of all children.

## **Modern Foreign Languages**

We believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others.

## **Computing**

Our Computing curriculum equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming.

Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

### **Physical Education and Sport**

We believe that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a child's physical and emotional development and health. The physical education curriculum aims to provide for pupils' increasing self-confidence through an ability to manage themselves successfully in a variety of situations.

A balance of individual, team, co-operative and competitive activities aims to cater for individual pupil needs and abilities. Cross-curricular themes are exploited by using physical education as a vehicle for a wide range of stimulating learning experiences.

### **Outdoor Learning**

Where possible, we take children outside the classroom to make learning more relevant to their lives in the community and wider world. We encourage children to be responsible for and respect the local community and environment, giving them a sense of belonging and ownership of the place in which they live. We explore the uses of the local area, integrating subjects so that meaningful activities can be planned and delivered effectively and regularly.

### **Visits and Visitors**

We recognise that children's learning is enhanced by different experiences. We therefore offer a wide range of educational visits which are used to motivate and engage. Regular visitors in school give the children another perspective on values, attitudes, learning and understanding. These include charities, people from different professions and the community.

### **Lunchtimes**

We consider lunchtime to be an extension of the curriculum. Children have the opportunity to practise the transferable skills they have learnt during lessons. Structured play opportunities are provided; children are encouraged to think creatively and be imaginative in their play.