



## **St Joseph's Catholic Primary School, Bingley**



### **Curriculum Policy**

#### **Our Vision**

*'Learning with Jesus, to be the best we can be'*

#### **Our Mission**

*"Go ye therefore and teach all nations" Mtt 28: 19*

-  We aim to grow in knowledge and friendship with God
-  We, the governors, the Headteacher and the staff will uphold the Catholic Values of our school life
-  We will feel compassion for others in difficulties
-  We aim for a welcoming, Christian atmosphere
-  We live our lives according to Gospel values, following the examples of the Saints
-  We will achieve the best we can academically, spiritually and in everything we do
-  We will work in partnership with our families, our parish, other schools and our diocese to create a community of faith
-  We welcome other faiths working in harmony with Catholic traditions
-  We will deliver a high standard of Religious Education which will be reflected in all of our teaching
-  Prayer and Collective Worship will be at the heart of our school life and we will enjoy regular visits from our parish priest who leads us in our spiritual development
-  We will care for our world and everything in it

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Reviewed: June 2019



## Introduction

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to put God at the centre of everything that we do at St Joseph's. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others while developing knowledge and skills, so that they achieve their true potential.

## Values

Our school curriculum is underpinned by the values that we hold dear at our school. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. ***We are learning with Jesus, to be the best we can be.***

Our school exists to enable children and adults to grow towards Christian maturity based on the life and teachings of Jesus as revealed in the Gospels and in the Traditions and Doctrines of the Roman Catholic Church.

Most children are in this school because they are baptised Roman Catholic and their parents have chosen to send them here, whether or not parents are practising Roman Catholics. We aim for a welcoming atmosphere, led by the example of the school staff, living their Faith. We value the personal, creative and academic development of each individual child. We strive to foster the Faith of the individual by example, by common assembly, by the common practice of the Sacraments, celebration of Feast days, by providing a curriculum ensuring a Catholic setting in which children grow in understanding. We value cooperation with the Parishes, Parents and community, particularly during Harvest Festival, Christmas, Lent and Easter. We encourage the children to help one another and less fortunate members of society. We recognise the value of the individual child and the value of the school; we continue and build on what began in the home, in an extended family atmosphere. In the context of the Christian Partnership of Home, Church and School, we aim to help each child achieve his/her academic, emotional, physical and spiritual potential.

## Aims and objectives

The aims of our school curriculum are:



- to teach children to have an awareness of their own spiritual development, and to understand right from wrong; to be able to grow in the love of God and live the Gospels
- to enable all children to learn and develop their skills to the best of their ability;
- to promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning;
- to teach children the basic skills of English, Maths and computing
- to enable children to be creative and to develop their own thinking;
- to teach children about their developing world, including how their environment and society have changed over time;
- to help children understand Britain's cultural heritage and British Values;
- to enable children to be positive citizens in society;
- to fulfil all the requirements of the National Curriculum
- to help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all;
- to enable children to have respect for themselves and high self-esteem, and to be able to live and work co-operatively with others.

### Organisation and planning

We plan our curriculum in three phases.

We agree a long-term plan for each year group. This indicates what topics are to be taught in each term and ensures continuity and progression in each subject across the subjects and key stages. We review our long-term plan on an annual basis. It reflects the changes in the 2014 curriculum.

With our medium-term plans, we give clear guidance on the objectives and teaching strategies that we use when teaching each topic.

Our short-term plans are those that our teachers write on a weekly or daily basis. We use these to set out the learning objectives for each session, and to identify what resources and activities we are going to use in the lesson to deliver these objectives and how learning will be assessed and monitored. These are adapted daily depending on how children have learned in each session.

### Children with special needs

The curriculum in our school is designed to provide access and opportunity for all children who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual children, then we do so only after the parents of the child have been consulted.



If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice (2014) in providing for children with special needs. If a child displays signs of having special needs, his/her teacher makes an assessment of this need. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation, 'Quality First Teaching'. If a child's need is more severe, we if necessary, use the support provided by Learning Support Assistants, and we involve the appropriate external agencies

The school provides individualised learning for each of the children who are on the special needs register. These set out the nature of the special need, and outlines how the schools will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of each child at regular intervals.

### The Foundation Stage

The reception children will be given opportunities to develop emotionally, physically, aesthetically and intellectually. They will work towards achieving the Early Learning Goals and when appropriate to their stage of development they will encounter the National Curriculum. Each child will be viewed as an individual with specific needs. Each child will be encouraged to reach their full potential regardless of gender, race or ability.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We do all we can to build positive partnerships with the variety of nurseries and other pre-school providers in the area.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing.

### Key skills

The following skills have been deemed 'key skills' in the revised National Curriculum:

- communication;
- application of number;
- information technology;
- working with others;



- improving own learning and performance;
- problem-solving.

In our curriculum planning we plan to help children develop these skills, so that the children's progress can be identified and monitored. All subject areas contribute to a child's progress in these skills. Our school believes that all children need to make good progress in these skill areas in order to develop to their true potential.

### The role of the subject leader

The role of the subject leader is to:

- provide a strategic lead and direction for the subject;
- support and offer advice to colleagues on issues related to the subject;
- monitor pupil progress in that subject area;
- provide efficient resource management for the subject.

It is the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

### Monitoring and review

Our governing body's curriculum committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews each subject area according to the policy review timetable.

We have named governors for all areas of the curriculum. The governors liaise with the subject leaders of these areas, and monitor closely the way the school teaches these subjects.

The headteacher is responsible for the day to day organisation of the curriculum. The headteacher and senior staff monitor the lesson plans for all teachers, ensuring that all classes are taught the full requirements of the National Curriculum.

Subject leaders monitor the way their subject is taught throughout the school. They examine long-term and medium-term planning, and ensure that appropriate teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.



For further information, refer to individual curriculum policies for further details about each subject. These are located on the website's subject pages. Also see Early Years and Special Needs Policies.



## Whole School Long Term Plan

|    | <b>RE</b>  | <b>English</b>   | <b>science</b>  | <b>Geography/ History</b>  | <b>Art/ DT</b>   | <b>Music</b>  | <b>PE</b>   | <b>computing</b>   |
|----|--|--|---|--|--|---|---|--|
| FS | <b>God's World</b><br><br><b>God's Family</b><br><br><b>Getting to know Jesus</b><br><br><b>Sorrow &amp; Joy</b><br><br><b>New Life</b><br><br><b>The Church</b> | Phonics<br><br>Reading<br><br>Basic sentence writing                       | <b>All about me</b><br><br><b>Space</b><br><br><b>Winter</b><br><br><b>Growth/ Spring</b> | <b>Cold places</b><br><br><b>Minibeasts</b><br><br><b>Holidays/ Journeys</b> | <b>Colour Mixing</b><br><br><b>Representation of people /places and animals</b><br><br><b>Exploring Textures</b> | <b>Beat and Tempo</b><br><br><b>High and Low</b><br><br><b>Patterns- Structure</b><br><br><b>Texture</b><br><br><b>Loud and Quiet</b> | <b>Body Management</b><br><br><b>Dance</b><br><br><b>Games Activities</b> | <b>Mouse Control</b><br><br><b>Age appropriate computer software</b><br><br><b>Use Age appropriate ICT equipment</b> |
| Y1 | <b>God's Great Plan</b><br><br><b>Mary, Mother of</b>  | -Labels, lists and captions<br><br>-Instructions<br><br>-Recount (fact and | <b>Plants including trees</b><br><br><b>Animals including</b>                             | <u>Geography</u><br><br><b>Where we live (Bingley and UK)</b>                | <b>Colours</b><br><br><b>Portraits</b>   | <b>Exploring sounds</b><br><br><b>Exploring duration</b>  | <b>Dance</b><br><br><b>Gym</b>  | <b>Programming</b><br><br><b>Digital Literacy</b>  |



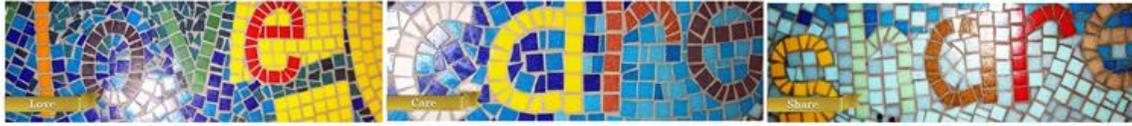
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|    | <p>God</p> <p>Families and celebrations</p> <p>Following Jesus</p> <p>Resurrection</p> <p>Miracles</p> | <p>fiction/ dictionary)</p> <p>-Information Texts</p> <p>-Stories about fantasy worlds</p> <p>-Traditional and fairy tales</p> <p>-Stories from a range of cultures</p> | <p>humans</p> <p>Everyday materials</p> <p>Seasonal changes</p> <p>Pushes and pulls (QCA topic unit 1E)</p> | <p><u>History</u></p> <p>Changes in technology</p> <p>Firsts</p> <p>A study of buildings</p>                         | <p>Materials</p> <p>Homes</p> <p>Christmas Hats</p> <p>Eat more fruit and Vegetables</p>    | <p>Exploring pulse and rhythm</p> <p>Exploring pitch</p> <p>Exploring instruments and sounds</p> <p>Exploring timbre, tempo + dynamics</p> | <p>Games</p> <p>Outdoor Provision</p>                            | <p>Multimedia</p> <p>Sound and Music</p>                   |
| Y2 | <p>Chosen People</p> <p>Mysteries</p> <p>The Good News</p>   | <p>-Non Chronological Reports</p> <p>-Information Texts</p> <p>-Explanations</p> <p>-Stories with familiar Settings</p> <p>-Traditional</p>                             | <p>plants</p> <p>Animals including humans</p> <p>Use of everyday material</p>                               | <p><u>Geography</u></p> <p>Where we live - Barnaby Bear (Bingley and Melbourne, Australia)</p> <p><u>History</u></p> | <p>Drawing / painting skills</p> <p>A study of Van Gogh</p> <p>Aboriginal art/ Collages</p> | <p>Musical Notation</p> <p>Duration</p> <p>Pulse</p> <p>Joseph and his</p>   | <p>Games - football</p> <p>Gym - floor</p> <p>Games handball</p> | <p>Computing</p> <p>Digital Literacy</p> <p>Multimedia</p> |



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|----|---|---|--|---|--|--|--|--|
|    | <p>The Mass</p> <p>Easter Tide</p> <p>The Church is born</p>  | <p>stories</p> <p>-Extended stories/<br/>significant authors</p> <p>-Informal letter<br/>writing</p> <p>-Traditional tales<br/>from other<br/>cultures</p>  | <p>Living things and<br/>their habitats</p> <p>Electricity (see<br/>QCA topic unit 2F)</p> | <p>Florence<br/>Nightingale</p> <p>The Great fire of<br/>London</p> <p>A study of<br/>Buildings</p>   | <p>Joseph's Coat/<br/>Teddy's waistcoat</p> <p>Moving Pictures</p> <p>Food/ nutrition -<br/>Fruit and<br/>Vegetables</p> | <p>Technicolour<br/>Dreamcoat</p> <p>Rhythm</p> <p>Notation</p>  | <p>Dance</p> <p>Athletics</p> <p>OAA</p>   |  |
| Y3 | <p>The Christian<br/>Family</p> <p>Mary Our Mother</p> <p>Called to Change</p> <p>Eucharist</p> <p>Celebrating Easter</p> | <p>-Stories with<br/>familiar settings</p> <p>-Adventure and<br/>Mystery Stories</p> <p>-Dialogue and Plays</p> <p>-Instructions</p> <p>-Information<br/>Texts</p> <p>-Recounts- police<br/>and Diary entries</p> <p>-Informal letter</p> | <p>plants</p> <p>Animals including<br/>humans</p> <p>rocks</p> <p>light</p>                | <p><u>Geography</u></p> <p>Comparing Bingley<br/>to Settle</p> <p><u>Physical:</u> Climate<br/>zones</p> <p><u>Human:</u> Eco schools</p> <p><u>History</u></p> <p>Celts</p> <p>Romans (including a<br/>in depth study of</p> | <p>Pottery</p> <p>Cave Painting</p> <p>A study of Andy<br/>Goldsworthy</p> <p>Fridge Magnets</p>                         | <p>Revise the musical<br/>elements,</p> <p>Animal sounds,</p> <p>Peter and the<br/>Wolf,</p> <p>pitch,</p> | <p>Dance - creative</p> <p>Gym- Floor and<br/>apparatus</p> <p>Invasion Games</p> <p>- Rugby</p> <p>Sportshall<br/>Athletics</p> |  |



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|    | and Pentecost<br><br>Being a Christia  | Writing  | Force and magnets  | Roman legacy)   | Flowers<br><br>Pizzas   | African rhythm and dance   | Net/wall-Tennis<br><br>Golf  |  |
| Y4 | The Bible<br><br>Trust in God<br><br>Jesus the Teacher<br><br>Jesus, the Saviour<br><br>The Mission of the Church<br><br>Belonging to the Church | -Recounts (newspapers/ magazines)<br><br>-Explanation Texts<br><br>- Persuasive Texts<br><br>- Stories set in imaginary Worlds<br><br>-Science Fiction<br><br>-Stories which raise issues / dilemmas<br><br>-Legends | Living things and their habitats<br><br>Animals including humans<br><br>States of matter<br><br>sound<br><br>electricity | <u>Geography</u><br><br>Comparing Bingley to York<br><br><u>Physical:</u> Water<br><br><u>Human:</u> Fairtrade<br><br><u>History</u><br><br>Anglo-Saxons and Scots<br><br>Vikings (including an in depth study of York) | Drawing skills- portraits<br><br>Printing<br><br>A study of David Hockney's Landscapes<br><br>Viking Purses<br><br>Torches<br><br>Sandwich snacks | Revise the musical elements,<br><br>Rhythm and notation,<br><br>body percussion,<br><br>dance music,<br><br>jazz | Dance- Street<br><br>Gym- floor<br><br>Invasion Games<br><br>- Hockey<br><br>Athletics<br><br>Striking/ Fielding<br><br>- Cricket<br><br>OAA Simple orientation using maps | Computer Science<br><br>Data Handling<br><br>Digital Literacy<br><br>Multimedia<br><br>Sound & Music |



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| Y5 | <p>Gifts from God</p> <p>Commandments</p> <p>Inspirational People</p> <p>Reconciliation</p> <p>Life in the Risen Jesus</p> <p>People of other Faiths</p> | <p>-Recounts</p> <p>- Persuasive writing</p> <p>- Novels and - Stories by significant authors</p> <p>- Traditional stories and fables</p> <p>-Story Settings</p> <p>- Older literature/ dramatic conventions</p> | <p>Living things and their habitats</p> <p>Animals including humans</p> <p>Properties and changes of materials</p> <p>Earth and space</p> <p>Forces</p> | <p><u>Geography</u></p> <p>A study of Europe/</p> <p>The World, including North/ South America</p> <p><u>Physical</u>: mountains, volcanoes, earth quakes</p> <p><u>Human</u>: Eco schools</p> <p><u>History</u></p> <p>Ancient Egypt</p> <p>Aztecs</p> <p>WW2</p> | <p>Drawing/ painting skills</p> <p>Collage/ Printing</p> <p>3D MODROCK</p> <p>Egyptian Jewellery</p> <p>Italian Delights</p> <p>A Mechanical study (TBC)</p> | <p>Choral singing</p> <p>Revise the musical elements,</p> <p>rhythm and notation,</p> <p>Recorders or Samba,</p> <p>rap music,</p> <p>musical composition and improvisation</p> | <p>Dance- creative</p> <p>Gym - floor</p> <p>Athletics</p> <p>Invasion Games</p> <p>- Netball</p> <p>Net/Wall -Tennis</p> <p>Swimming</p> | <p>Computer Science</p> <p>Data Handling</p> <p>E Safety</p> <p>Digital Literacy</p> <p>Multimedia</p> <p>Sound and Music</p> |
| Y6 | <p>The Kingdom of God</p> <p>Justice</p>   | <p>-Biography/ Autobiography</p> <p>-Formal Persuasive Writing</p>   | <p>Living things and their habitats</p> <p>Animals including</p>  | <p><u>Geography</u></p> <p>A study of Europe/</p> <p>The World, including North/</p>   | <p>2d/3d Drawing skills / clay</p> <p>Textiles</p>   | <p>Revise the musical elements,</p> <p>Samba,</p>   | <p>Dance- traditional</p> <p>Gym - apparatus</p>  | <p>Computer Science</p> <p>Digital Literacy</p>   |



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|--|---|---|--|--|--|--|---|---|
|  | <p>Jesus, the Bread of Life</p> <p>Jesus, the Son of God</p> <p>The work of the apostles</p> <p>Called to Serve</p> | <ul style="list-style-type: none"> <li>- Discussion</li> <li>- Journalism</li> <li>- Greek Myths</li> <li>- stories with flashbacks</li> <li>- Authors and Texts</li> </ul> | <p>humans</p> <p>Evolution and inheritance</p> <p>Light</p> <p>electricity</p> | <p>South America</p> <p><u>Physical:</u> Rivers</p> <p><u>Human:</u> Fairtrade</p> <p><u>History</u></p> <p>Ancient Greece</p> <p>The Victorians (including an in depth study of Saltaire)</p> | <p>A study of Lowry and Hockney- Victorian scenes</p> <p>Bread</p> <p>Bridges</p> <p>Fairtrade (Business and Enterprise)</p> | <p>'Tribal groove' body percussion,</p> <p>The Blues,</p> <p>musical composition and improvisation</p> | <p>Invasion Games</p> <ul style="list-style-type: none"> <li>- Basketball</li> <li>Striking/ Fielding</li> <li>- Rounders</li> <li>Sportshall Athletics</li> <li>OAA</li> </ul> | <p>E-safety</p> <p>Data Handling</p> <p>Multimedia</p> <p>Sound and Music</p> |
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