

# St. Cuthbert's Catholic Primary School

## Curriculum Overview



<b>CURRICULUM DRIVERS</b> Foundation stones of learning	<b>FAITH IN ACTION</b>	<b>DIVERSITY &amp; INCLUSION</b>	<b>LITERACY &amp; STORYTELLING</b>	<b>STEM</b>	<b>THE ARTS</b>	<b>SPORTING OPPORTUNITIES</b>
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<b>CHARACTERISTICS OF LEARNING</b>	<b>RESPONSIBILITY</b>	<b>ORGANISATION</b>	<b>COLLABORATION</b>	<b>INDEPENDENCE</b>	<b>RESILIENCE</b>	<b>SELF-REGULATION</b>
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<b>CURRICULUM ORGANISATION</b> Our whole school curriculum is a planned educational experience making full use of opportunities for real world learning	Communication and Language		Physical Development		Personal, social and emotional development		Literacy		Mathematics		Understanding the world		Expressive Arts and Design	
	ENGLISH	MATHS	HISTORY	GEOGRAPHY	ART	D&T	SCIENCE	MUSIC	PE	FRENCH	PSHCE/RSE	RE	COMPUTING	
	Educational visits		Responding to events in the news		Assemblies and Visitors		Extra-curricular clubs		Learning outside the classroom		Themed days/weeks			

<b>Quality of education</b> <b>CURRICULUM IMPACT AND REVIEW</b>  Our curriculum ambition is for the high achievement of all pupils irrespective of background and starting point  We regularly review how well our curriculum enables achievement for all	<b>Behaviour and attitudes</b> Children are confident and successful learners and demonstrate that they have these key learning skills for life.		<b>Personal development</b> Children demonstrate the ethos of St Cuthbert's school in their learning and in their behaviour. Children learn to make the right choices for their safety both online and offline. Their choices benefit the school and the local community.		
	<b>An ambitious curriculum for all</b>  The aims of all curriculum subjects are clear for all year groups.  Learning builds on prior knowledge with clear end points. Children understand key concepts and knowledge and it is transferred to long term memory.  We empower disadvantaged children and children with SEND to access the whole curriculum and achieve.  Teachers prioritise the most important concepts or knowledge that children need to know.  Teachers have deep knowledge of the subjects they teach.  <i>There are relevant contexts for high quality outcomes across the curriculum engaging pupils with local, national and global issues.</i>		<b>Curriculum in action</b>  Teachers use strategies such as modelling, instruction and shared writing and discussion.  Teachers respond to misconceptions through adjustment and adaptation throughout the lesson to meet the needs of all children.  Children have the opportunity to solve problems and undertake learning at a deeper level  Provide regular opportunities for children to act on feedback.  The classroom climate and environment created by teachers inspires and motivates all pupils  Teachers work in strong partnership with parents and carers.		<b>High quality outcomes</b>  At the point of learning, the curriculum is sufficiently challenging for each child.  Children will make progress and attain in line with or better than national expectations in reading, writing, spelling, punctuation and grammar, maths and science.  Children achieve the identified end points in each discipline.

## Reception Year Curriculum Topic Overview

Storytelling

other cultures

trips/visitors

culture capital

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Myself	Welcome	Birthdays	Celebrating	Gathering/growing	Good news/friends/our world
PSHE	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	relationships	Changing me
Catholic Life						
COMMUNICATION & LANGUAGE – is taught discretely through explicit teaching but runs through all other areas	<p><b>Over and over</b> Children will develop a wide vocabulary, understanding of story structure while listening to stories, rhymes and exploring non-fiction texts. BLAST 2 <b>Reading daily</b> Nursery rhymes Poems Weekly vocabulary</p> <p>Through planned activities and a language rich environment, children will be exposed to new vocabulary and encouraged to apply this to their spoken language. Children will be supported in their understanding of language, listening and attention skills. Visual prompts are used to develop independence in the environment.</p>		<p><b>Over and over</b> Children will develop a wide vocabulary, understanding of story structure while listening to stories, rhymes and exploring non-fiction texts. BLAST 2 <b>Reading daily</b> Nursery rhymes Poems Weekly vocabulary</p> <p>Through planned activities and a language rich environment, children will be exposed to new vocabulary and encouraged to apply this to their spoken language. Children will be supported in their understanding of language, listening and attention skills. Visual prompts are used to develop independence in the environment.</p>		<p><b>Over and over</b> Children will develop a wide vocabulary, understanding of story structure while listening to stories, rhymes and exploring non-fiction texts. BLAST 2 <b>Reading daily</b> Nursery rhymes Poems Weekly vocabulary</p> <p>Through planned activities and a language rich environment, children will be exposed to new vocabulary and encouraged to apply this to their spoken language. New vocabulary will be applied to children’s writing as this develops. Exposure to more complex texts and a range of stories, non-fiction texts and poetry.</p>	
PHYSICAL DEVELOPMENT, INCL PE	<p><b>PE-</b> Finger gym Balance and co-ordination Pencil/small tool handling PE introduction group games/balance bikes</p>	<p><b>PE</b> Pencil control/ letter formation PE fundamentals group games/balance bikes</p>	<p><b>PE</b> Pencil control/ letter formation for writing PE Gymnastics/dance group games/balance bikes</p>	<p><b>PE</b> Pencil control/ letter formation for writing PE Gymnastics/ dance group games/balance bikes</p>	<p><b>PE</b> Letter formation and writing PE- Games group games/balance bikes</p>	<p><b>PE</b> Letter formation and writing PE-Ball skills group games/balance bikes</p>

PSED	<p style="text-align: center;">Daily circle time</p> <p style="text-align: center;">Learning through play</p> <p style="text-align: center;">Activity morning with families</p>		<p style="text-align: center;">Daily circle time</p> <p style="text-align: center;">Learning through play</p> <p style="text-align: center;">Activity morning with families</p>		<p style="text-align: center;">Daily circle time</p> <p style="text-align: center;">Learning through play</p> <p style="text-align: center;">Activity morning with families</p>	
THEME	All about me	Arctic explorers	Celebrations	Real life superheroes (people who help us)	Growing	Pirates/Seaside
LITERACY	<p>Building vocabulary</p> <p>The write stuff</p> <p>Names</p> <p>Retelling stories</p> <p>Nursery rhymes</p> <p>Dear Zoo</p> <p>Where the wild things are</p> <p>We're going on a bear hunt</p>	<p>The write stuff</p> <p>Lists- Christmas lists</p> <p>Letters- Letters to Santa</p> <p>Cards- Christmas cards to family</p> <p>The Christmas story</p> <p>Penguins – Non-Fiction</p>	<p>The write stuff</p> <p>Sentence writing</p> <p>Non fiction texts</p> <p>Labels</p> <p>Lost and Found</p>	<p>The write stuff</p> <p>Poetry</p> <p>Narrative</p> <p>Post</p> <p>Ruby's worry</p>	<p>The write stuff</p> <p>Non fiction</p> <p>Life cycles</p> <p>Instructions</p> <p>The Proudest Blue</p>	<p>The write stuff</p> <p>Narrative</p> <p>Adventure stories</p> <p>Message in bottles</p> <p>Snail and the whale</p>

PHONICS – ELS	Phase 2	Phase 2	Phase 3	Phase 3	Phase 4	Phase 4
MATHS	Patterns Sequencing Sorting Identifying numbers to 10 Composition of numbers to 5   Match, sort, compare	Patterns Sequencing Sorting Identifying numbers to 10 Composition of numbers to 5  Talk about measure and pattern	Shape Numbers to 10 Songs and rhymes Composition and representation of numbers  Growing Length, height and time	Measures Numbers to 10 Songs and rhymes Composition and representation of numbers  Explore shape	Measures Numbers to 10 Addition and subtraction Number sentences  Manipulate, compose and decompose	Shape Numbers to 10 Addition and subtraction Number sentences  Sharing, grouping
PEOPLE AND COMMUNITIES	<b>All about me</b> -learning about themselves and each other -families -digital images and paintings	<b>Arctic explorers- people and communities</b>  <b>-Bonfire night</b> <b>-Advent</b> <b>-Christmas</b>	<b>Celebrations</b> <b>-celebrations around the world</b>  <b>China town visit-</b> <b>Chinese New Year</b>	Superheroes -green screen images -video making <b>People who help us</b> - jobs and occupations (visit to school from nurse/police/firefighters/nexus) -people in school and at home	Growing <b>-plants and living things</b> (Northumberland/Wal lsend park visit) -how our bodies grow	<b>Pirates</b> I pads- music and video History of pirates <b>Links to the beach/ seaside/own environment</b>
THE WORLD						
TECHNOLOGY						
EXPLORING AND USING MEDIA AND MATERIALS, INCL MUSIC	Self portraits <b>Nursery rhymes</b> Autumn artwork Home corner/role play Outdoor play	Decorations Christmas cards <b>Diwali lamps</b> Advent candles	Chinese new year celebrations	Moving superhero vehicles Masks Role play- <b>different jobs</b>	Life cycles	<b>Pirate songs and dance</b> Jolly rogers
BEING IMAGINATIVE						