St. Cuthbert's Catholic Primary School
Curriculum Overview

CURRICULUM DRIVERS Foundation stones of learning	FAITH IN ACTION	DIVERSITY & INCLUSION	READING	STORYTELLING	STEM	THE ARTS	SPORTING OPPORTUNITIES

Curriculum INTENT	RESPONSIBILITY	ORGANISATION	COLLABORATION	INDEPENDENCE	INITIATIVE	SELF-REGULATION

Quality of Teaching	Purpose of learning is made explicit	Modelling & Instruction	Questioning	Challenge for all and support where necessary	Continuous formative assessment	Moderation of teacher assessment
Our provision is informed by educational research into effective teaching practices, learning and metacognition	Teaching is based on a clear understanding of cognition and learning	Teachers have deep knowledge of the subjects they teach	Teachers monitor learning and provide feedback.	The classroom climate created by teachers inspires and motivates all pupils	Pupil groupings are flexible and not solely driven by "perceived ability" or attainment	Developing strong partnerships with parents and carers.

CURRICULUM ORGANISATION Our whole school curriculum is a planned educational experience making full use of opportunities for real-world learning	Educational visits	Responding to events in the news	Assemblies and Visitors	Extra-curricular clubs	Learning outside the classroom	Themed days/weeks
	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

Quality of Learning **CURRICULUM IMPACT AND REVIEW** Our curriculum ambition is for the high achievement of all pupils irrespective of background and starting point We regularly review how well our curriculum goals enable achievement	**Standards** Children will make progress and attain in line with or better than national expectations. Assessment documents show that knowledge and skills are embedded through the curriculum.		**Foundation stones of learning** Children are confident and successful learners and demonstrate that they have these key learning skills for life.		**Personal development** 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. Their choices benefit the school and the local community.
	High quality outcomes *Has the learning journey led to a purposeful outcome owned by the children?* *Are there relevant contexts for high quality outcomes for English and Maths?* *Are teaching expectations high enough?* *Are pupils challenged to evaluate their learning?* *Is assessment purposeful and used to shape future learning?*	**Curriculum content is responsive and relevant** *Are pupils able to connect to local, global and national contexts for learning?* *Do children enjoy learning? Do teachers respond to educational research?* *Are local resources within the community and environment being maximised?* *Are tasks adapted to reflect current affairs, technological and environmental changes?*	**Mastery for all Challenges all** *At the point of learning is the curriculum sufficiently challenging for each child?* *Are there opportunities to develop a deeper understanding of the foundation stones of learning?* *Are there high expectations for all?* *Does the work of the children show that tasks are rich?*	**Embedding knowledge and skills** *Do children have the opportunity to solve problems and undertake learning at a deeper level?* *Are knowledge and skills carefully planned?* *Is there increasing challenge in knowledge and skills?* *Is each NC subject given integrity and taught systematically through each key stage?*	**Being part of a Family and a Community** *Does the curriculum engage pupils to be a family of learners? Do children share and learn from each other?* *Are the foundation stones for learning taught explicitly?* *Is our Catholic ethos embedded? Do pupils engage with local, national and global issues* *Are pupils able to relate their values and experience to British values*

Year One Curriculum Topic Overview 2022-2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Families	Belonging Diwali	Waiting Hannukah	Special people/meals	Change/Holidays and Holy days Eid al-Adha	Being sorry/ Neighbours
Catholic Life	Harvest based activities	Advent services & community work	Faith in action	Lent and Easter Passion	May Procession with our whole community	Leavers' Masses and celebrations
PSHE	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
ENGLISH	The Train Ride by June Crebbin (Narrative) Metro trip – link to Geog/His Seasons by Hannah Pang (Information text- linked to science)	Little Red Riding Hood (Narrative) Toys from the Past by Sally Hewitt (Report -linked to history) Firework night by Andrew Collett (Poetry)	The way back home by Oliver Jeffers (Narrative) Our trip to the woods (recount – linked to Geography)	Last stop on Market Street by Matt de la Pena. (Narrative) Bold Women in Black History (Biography- linked with History) By Myself by Eloise Greenfield (Poetry)	The Storm Whale by Benji Davies (Narrative) Ice Planet Adventure Park (Persuasive leaflet)	The Comet by Joe Todd Stanton (Narrative) On Safari (Travel Journal- linked to Geography)
MATHS	Place Value within 10 Shape	Addition and Subtraction within 10	Place value within 20 Addition and subtraction within 20	Place value within 50 Length and height Mass and volume	Multiplication and division Fractions Position and direction	Place value within 100 Money Time
SCIENCE	Seasonal changes	Everyday materials	Animals including humans	Plants	Plants	Seasonal changes
HISTORY	Homes: Then and now	Toys: Then and now That History Bloke Guy Fawkes	Local maps past and present	Bold women in black history	Local history Discovery museum- building bridges workshop	North Shields fish quay Stan Laurel – Walking trip to Dockwray square.
GEOGRAPHY	Local geography - North Shields houses.	Local weather- weather charts.	Local maps Local weather	UK Cities	Rivers Ferry trip to SS – The Word	North Shields fish quay
ART	Self- portraits, Tree painting – link to science	Firework art, Toy pencil sketches, Christmas crafts	Local map drawings, Sound art.	Junk modelling- landmarks	Water colours- river paintings/diagrams	Tree paintings – linked to science.

DT	Wooden photo frames- linked to R.E.	Wooden Christmas tree decorations, Past toys (ball in a cup)	Paper mâché moons- linked to English. 3D maps – link geog	Willow crafts, junk modelling.	River constructions, Building bridges – linked to his/geog	Model sailing boats- linked to his/geog
Online Safety	Self-image and identity	Online relationships and online reputation	Online bullying	Managing online information	Health, wellbeing and lifestyle	Privacy & security and copyright & ownership
COMPUTING	Word Processing/ typing. Photography/digi tal art – Natural world pic collages R.E	Animation- linked to fireworks. Coding and programming- linked to toys past and present (Beebots and Lego coding toys)	Presentations, web design and eBook Creation. Augmented reality and Virtual reality. -linked with Animals and humans.	Data handling- linked to Plants sci Computationa l thinking- writing instructions/alg orithms (Coding toys.)	Sound- creating music with focus on pulse/beats, rhythm, pitch.	Video creation – linked to Laurel and Hardy.
MUSIC	Harvest festival Singing and performing.	Nativity singing, choreography, performing.	Sound art	UK nation's music- Listening and singing, music traditions.	Musicianship Pulse/beat, rhythm, pitch.	Music traditions- Sea shanties Singing and percussion
PE (2 UNITS)	Fundamentals Fitness	Gymnastics Dance	Team building Ball skills	Invasion games Striking and fielding games	Net and wall games Target games	Athletics Sending and receiving