

# St Mary of the Angels Catholic Primary School

## Recognising and celebrating the presence of Christ in one another.

At St. Mary of the Angels:

- ◆ we aim to follow Jesus through the teaching of the Gospels and inspire each other to be Christ-like;
- ◆ we all work as a big team to encourage everyone to be the best that they can be, at work and at play;
- ◆ we create a safe, positive, fair environment where all feel respected and valued.



## WLP Policy

Current date approved:	March 2022
Approved by:	Full Governing Body
Date of Next review:	March 2023

The Foundation Subjects Curriculum at St Mary of the Angels Primary School teaches the statutory National Curriculum's programmes of study for all Foundation Subjects. The National Curriculum provides an outline of core knowledge and skills around which SMA staff develop exciting and engaging lessons. SMA strive to provide broad teaching experiences to ensure that children "know and remember more".

St Mary of the Angels Primary School offer a curriculum which:

- safeguards
- is balanced and broadly based
- prepares pupils for the opportunities, responsibilities and experiences of later life as part of 'Cultural Capital'.

The Wider Learning Curriculum Policy covers the following Foundation Subjects:

- Art and Design
- Design and Technology
- Geography
- History

At St Mary's, we created a new way of teaching the Foundation subjects to produce our bespoke version of a knowledge rich curriculum. We wanted our teaching sequences to empower and require children's voice in a way that is fit for purpose. We researched how children learn best and have cross-referenced that with what we felt was pertinent to how SMA children learn. We have trialled this new way and now are embedding practice with constant reflection and changes to improve the teaching of the Foundation Subjects.

Our delivery of English, Maths, R.E and largely our delivery of Science too, have been fine tuned to sequence knowledge, through engaging skills; to challenge outcomes through excellent delivery, and to assess and identify gaps in learning, over time, in order to produce numerate, literate, fulfilled, pupils of the 21<sup>st</sup> Century. Our P.E curriculum continues to promote healthy life styles, competitive spirit, fair play and teamwork in a variety of innovative ways, which we constantly challenge and analyse to ensure that pupils here have the best provision we can deliver.

With research in mind, here at SMA we want to:

1. Create curriculum experiences that involve learners actively identifying and building on their existing knowledge, understandings and skills; children will make sense of what they are learning more readily.
2. Plan tasks and learning opportunities that use and reinforce existing knowledge and skills; children will embed learning and knowledge more efficiently.
3. Promote collaborative inquiry and problem solving, develop thinking skills through a more facilitative and probing role amongst teachers so learners take an increasing responsibility for their learning; children will retain knowledge and make more sense of their learning
4. Contextualise their curriculum and teaching/ experiences, linking learning in school with the wider world and community; children will retain and understand knowledge.

That brings us to our Foundation Subjects- specifically History, Geography, Design Technology and Art. Music, Computing & MFL have their own policies)

### Intentions for our Foundation Subjects Curriculum (Wider Learning Projects)

- Flexible
- Creative and personalised yet is ambitious.
- Tailored to pupils' needs and interests
- Allows for different learning and teaching styles
- Challenging for our articulate and engaged pupils

- Promotes greater depth understanding, critical thinking and oracy skills
- Knowledge and Skills Maps ensure no duplication and with non-negotiable themes these to ensure coverage and progression
- Celebrates our diverse world as well as our local community specific to Aldridge
- Promotes awareness of global issues

We have designed the curriculum to be flexible and creative yet ensures coverage and progression in key skills. It provides the opportunity for all of our children to be successful. The curriculum aims to develop skills that fuse with the progression of knowledge. It is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life. It is coherently planned, sequenced to provide our learners with the knowledge and skills needed for future learning and the identifies next steps in their education. We understand that a child's ability to learn is based on gaining knowledge and building on learned knowledge, as well as the ability to use and apply any associated skills adeptly and competently. Our curriculum is designed to link these key aspects to ensure progress and a greater depth of understanding. We ensure that children receive a broad and balanced curriculum and that learning is relevant, exciting, aspirational and challenging. All National Curriculum subjects within our Curriculum are viewed as being equally important and are underpinned by the understanding that basic literacy and numeracy competency is vital in all learning. All children study the full curriculum, which is broad and balanced, and which aims to provide our children with a wide range of experiences.

### Geography Intention

In Geography, we intend to inspire pupils with a curiosity and fascination about the world and its people. Pupils will gain knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. SMA intend to develop children's competency in the geographical skills through the use of fieldwork, maps, diagrams, globes, aerial photographs. Inspire in pupils, a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Develop a growing knowledge about the world to deepen their understanding of the processes that give rise to the key physical and human geographical features of the world. Enable children to learn and explain how the Earth's features at different scales are shaped, interconnected and change over time. Develop their knowledge of the location of places of global significance, their defining physical and human characteristics and how they relate to one another. Develop the geographical skills needed to: collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes. Interpret a range of sources of geographical information, including maps, globes and aerial photographs. Communicate geographical information in a variety of ways, including through maps and writing purposefully.

### History Intent

Our History curriculum will engage and inspire curiosity, while encouraging children to think critically and ask questions. Through our History curriculum we aim to teach children the importance of enquiry, research and analysis; and teach an understanding of the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups. The aim of history teaching at St Mary of the Angels Primary School is to stimulate the children's interest and understanding about the life of people who lived in the past. We teach children a sense of chronology, and through this, they develop a sense of identity, and a cultural understanding. Thus, they learn to value their own and other people's cultures. We teach children to understand how events in the past have influenced our lives today; we also teach them to investigate these past events and, by so doing, to develop the skills of enquiry, analysis, interpretation and problem-solving. History teaching focuses on enabling children to think as historians. We place an emphasis on examining historical artefacts and primary sources, allowing them to learn through discovery. We recognise and value the importance of stories in history teaching, and we regard this as an important way of stimulating interest in the past. We focus on helping children understand that historical events can be interpreted in different ways, and

that they should always ask searching questions, such as ‘how do we know?’, about information they are given.

### Art Intent

The Art curriculum will stimulate creativity, imagination and individuality. At SMA, we believe that art gives our pupils the skills, concepts and knowledge necessary for them to express responses to ideas and experiences. We will enable them to express themselves while they experience the beauty of colour, different mediums, light and materials. We use a variety of teaching and learning styles in art lessons. We aim to develop the children’s knowledge, skills and understanding and we do this through a mixture of whole class teaching and individual/group activities. Opportunities to appreciate the work of one or more artists is embedded across the year groups. These might be older artists or those with a more modern style. Children examine at how the artist produced their artwork, rehearse the techniques themselves and then use these to produce work of their own in the same style. Teachers draw attention to good examples of individual creative work as models for the other children and we encourage the children to evaluate their own work as well as the work of their peers. Within lessons, we give children the opportunity to both collaborate as well as work independently, and have the opportunity to use a wide range of resources.

### Design and Technology Intent

The DT curriculum will develop imaginative thinking in children to enable them to talk about what they like and dislike when designing and making. It will enable children to talk about how things work, and to draw and model their ideas. Throughout this curriculum, children will be encouraged to select appropriate tools and techniques for making a product, whilst following safe procedures. We use a variety of teaching and learning styles in Design and Technology lessons. Our principal aim is to develop the children’s knowledge skills and understanding. Within lessons, we give the children the opportunity both to collaborate and work independently, and have the opportunity to use a wide range of resources. Children are taught to use a range of tools and to use these creatively. Children have the opportunity to understand and apply the principles of nutrition and learn how to cook. Children learn to critique, evaluate and test their ideas and products and the work of others. Teachers draw attention to good examples of individual creative work as models for the other children and we encourage the children to evaluate their own work as well as the work of other children.

### Implementation of all our Foundation Subjects

- Knowledge and Skills taken from National Curriculum
- Each skill broken down and layered for each year group
- Knowledge and Skills ensure progression from year to year: includes prior learning to build on what the children can remember.
- Coverage monitored through Wider Learning books, Assessment bubbles/Key reflection grids/Pupil Voice

A well organised overview is mapped for each year group across the academic year. The coverage of each Foundation Stage Curriculum area is tracked through the use of Knowledge and Skills Maps. The acquisition of knowledge and the development of skills is carefully planned to create a purposeful and exciting ‘Journey of Learning’ for every child with opportunities to link with all subjects where relevant for example; Science Music, and Literacy. Texts have been specifically chosen to ensure cross curricular links within the topics occur. Rich learning opportunities for visits or visitors/experiences are planned in at least twice a year for each year group. (Covid permitting). Each teacher is required to teach knowledge and skills directly from the NC. By the end of each year and/or key stage, pupils are expected to know, apply and understand the knowledge and skills identified in the relevant foundation subject programmes of study. Weekly planning is differentiated to meet the needs of the class, linking to prior learning, resourced and includes questioning prompts to promote challenge as well as to scaffold. Quality first teaching is provided to ensure that accelerated progress is promoted in each lesson. Our Feedback Policy is implemented consistently and provides opportunities for children to reflect on their learning.

Please find below our 5 SMATTs, linking our Foundation subjects **key knowledge** and our other subjects too, where relevant. These aim to draw together the many threads of knowledge presented in the National Curriculum, coherently and in a way that we feel optimises learning for the children here at St Mary's. There are times when the children's learning overlap/combine key knowledge from one SMATT; we embrace that and accept that the learning may branch away purposefully at these times. However, largely speaking, our foci will be on 1 SMATT driven within each Wider Learning Project, with coincidental learning acknowledged in plans.

#### How we communicate in different ways for different purposes (SMATT 1) (Music, Art, DT, MfL, P.E)

- We can Speak, Move, Act, Play, Sing and Perform in a variety of different ways, creatively and expressively
- We can use sounds and art medias creatively and experimentally to compose, perform and create
- We can listen and appreciate, with increasing attention
- We can refine and improve what we do and we can evaluate our work intelligently, using what we know and learn to challenge our compositions and/or performances
- We can respond, with increasing accuracy, in differing medias
- We can select from our talents to communicate and compose creatively, with increasing confidence and success

#### How other people's lives affect the way we live (SMATT 2) (History)

- We can make links between groups of people, places and civilisations through time
- We know about historical events and how they have affected change
- We know about famous people and what we have learned from them
- We know about significant places and what makes them significant
- We know that what our new knowledge is part of an important timeline in Britain and globally
- We know about the lives of people in the past in other parts of the world and how that compares with Britain

#### How well we know the world we live in and how we communicate differences and changes we experience (SMATT 3) (Geography, IT)

- We can locate and describe differing features of our world using resources (maps, atlases, globes IT)
- We can describe features of our world using keys and directional language
- We know key words to help describe features of our world and key characteristics of cities and countries (physical and human)
- We know how some of our major cities and countries and how they have changed over time
- We can compare similarities and differences in UK, Europe and regions of America
- We know about physical and climate changes
- We use our knowledge to learn about places
- We know the advantages and disadvantages of types of settlement and landscapes
- We can use information technology to store, retrieve create and manipulate digital information
- We can use advances in technology safely, sensibly and responsibly, with confidence
- We can use search technology with increasing confidence and discernment
- We can design and create programmes, using an increasing variety of relevant software

#### How well we know our local area (SMATT 4) (Geography/History)

- We know about significant people and places in our locality
- We can compare our location to a differing location and know the differences/similarities
- We can ask questions and investigate reasons for change
- We can draw conclusions and present our findings in differing ways

## How we relate to our world (SMATT 5) (British /Catholic values, Geography, Science, PSHE)

- We know the gospel values and how we should use them in our world to value ourselves and others
- We know the Jesuit virtues and how we can use them in our world to value ourselves and others
- We know British values and how we should use them to value ourselves and others
- We know about famous people in our world who are inspiring because of their lifestyle
- We know about different cultures and how they compare with our culture
- We know about rules in our world and our school and how they help us to help others
- We know that we are all different and that we have to value those differences
- We know that our world is precious and that we should value it.

## Impact of our Foundation Subjects Curriculum

- A clear coherent curriculum
- Focused learning intentions taken from skills ensure lessons have a clear learning point
- Pupils have ownership over learning which encourages engagement
- Wider Learning Projects are interesting and current
- Promote transferable skills
- Clear assessment procedure to ensure teachers are aware of each pupil's needs
- Curriculum Overview outline what will be taught during the academic year
- Knowledge and Skills Maps outline the knowledge and skills pupils are expected to develop and apply
- Medium Term Planning is evident to demonstrate purpose, clarity and progression in both Key Stage 1 and Key Stage 2 should be expected to know at Key Stage 1.

Evidence suggests through monitoring and pupil voice:

- Wide vocabulary and good reading skills are crucial for our children to be able to access all aspects of the curriculum.
- All students, regardless of their background, have access to a wide, exciting and inspiring curriculum that prepares them for the society they live in and how to succeed in life and work.
- Quality First Teaching at St Mary of the Angels, means high quality inclusive teaching together with continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing our children's progress.
- Staff have high expectations of the children.
- Teachers impart knowledge accurately and with enthusiasm.
- Prior knowledge and experiences are built upon in a systematic way.
- Lessons are designed specifically to be highly focused with clear learning outcomes.
- Child engagement and high interaction with their learning is evident and pupil voice demonstrates this.
- Teachers use appropriate questions, model effectively and explain clearly.
- High emphasis on learning through dialogue and working both collaboratively and independently.