 **St Helen’s Primary School**

**Ysgol Helen Sant**

**Curriculum Policy**

**2022:**

Our mission is to

"Strive to achieve; Take care of our world; Look after each other"

**Diagram

Description automatically generated**

**A picture containing diagram

Description automatically generated**

**A picture containing diagram

Description automatically generated**

**A picture containing logo

Description automatically generated**

Approved by.......................................S.Sanchez................................... Headteacher

Approved by......................................Rob Thomas............................. Chair of Governors

Approved by........................Laura Jeffereis......................Health and wellbeing Lead

Approved by..............................Amy Jenner............................... Lead Governor

Approved by.......................Gethin O’Shea............ First Minister of pupil Senedd

Approved by.....................Carys Jones................... Deputy Minister of pupil Senedd

We put the United Nations Convention on the Rights of the Child (UNCRC) underpins our school vision and aims, in particular through Pupil Voice we encourage children to:

• listen to others and respect their ideas

• learn our rights, respect the rights of others and to inform others of children’s rights

Staff have matched the following articles from the UN Convention on the Rights of the Child to the Curriculum Policy: 1,2,3,4,6,12,13,15,23, 24, 27,28,29,30 and 31



1Our School and journey for a Curriculum of Wales

2 Equalities

3 Curriculum Aims

4 Effective teaching and Learning

5 Curriculum Organisation and Delivery

6 Areas of Learning Experiences and cross curricular responsibilities

7 RE and Collective Worship

8 Developing Thinking

9 welsh language

10 Thematic approach

11. Outdoor Learning

12. Health and wellbeing

13. Diversity

14. British Values, Learners Leading their learning and Children’s Rights:

15. Assessment for Learning

16. Parent and wider community involvement

17. Role of Governors

18. Review

Our Mission : "Strive to achieve; Take care of our world; Look after each other"

**1.Our Vision and values:**

1.1 St. Helen’s Primary school has **four values called Cardinals.** These that are the foundation for our strategic purpose and aspirations for the future. We have used the four purposes from Curriculum for Wales, the Jesuit Pupil Profile virtues and the UN Convention on the Rights of the Child articles below to create our four values. We should form the basis of everything that we do in school should be primarily concerned with whether or not these purposes are being achieved.

**A picture containing diagram

Description automatically generated**Healthy- Helping each individual in the school community to grow and to mature in the Catholic Faith and lead a fulfilling life as a valued member of society

The Purpose : Healthy, confident individuals ready to lead fulfilling lives as valued members of society

Article 24: Every child has the right to the best possible health.

**A picture containing diagram

Description automatically generated**Ambitous- Ensuring that each child acquires the knowledge and skills to fulfill their potential and that each child develops moral sensitivity, independent thinking and initiative.

The purpose: Ambitious capable learners ready to learn throughout their lives

Article 28: Every Child has the right to an education

**Diagram

Description automatically generated**Enterprising - Helping children to solve problems and try new things to learn to play a full part in life and work

The purpose: Enterprising creative contributors ready to play a full part in life and work

Article 31: Every Child has the right to relax, play and take part in a wide range of cultural and artistic activities

**A picture containing logo

Description automatically generated**Ethical - Making an effective and creative contribution to the home - school- parish partnership and the rest of the world.

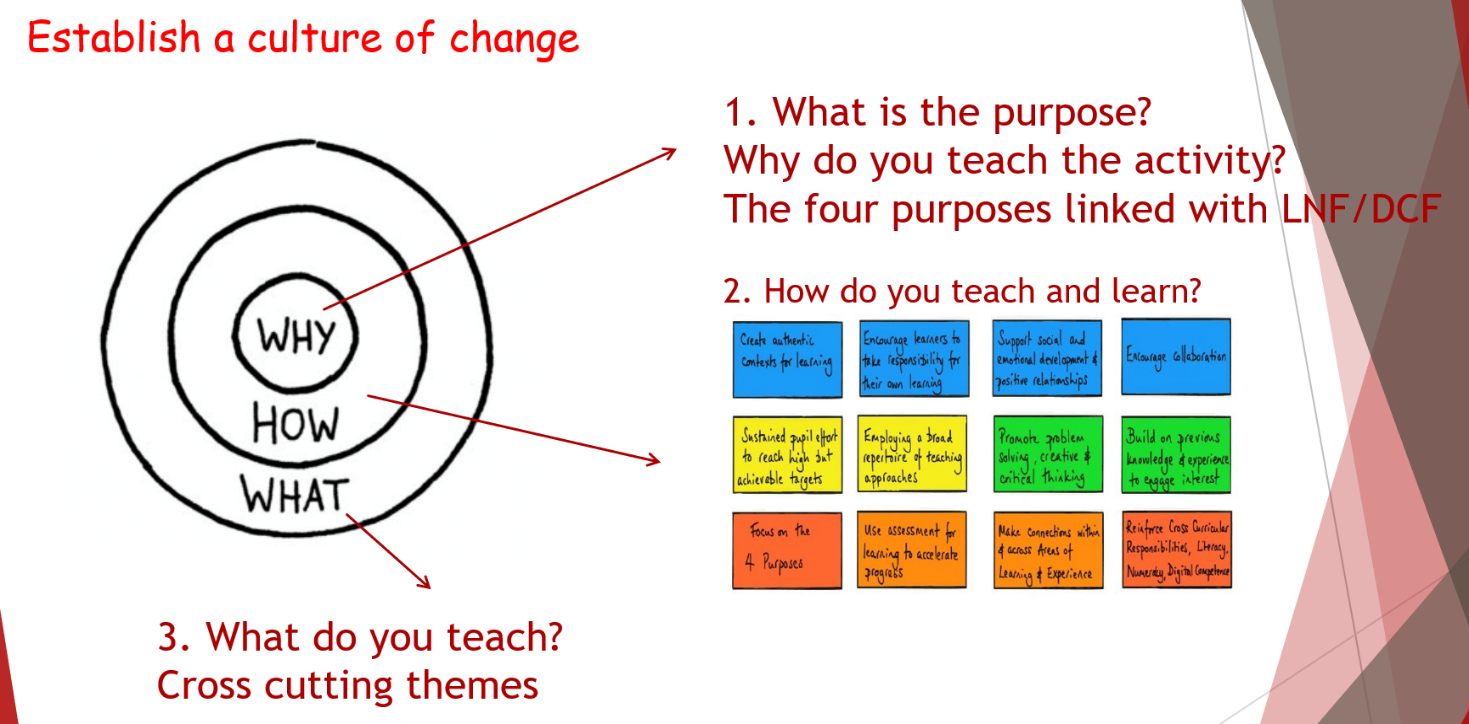
The Purpose : Ethical, informed citizens ready to be citizens of the world and Wales

Article 29: Education must develop every child’s personality, talents and abilities to the full & encourage respect for human rights, other cultures and religious beliefs, parents and the environment

**1.2** At St. Helen’s Primary School, we are a community who have a shared vision in striving to achieve; Taking care of our world and Looking after each other. We believe that we are all lifelong learners – children and adults alike and this means we are always evolving to embrace change for the better. We maintain that learning should be a rewarding and enjoyable experience for everyone: with wellbeing at its core. Through our teaching we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We offer thematic learning using different themes across year groups whilst empowering pupils to make choices about their own learning pathways and allow them to lead their learning experiences and drive their own tailormade curriculum through pupil voice opportunities. We believe that change is the most powerful driving force at St. Helens and that with innovative teaching and learning experiences children can lead happy and rewarding lives whatever their social and economic circumstances.

**1.3** We work hard to ensure that all children are given a wide range of the highest quality learning and teaching experiences during their time at St. Helen’s Primary School. We offer a curriculum which is broad and balanced, and teaching and learning experiences that are engaging, inspiring and empowering and differentiated to meet children’s individual needs and abilities.

**1.4** St Helen’s staff are committed to working together to develop a transformational curriculum that will continue to evolve and improve. As our pupils’ needs change, so must our curriculum. Our curriculum is everything a learner experiences in pursuit of the four purposes. It is not simply what we teach, but how we teach and crucially, why we teach it. It is the whole school experience offered, not merely restricted to lessons and activities within the school day. Our curriculum includes the attitudes and values we promote, the opportunities we provide beyond the school day, and the relationships we have with our families and the community. This is achieved through ensuring the four purposes are at the heart of what we plan and do. Our teachers teach through a range of approaches, not restricted to, but including those outlined in the 12 Pedagogical Principles.



**2 Equalities:**

**2.1** Every effort is made to ensure that teaching and learning provides equal entitlement of the curriculum for all children who attend St. Helen’s irrespective of race, religion or belief, gender, age, disability, and language. Sensitivity and fairness are emphasised during monitoring and assessment to consider equality of opportunities. Each child is valued and seen as unique. We endeavour to ensure the curriculum and learning and teaching opportunities cater for the learning needs of the individual pupil with the aim of stretching them to the full extent of their capabilities and providing them with the opportunity to demonstrate fully what they know, understand, and can do. The children’s wellbeing is always central to everything we do.

**3 Curriculum Aims:**

**3.1** Through the curriculum, learning and teaching experiences we offer at St. Helens Primary School, we aim to:

* + - Place Christ at the centre of all learning;
* Enable our learners to realise the four purposes and pupil profile virtues to equip them for ongoing learning, work and life
* Build high expectations and enable all learners to achieve their full potential.
* Offer a broad and balanced education, which enables your learners to make links between the different areas of learning and experience (AoLe) and apply their learning to new situations and to more complex issues
* Provide experiences for children not just in the classroom
* Focus on continuity and progressions made for all our learners.
* Support our learners’ health and wellbeing, including their mental health and well-being and make well being the core of everything we do and achieve
* Support our learners’ development of knowledge that is the foundation of being an informed citizen
* Recognise our learners’ identity, language(s), ability and background and the different support they may need given their particular circumstances
* Reflect the diversity of perspectives, values and identities which shape our locality and Wales and develop understanding of the wider world
* Build in co-construction with learners, their families and the wider community to enable learners to lead their own learning.
* Be flexible and adapt and respond to Pupil Voice
* Enable our learners to make sense of growing up in contemporary Wales and of issues which will be important in the future, including sustainable development and citizenship
* Support our learners to critically engage with a range of information and to assess its value and validity
* Enable our learners to develop an understanding of their rights and the rights of others
* Ensure that we help each individual in the school community to grow and to mature in the Faith and lead a fulfilling life as a valued member of a Catholic society
* Ensure that each child acquires the knowledge and skills to fulfill their potential and that each child develops moral sensitivity, independent thinking and initiative
* Promote the welsh language

*See appendix for the what these aims look like in St Helen’s*

**4 Effective teaching and Learning**

**4.1** We ensure the best possible environment for learning by developing a positive atmosphere in which pupils feel safe and feel they belong, in which they enjoy being challenged, but in which they enjoy learning, and know that they will succeed. (See Teaching and Learning Policy)

**5 Curriculum Organisation and Delivery**

**5.1** The Primary Phase is split into 3 phases of education:

Progression Step 1 (Nursery, Reception and Year 1)

Progression Step 2 (Year 2 and 3)

Progression Step 3 ( Year 4, 5 and 6)

**5.2** Children in Progression Step 1 and 2are given many opportunities to gain first hand experiences through play and active involvement. Much of their learning takes place through the continuous and enhanced provision.

**5.3** Purpose planning - The purposes of the curriculum in Wales should be that children and young people develop as:

* ambitious, capable learners, ready to learn throughout their lives
* enterprising, creative contributors, ready to play a full part in life and work
* ethical, informed citizens of Wales and the World
* healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

**5.4** The four purposes are also underpinned by integral skills and cross cutting themes which should be developed within a wide range of learning and teaching.

The integral skills are:

* Planning and Organising- **Where developmentally appropriate, learners should be able to set goals, make decisions and monitor interim results. They should be able to reflect and adapt, as well as manage time, people and resources. They should be able to check for accuracy and be able create different types of value.**
* Personal Effectiveness- **Learners should develop emotional intelligence and awareness, becoming confident and independent. They should have opportunities to lead debate and discussions, becoming aware of the social, cultural, ethical and legal implications of their arguments. They should be able to evaluate their learning and mistakes, identifying areas for development. They should become responsible and reliable, being able to identify and recognise different types of value and then use that value.**
* Critical Thinking and Problem Solving- **Learners should be supported to ask meaningful questions, and to evaluate information, evidence and situations. They should be able to analyse and justify possible solutions, recognising potential issues and problems. Learners should become objective in their decision-making, identifying and developing arguments. They should be able to propose solutions which generate different types of value.**
* Creativity and Innovation- **Learners should be given space to be curious and inquisitive, and to generate many ideas. They should be supported to link and connect disparate experiences, knowledge and skills, and see, explore and justify alternative solutions. They should be able to identify opportunities and communicate their strategies. This should support learners to create different types of value.**

The cross cutting themes are:

* Local/National/ International context
* Community and parental engagement
* Digital skills
* Outdoor/ environment
* Humans rights (Including children’s rights)
* Diversity

**5.5** Teachers plan and prepare learning with a clear understanding of pedagogy. Within any given lesson, adults consider their selection of methods in light of the purpose of learning. This involves the teachers’ blend of theoretical and practical knowledge, deciding on how best to promote effective learning. This approach is regarded as the “backwards model of planning” which moves away from the traditional model of planning from content. “Its not what am I going to teach today, it’s what do my pupils need today!” Graham Donaldson. We call it Purpose planning.

We focus on Purpose planning at the beginning of each topic to engage with the four purposes, integral skills and cross cutting themes. This is a working document and staff update regulary

**6 Areas of Learning Experiences and cross curricular responsibilities**

6.1 Our curriculum has six Areas of Learning and Experiences:

* Expressive arts
* Health and well-being
* Humanities
* Languages, literacy and communication
* Mathematics and numeracy
* Science and technology.

 (See each separate Aole policy)

These areas of learning aim to promote and underpin continuity and progression.

Weaving across the six Areas of Learning and Experience will be the three Cross Curriculum Responsibilities:

* Literacy
* Numeracy
* digital competence.

**6.2** The Literacy and Numeracy Framework (LNF)

The Literacy and Numeracy Framework describes in detail the skills that we expect children to acquire and master. It has two components – literacy and numeracy.

**6.3** Within literacy we expect children to become accomplished in:

• Oracy across the curriculum

• Reading across the curriculum

• Writing across the curriculum.

**6.4** Within numeracy we expect children to become accomplished in:

• Developing numerical reasoning

• Using number skills

• Using measuring skills

• Using data skills.

**6.5** The LNF focuses on the learners’ acquisition of and to complete tasks appropriate for their stage of development.Teachers will use this statutory document to plan and assess pupil’s Literacy and Numeracy skills and their ability to apply the skills and concepts they have learned. The assessment will be supported by the National Literacy and Numeracy tests sat by pupils annually.

**6.6 The Digital Competence Framework (DCF)**

The Framework encapsulates the skills that will help learners thrive in an increasingly digital world.

The Framework has 4 strands of equal importance, each with a number of elements. Teacher plan for, track and assess against these skills.

* Citizenship – which includes:
* Identity, image and reputation
* Health and well-being
* Digital rights, licensing and ownership
* Online behaviour and cyberbullying.
* Interacting and collaborating – which includes:
* Communication
* Collaboration
* Storing and sharing.
* Producing – which includes:
* Planning, sourcing and searching
* Creating
* Evaluating and improving.
* Data and computational thinking – which includes:
* Problem solving and modelling
* Data and information literacy.

**6.7** National Literacy Numeracy and Digital Competence Framework (LNF and DCF)

Literacy, numeracy and digital skills are essential in order for young people to reach their potential. We believe they are the key to assessing and closing the gap for our children. The National Literacy and Numeracy Framework and Digital Competence Framework has been developed to help achieve the Welsh Government’s aim that the children of Wales are able to develop excellent literacy, numeracy and digital skills during their time at school. Expectations for literacy, numeracy and digital skills are given for each school year group.

At St. Helen’s the LNF and DCF is at the heart of the curriculum planning, ensuring the embedding of literacy, numeracy and digital skills across the curriculum. This is reflected in the pupils learning where differentiated skills are set in the form of a MUST- below expected level, Should – on expected level, Could – above the expected level.

We use a planning, monitoring and assessment tool to support learning and teaching. We ensure that Literacy, Numeracy and Digital skills are embedded in lessons and enrichment tasks that are meaningful to the children’s learning experiences ensuring that skills are used in context leading to deep level learning and understanding.

(See Assessment Policy).

**RE and Collective Worship**

**7.1** To fulfil our aims and objectives we use the Come and See programme of Religious Education . ***Come and See*** is an invitation and a promise of life for everyone. The invitation is open to all. In response to the question ‘*Where do you live?’*, Jesus invited the disciples to ***‘Come and See.*’** They went with Jesus *‘and spent the rest of that day with him.’*

**7.2** The aim of the programme is to “explore the religious dimension of questions about life and dignity and purpose within the Catholic tradition.” Links are made with the pupils’ own experiences and with universal experience. Links are also made with other faith traditions. The teaching of the “Come and See” topics takes place in the classroom through a selection of differentiated activities including storytelling, role playing, painting, discussion, reading and independent research. The amount of time recommended by the Bishop’s Conference of England and Wales is about 2.5 hrs a week of available curriculum time. However, R.E. is taught in a cross-curricula way in addition to explicit subject teaching.

**7.3** ‘A Fertile Heart’ and ‘Life to the Full’ scheme allows St. Helen’s to deliver the new RSE curriculum, covering it’s required subjects and teachings in a way that adheres to core Catholic and Christian values. (See RE policy) As a Catholic primary school in the Province of Cardiff, Menevia, Wrexham and Herefordshire, we use the term Relationship and Sex Education (RSE) as we believe that sex education is set in a wider context of relationship education that is about all aspects of growing a fulfilled and happy life. Sex education is but one dimension of this greater whole. We use ‘Life to the Full’ scheme. (See RSE policy)

**7.4** We will continue to foster and deepen the children’s personal relationship with God our Father daily in prayer. We do this by helping them become aware of God’s Presence in their lives and of His love for them by leading them to respond to Him in a manner suited to their age. This may be in one of the following ways:

* Prayer of silence
* Spontaneous prayer
* Praying through gesture or action
* Formal prayer
* Responses of the Mass as appropriate to their age and stage of development.

**7.5** Each classroom has a focal point prayer area. Children are invited to pray at important stages of the day; to prepare for the day ahead, in thanks for what we are about to receive and in reflection at the end of the day. Children are also given opportunities to write their own prayers. Children are also encouraged to pray to God whenever they feel the need to. This is further developed through daily opportunities through meditation sessions.

**7.6** In addition to this, children will be given the opportunity on a daily basis for 'quiet time' to talk to God. This will be facilitated through the use of:

¬ Meditation

¬ TenTen

**7.7** Worship in this school is more than just a legal requirement. It is an integral part of school life and central to the Catholic tradition. Visitors are invited to assemblies, school liturgies and masses. These include families, members of the Governing Body, the parish priest and members of the parish community.

**7.8** At St Helen’s all children will be given opportunities to plan and lead acts of worship at an age appropriate level as set out below.

Basic Principles:

• The teacher should always prepare and lead most Acts of Collective Worship and be an excellent role model for children to emulate;

• Teachers should withdraw their input gradually at the appropriate time - given the age, capacity and stage of development of the children;

• It must never detract from being an enriching experience where glory, honour and praise is given to God;

• The REJOICE part of Come and See is a good place to start the process of involving children in preparing and leading worship.

• The required elements of Collective Worship should always be present to assist with the children’s liturgical formation;

• The recommended planning format should be used for all age groups (Some may just prepare / lead in one or two elements);

• Timings should always be appropriate for the age of the children.

1. **Developing Thinking**

**8.1**

Learners develop their thinking across the curriculum through the processes of planning, developing and reflecting. We also use De Bono;s  **six thinking hats** which is a tool to boost the productivity of creative **thinking** by dividing up the different styles of **thinking** into **six** "**hats**": logic, emotion, caution, optimism, creativity, and control. They are used in a variety of lessons to encourage students to think carefully and critically – encouraging them to think beyond their own perspectives and holistically respond to situations rather than only using one type of **Thinking**.

9. **Welsh Second Language/Bilingualism**

9.1 St. Helens Primary School is an English medium school and no pupils come from Welsh speaking homes. We take pride in our role as welsh educators and actively promote and develop the use of Welsh as a living language. We have the aim of making our children’s learning as bilingual as possible.

9.2 In addition to discrete weekly sessions in all year groups where we teach ‘Welsh as a Second Language’, the school tries to promote the use of Welsh through a variety of strategies:

* All classes spend 10 minutes each day – during Helper Heddiw - practising vocabulary appropriate to their age and ability, e.g. greetings, informal conversations, instructions, songs and rhymes, games, etc.
* Almost all instructions are given bilingually or in Welsh, for children to hear and respond to, e.g. register, hands up, line up, asking for the toilet.
* Staff members and pupils greet each other throughout the day using the medium of Welsh and pupils are encouraged and supported to use the short sentence patterns they know outside of the classroom in the playground.
* A key member of staff supports a group of interested children to promote Welsh outside of the classroom. This group is known as Criw Cymraeg. They have an action group of their own and they set their own targets for Cymraeg Campus Awards
* Phrase of the fortnight is encouraged for children to ask and answer questions. Rewards through Tocyn iath cup.
* Subject/area of learning specific Welsh is used by children and teachers appropriate to their age and ability.
* The use of Welsh is promoted through prayer and Worship, both in classes and in collective worship

**10.Thematic Approach**

**10.1** The Long Term Planning document (See Appendix) has been produced as a result of staff discussions on how we, as a school, plan out the coverage of our curriculum and meet statutory requirements and the needs of our learners across the Progression Steps. It is continually being adapted as new topics are being developed, as we move toward implementing the Curriculum for Wales. The document sets out the content of our curriculum in terms of the range and context of learning experiences for each area of learning. At St. Helens Primary School, we implement ‘thematic approaches’ to learning across the primary phase with opportunties for children leading their own learning in a highly creative way. We have determined that we shall work through a topic based approach with the main focus for each topic being Literacy, Humanities or Science and Technology.

**10.2** There will also be occasions when we choose to do a topic on a significant event such as the World Cup or when we suspend the curriculum to cover an event that arises eg a storm, earthquake, or other significant event through ‘in the moment planning’.

**10.3** We will also have whole schoool celebration days and awareness days of current issues and national days in Wales and the UK. (See Appendix)

**10.4** Some subjects are taught in discete methods such as phonics through letters and sounds, Maths and basic skills development using TAPAS. We plan out the intended skills for the half term and then plan with the children on an immmersion hook day how the skills will be delivered. This approach makes learning more interesting and purposeful for learners and gives an emphasis to skills development and application whilst allowing pupils to direct their own learning. This approach is used across the whole school and we aim to develop the ‘whole person’ so pupils embody the Four Purposes.

**10.5** The Long Term planning document does not set out the details of the skills that we are planning to teach. These are identified by the teachers at the termly, weekly and daily planning stages. These skills are drawn from the curriculum requirements and Literacy and Numeracy Framework (LNF) and Digital Competence Framework (DCF).

**10.6** Over the three Progression step, the expectation is that coverage has breadth and balance. The teachers use the What Matters Statements from the six Areas of Learning to plan and prepare for our curriclum.

**10.7** We shall strive to ensure exciting and stimulating topics that are relevant and authentic. Content and skills coverage is being developed through staff working parties.

The following Long Term Planning Curriculum Map, then should be seen as a basic starting point. It is a framework from which we shall develop our pupils’ learning termly. We shall adapt and modify these topic webs/overviews when situations arise as described earlier. The important thing is to recognise that our Curriculum Map is the context for developing all of the skills, attitudes and positive dispositions to learning we seek to instil in our learners. The context for learning can change easily and at short notice but these skills, attitudes and dispositions should be the constant key element of our provision. The following documents are ‘working documents’ and as such are not all complete.

**11 Outdoor Learning and experiences**

**11.1** The outdoor environment is a very important part of the curriculum. We make good use of our forest and outdoor facilities. Each year group has opportunities to learn outdoors through Forest School or Foraging Friday through blended learning.

**11.2** We try to ensure that all tasks and activities that the children perform are safe. When we plan to take children out of school, we follow a strict set of procedures to ensure safety; the venue is visited, risk assessments are completed, and various permissions are obtained. We inform parents or carers, and obtain their permission, before the visit takes place. Ratios for out of school trips is strictly adhered to and verified on the LA Evlove site.

1. **Health and Wellbeing**
   1. Children are given opportunities to promote their health and emotional wellbeing and moral and spiritual development holistically in school to become healthy and confident individuals.
   2. We are on our journey to becoming a Restorative School. Aiming to be restorative is a mindset that affects everything we do. Our relationship policy is not about rule enforcement. It is our approach to healthy relationships, so that people can work together with the common purpose of being our best.

See health and wellbeing Aole policy, food and fitness policy, wellbeing policy and Relationship policy

## **13 Diversity**

13.1 Children learn about tolerance, thinking first about co-operation, sharing, being kind and       generous to one another.  We go the extra mile to ensure our pupils not only tolerate difference, but actively celebrate diversity.

13.2 Children are positive and keen to reflect on experiences; they understand the consequences of their actions, and recognise the difference between right and wrong.  They are able to debate and discuss moral issues that are age appropriate and they offer reasoned views in circle time

13.3 Pupils learn about other faiths, values and cultures, celebrating festivals such as the Chinese New Year, Diwali, through whole school assemblies, events and the RE curriculum Come and See.  Pupils are provided with opportunities to reflect on their own and others’ spiritual beliefs.

13.4 The school provides regular opportunities for children to learn about other cultures: as part of the Summer transition activities, pupils shared information about their families and heritage, including those from other countries and cultures, celebrating diversity.  We engage with literacy from BAME role models and celebrate Black History month and children learn about the lives of influential people such as Nelson Mandela and Rosa Parks within the curriculum.

1. **British Values, Learners Leading their learning and Children’s Rights:**

**14.1** At St. Helen’s we prepare children for life in modern Britain and actively promote the British values of democracy, the rule of law, individual liberty and mutual respect.

Please read below to see how we promote these values through the curriculum as well as the wider life of the school:

## The Rule of Law - Pupils are taught about school rules and learn about the history of the rule of law in Britain. They discuss why we have rules and laws and agree class rules.  We work with representatives of the Fire Service, Police, health professions and others to learn about the reasoning and purpose behind a particular set of rules, such as road safety and substance misuse.

## We are also beginning our journey in engaging with The United Convention of Children’s rights. We will learn about the 42 Articles through assembly and in class.

## Democracy- The importance of democracy is taught at an age-appropriate level through the curriculum and assemblies. Our Senedd has elected chairs who are a democratically elected group of pupils from Year 5 and 6.  Current affairs and news items are discussed at an age appropriate level.

## **14.4** Individual Liberty -Children are encouraged to be aware of the importance of taking responsibility for their choices. We engage with Restoarative approach and learn about consequences and repairing relationships after making choices. They learn about individual liberty in history and the wider world through the curriculum topics and assemblies.  Examples of aspirational people who have fought for liberty and freedom are celebrated in topics and assemblies e.g. Martin Luther King, Nelson Mandela and Rosa Parks, Women in STEM.

**14.5** Mutual Respect -We engage in Circle time to encourage all children to be heard and we encourage respect from all. We expect pupils to take care of their school and each other.  Pupils have responsibilities such as school senedd, First Minister and Deputy Minister.  Children enjoy and value these roles, treating each other respectfully. We also celebrate children's achievements, for example, through Assemblies and class circle times.

**14.6** Our school Senedd has been created to allow all pupils to have a say in how they learn and allows pupils to have a voice that is heard and acted upon. All children from year 2 to year 6 are apart of 9 Senedd groups which they choose to join. These are: Chaplaincy (Mini vinnies), Citizenship (Rights of the child), Communication, Curriculum, Digital Competency, Enterprise, Health and Wellbeing (Healthy schools), Sustainability (Eco), Welsh Language Development (Criw Cymraeg and Bronze Award).

**14.7** Weekly meetings are held to discuss important dates in the year and develop further as a school community.

**14.8** At the start of every topic we have an immersion ‘hook’ day where all learners engage with the new focus in an exciting new way and the pupils also plan their own learning for the topic from the skills provided by the teacher.

(For 12, 13 and 14 see Health and well being policy)

**15.1 Assessment for Learning**

We encourage children to take responsibility for their own learning, and to be involved in the learning process as far as possible through:

* opportunities to initiate and influence learning, e.g. pupil voice during immersion hook days
* an Assessment for Learning (AfL) approach through questioning, high quality feedback and encouraging and facilitating self and peer support and evaluation
* ensuring thinking time is given
* learning objectives and success criteria being shared, displayed and discussed
* modelling of work and activities taking place
* celebrating children’s attitudes and efforts
* providing high quality feedback to children on their learning
* recognising and celebrating children’s achievements in all areas of life.

(See Assessement policy)

**16** Parent and wider community involvement

16.1 We believe that children learn when learning and teaching is relevant to their lives in the wider community. In our school you will see:

* members of the local and wider community engaging in school life
* engagement with parents
* celebrations of national and international events
* programmes of extra-curricular activities
* visits to places which enhance pupils learning
* links with the local business community, charities and cultural organisations
* outdoor/ environmental focus
* team building activities
* We support charities including CAFOD, Mind, Velindre, Noah’s Ark, the Dog Trust and so much more. We work closely with the local Food Bank, which has been supported through Advent. The school has close links with the community, including organising a senior citizen residents’ Christmas afternoon.
* Parent consoltations are important in maintaining regular dialogue with parents. Opportunities are given to meet the teacher in the Autumn and Spring Term with an annual report being sent out at the end of the Summer Term when a further consultation may be organised if requested.

(See teaching and learning policy)

**17.1** The role of Governors

Our governors determine, support, monitor and review the school’s approach to teaching and learning. In particular, they:

• Support the use of appropriate teaching strategies by allocating resources effectively;

• Ensure that the school buildings and premises are used optimally to support teaching and learning;

• Check teaching methods in the light of health and safety regulations;

• Seek to ensure that our staff development and our performance management both promote good-quality teaching;

• Monitor the effectiveness of the school’s teaching and learning approaches through the school’s school’s development plan, self-review processes, which include reports from key phase/stage leaders, performance management of staff, the termly headteacher’s report to governors.

(See teaching and learning policy)

**18 Review**

We are aware of the need to review the Curriculum, Learning and Teaching Policy regularly so that we can take account of new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school. The policy will be reviewed at least every two years and more regularly if appropriate.

This policy must be read in conjunction with the following policies:

* Assessment, Recording and Reporting Policy
* Teaching and Learning Policy
* Foundation Phase and Key Stage Two Policy
* Inclusion Policy
* ALN Policy
* EAL Policy
* Area of Learning Policies
* Health and Wellbeing policy
* RSE policy

**Actions**

Appendix

Aims

|  |  |  |
| --- | --- | --- |
| Question – How will our curriculum… | | What this looks like in st. Helen’s |
| 1 | Enable our learners to realise the four purposes and virtues to equip them for ongoing learning, work and life? | * 4 Purpose Pals with embedded purposes and virtues * The Virtues board and assemblies * Purpose planning Process for Mid Term Planning |
| 2 | Build high expectations and enable all learners to achieve their full potential? | * Differentiation * Assessment for Learning - Questioning , Feedback and Peer/ Self Assessment * Intervention support * Expectations for staff and learners for online learning and classroom |
| 3 | Offer a broad and balanced education, which enables your learners to make links between the different areas of learning and experience (Areas) and apply their learning to new situations and to more complex issues? | * 6 AoLes * cross curriculum responsibilities of literacy numeracy and digital competence * RE * RSE * Welsh * Forest School/ Foraging Friday * My Day Friday * In the moment planning (Early Years) * Outdoor Learning * Curriculum Senedd Department * Outdoor learning and educational visits |
| 4 | Provide experiences for children not in the classroom? | * Online learning (Seesaw / Hwb) * Other online platforms (Active Learn/ Purple Mash) * Educational Trips (linked with topics/ outdoor pursuits) * Senedd departments * Allotment * Caffi Blasus * Outdoor Learning / Forest * Extra – curricular activities (Choir, Judo, Rugby, Netball, Drama ) * Playworks * Breakfast Club |
| 5 | Focus on continuity and progressions made for all our learners. | * LNF framework * DCF framework * Progression steps for What Matters * Pupil progress review |
| 6 | support our learners’ health and wellbeing, including their mental health and well-being and make well being the core of everything we do and achieve? | * Circle Time * Check ins * Collective Worship * Examen – Ten Ten * Meditation * Feelings check in * ELSA/ Thrive * Little Turtle * Rewards * Health and Wellbeing Senedd * Calm Corners * Growth Mindset * Focus weeks – Anti – bullying / Mental health week/ Health eating week * PSE survey * Restorative Justice –Relationship Policy |
| 7 | Support our learners’ development of knowledge that is the foundation of being an informed citizen? | * Caffi blasus * Caroling in Nursing Home/ Nursery * Food Bank * Black history * Other faiths * Freaky Friday (voting) * Humanities curriculum * Zanzibar link * Senedd Departments * Rights of the Child * Fair Trade * Learning about other countries * Topics – themed days/ weeks through curriculum |
| 8 | Recognise our learners’ identity, language(s), ability and background and the different support they may need given their particular circumstances? | * GEMS * Links with parents * Links with St. Helen’s Parish * Support from ALNco. * Communication Senedd Department * Edukey * Around the world Day * Assemblies |
| 9 | Reflect the diversity of perspectives, values and identities which shape our locality and Wales and develop understanding of the wider world? | * Welsh week/ Eisteddfod * Themes linked to local history and geography of Wales in curriculum * Themes linked to different countries of the world * Welsh authors and artists explored * Welsh excursion trips * Links with Zanzibar * Transition week – Each class has a country * Citizenship and Welsh Language Development Senedd Department * Around the world Day (Foundation Phase) |
| 10 | Build in co-construction with learners,their families and the wider community to enable learners to leading their own learning. Be flexible and adapt and respond to Pupil Voice   * ? | * Rising 3’s * Links with Nurseries * Caffi Blasus * Acorn club * Seesaw * pupil voice planning * Senedd Departments * Junior Forum * Enrichment weeks * Questionnaires to parents and learners * Twitter * Schoop * Seesaw * Home school projects |
| 11 | Enable our learners to make sense of growing up in contemporary Wales and of issues which will be important in the future, including sustainable development and citizenship? | * Sustainabilty Senedd Department * Gardening Senedd Department * Citizenship Senedd Department * Enterprise Senedd Department * Rights of the Child * Themes throughout year groups * Flexible curriculum planning– in the moment planning for contemporary issues |
| 12 | Support our learners to critically engage with a range of information and to assess its value and validity? | * Mr. Men Self and peer assessment (Foundation phase) * Purple Pen self and peer assessment (Ks2) * Hook Immersion Days * Enrichment Days/ Weeks * Understanding IDP’s through Edukey * Science Aole * Fact/ opinion/ bias tasks in PS3 * Critical analysis and critical skills in PS3 * Thinking Hats |
| 13 | Enable our learners to develop an understanding of their rights and the rights of others? | * Rights of the Child Articles- Article of the Month * World Childrens Day * Citizenship Senedd Department * Bob the Bear * Class Charter * Junior Forum |
| 13 | Ensure that we help each individual in the school community to grow and to mature in the Faith and lead a fulfilling life as a valued member of a Catholic society? | * Family Mass * Come and See Scheme * Virtues * Meditation * Collective Worship and planning worship * Fertile Heart * Class Mass * Daily Prayer * KETT * Chaplaincy Senedd Department * Assemblies * Cafod Fundraising and supporting other charities * Year 3 First Holy communion * Wednesday Word * SVP link * Parish link |
| 14 | Ensure that each child acquires the knowledge and skills to fulfill their potential and that each child develops moral sensitivity, independent thinking and initiative? | * Assessment For Learning * Creating Success criteria * Forest * Thinking Time * Talking Partners * Continuous and Enhanced Provision * Counselling * Thinking Hats * PASS Survey |
| 15 | Promote the welsh language? | * He;per Heddiw * Incidental welsh * Welsh games * Welsh Language Development Senedd Department * Criw Campus Bronze Award * Schwmae Day * Urdd * Seren Y Wythnos * Pod Antur Schemes * Criw Cymraeg Cup |

Curriculum Long Term Planning

Foundation Phase (Progression Step 1 / 2)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **EYS** | **Y1** | **Y2** |
| **Autumn term**  **Bright Sparks & Marvellous Me** | **Colours**  **Autumn**  **Nursery Rhymes**  **Me, My Family, My school**  **Birthdays** | **My Body**  **Senses – testing hearing/sounds**  **Mary Secole (Black History month)**  **Weddings**  **Hanukkah**  **Circus** | **The Celts**  **Laura Ashley**  **Grace Darling**  **Lighthouses/electricity**  **Moon festival**  **Light**  **Bonfire Night** |
| **Spring term**  **Long Ago, Far Away and Home Again** | **Castles & Dinosaurs**  **Caerphilly Castle- fairy stories (history)**  **St David’s Day – dragon**  **Contrasting country Africa**  **WELSH BOOK WHIZZ AROUND WALES** | **Pirates & Islands –**  **water (science)**  **4 countries of UK**  **Contrasting country Africa African fruits/animals**  **St David’s Day – Anglessey**  **SGLOD WELSH BOOK** | **Space - #BLM**  **Places in Wales nswe**  **African Geog. features**  **St David’s Day**  **Contrasting country Africa – KABOO DIARY**  **WOOLY WENDY** |
| **Summer term**  **Green Fingers, Paws & Claws** | **Allotment , Growing,**  **The Garden & The Farm** | **Mini-beasts**  **The Seaside & Holidays** | **World Habitats, animal classification**  **Eco issues – Greenpeace DEAR GREEN PEACE**  **Plant growth, expts**  **The Pond** |

**Key Stage Two (Progression Step 2 /3 )**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Term** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Autumn** | **Alive and Kicking**  **The Twits, George Marvellous Medicine,**  **How does my body work?**  **Wales/ India – Chembakoli**  **Norwegian Church**  **Yoga** | **Chocolate Journey of chocolate bar**  **Charlie and the chocolate factory**  **Frieda Kahlow**  **Fair Trade**  **Native Americans – Aztecs and Mayans**  **Play with physics**  **Sound**  **Properties of Material**  **Pulley systems** | **Tomorrow’s World Today**  **Mortal Engines**  **Energy Light Sound and electricity**  **Sustainable earth**  **Electric circuits**  **Understanding Government**  **Plan housing estate**  **Picasso and Banks** | **She Loves you**  **1960’s**  **Beatles**  **Moon Buggies – Space Race**  **Vietnam War**  **Gigs across UK/World**  **Pop Art** |
| **Spring** | **Myths and Legends, creepy crawlies and where it takes usWelsh myths and legends**  **Tirion Secret Journal**  **Stuarts –**  **Gunpowder Plot and Plague**  **Kings and Queens**  **Down in the woods** | **Arwyr**  **Welsh Heroes**  **Sporting Heroes**  **Superheroes**  **Anglo Saxons**  **The Storm**  **Marvel**  **Third rock from the sun** | **Pobl Y Cwm**  **Victorians Street Child**  **Big Pit**  **Healthy Living Science**  **Rivers of Wales** | **Green Grass of Home**  **CliffHanger book**  **Romans in Wales**  **Mountains of Wales**  **Material Changes – Science**  **Mosaics** |
| **Summer** | **In the Moment**  **News events**  **Sport Events**  **Our sustainable world** | **Your Country Needs You**  **World War Two**  **Agent Fifi/ Anne Frank**  **Evacuees**  **World of Water - Dunkirk** | **All The World’s a Stage**  **The Tempest**  **The Highway Man**  **Plants for Life Science**  **Wales/St Lucia**  **The Tudors** | **Witches Wizards and Warlocks**  **Harry Potter**  **Water Life Science**  **Mapping**  **Reptiles**  **Attitudes to witchcraft** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Autumn Term** | **Yr 3** | **Yr 3** | **Yr 5** | **Yr 6** |
|  | **Alive and Kicking** | **Chocolate** | **Tomorrows world today** | **She Loves You** |
| LLC | The Twits  George Marvellous Medicine  Literacy Evolve: Poetry  Cymraeg Pod Antur Scheme for Year group | The Chocolate Touch = Patrick Scene Catling  Journey of a Chocolate Bar- John Malam  Literacy Evolve: Poetry  Cymraeg Pod Antur Scheme for Year group | Mortal Engines- Philip Reeve  Literacy Evolve: Poetry  Cymraeg Pod Antur Scheme for Year group | John Lennon Voice of a generation: Liz Gogerly  John Lennon: Paul Dowswell  Why? : Nikolai Popov  Literacy Evolve: Poetry  Cymraeg Pod Antur Scheme for Year group |
| Maths and Numeracy | TAPAS  White Rose  Abacus | TAPAS  White Rose  Abacus | TAPAS  White Rose  Abacus | TAPAS  White Rose  Abacus |
| Science and Technology | How Does My Body Work?  Green Screen  Hwb – j2e  Stem - Bridges | Play with Physics  Forces  Sounds  Properties of Materials  Pulley Systems  Hwb – j2e | Energy Light and sound  Design observation decks  Design IT game  Stem - Electrical celebrations | Forces in Motion  Design moon buggies  Scratch - coding |
| Humanities | India  Chembakoli  Wales/ India  Come and see/ Fertile Heart  Christmas Fayre | Incas / Machu Pichu  Fair trade  Chocolate Factory trip  Come and see/ Fertile Heart  Christmas Fayre | Understanding Government  Senedd  Planning housing estate  Come and see/ Fertile Heart  Christmas Fayre | Space Race  Vietnam War (Imagine)  Gigs across UK/ World  Come and see/ Fertile Heart  Christmas Fayre |
| Health and Wellbeing | Health related exercise – ball skills  Yoga  Gymnastics Pess Unit 10  Foraging Friday  Wellbeing embedded | Health related exercise  Gymnastics Pess Unit 7 & 8  Foraging Friday  Wellbeing embedded | Health related exercise  Gymnastics Pess Unit 15  Wellbeing embedded | Health related exercise  Net ball games  Gymnastics Pess unit 13  Wellbeing embedded |
| Expressive Arts | Indian Art/ music/ dance  ME3 Animal Magic - music | Aztec Art and pottery- Frida Kahlor  Rainforest group music competition | Picasso  Banksy  Citroen car dance  2001 A Space Odysssey | Pop Art  Sergeant Pepper Cover  Appraising Beatles music  Perform She Loves You |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Spring Term** | **Cycle A Yr 3 and 4** | **Cycle B Yr 3 and 4** | **Cycle A Yr 5 and 6** | **Cycle B Yr 5 and 6** |
|  | **Myths, legends, creepy crawlies and everything in between** | **Arwyr - Heroes** | **Pobl Y Cwm** | **Green green grass of Home** |
| LLC | Section of welsh myths and legends eg. Branwen, Red and white dragon, Sword in the stone, Gellert, Blodeuwedd  Tirions secret journal- jenny Sullivan  Winters child  Slimy stuarts  Cymraeg Pod Antur Scheme for Year group | The Storm – Kevin Crossley- Holland  Welsh Heroes  Avengers  Cymraeg Pod Antur Scheme for Year group | Street Child: Berlie Doherty( also play version)  A shorty history of nearly everything (extract) – Bill Bryson  Cymraeg Pod Antur Scheme for Year group | Cliffhanger- Jaccqueline Wilson  Rotten Romans  Pompeii  Cymraeg Pod Antur Scheme for Year group |
| Maths and Numeracy | TAPAS  White Rose  Abacus | TAPAS  White Rose  Abacus | TAPAS  White Rose  Abacus | TAPAS  White Rose  Abacus |
| Science and Technology | Down in the woods  Stuarts big book  Mini-beast hotel | Third Rock from the Sun | Healthy Living  Healthy soup  Victorian the census  Create databases | Material changes  Make biscuits  Scratch |
| Humanities | Stuarts  Llancaiach Fawr  Come and see/ Fertile Heart  Bike ride | Anglo Saxons settlement in Briatin  Come and see/ Fertile Heart  Bike ride | Rivers: world, Europe, UK, Wales, local  The Victorians – Big Pit Migration Rights of the Child  Come and see/ Fertile Heart  Bike ride | Mountains in Wales Volcanoes  Romans in Britain/ Wales  Caerleon  Come and see/ Fertile Heart Bike ride |
| Health and Wellbeing | Health related exercise  Yoga  Gymnastics Pess Unit 10  Foraging Friday  Wellbeing embedded | Health related exercise  Gymnastics Pess Unit 7 & 8  Foraging Friday  Wellbeing embedded | Health related exercise  Gymnastics Pess Unit 15  Forest school  Wellbeing embedded | Health related exercise  Net ball games  Gymnastics Pess unit 13  Forest school  Wellbeing embedded |
| Expressive Arts | Eisteddfod week  Kings and queens portraits  Appraisal of welsh music Folk song  Raindrop prelude  Frog chorus – paul mccartney | Eisteddfod week  Cylchau cantre gwaelod (sounds creative) | Eisteddfod week  Morris dancing | Eisteddfod week  Mosaics  PESS formation walk  Appraisal and composing of film battle |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Summer term** | **Cycle A Yr 3 and 4** | **Cycle B Yr 3 and 4** | **Cycle A Yr 5 and 6** | **Cycle B Yr 5 and 6** |
|  | **In the moment**  **taking care of our world** | **Your country needs you** | **All the worlds a stage** | **Witches, wizards and warlocks** |
| LLC | Paper bag Prince  Tin Forest  Blue Planet  First News  Christophes satory  Cymraeg Pod Antur Scheme for Year group | Anne Frank – autobiography  The Lion and the Unicorn – Shirley Hughes  Cymraeg Pod Antur Scheme for Year group | The Tempest: William Shakespeare  The Highwayman – Alfred Noyes  A short history of nearly everything – Bill Bryson  Cymraeg Pod Antur Scheme for Year group | Harry Potter and the Philosophers Stone  Cymraeg Pod Antur Scheme for Year group |
| Maths and Numeracy | TAPAS  White Rose  Abacus | TAPAS  White Rose  Abacus | TAPAS  White Rose  Abacus | TAPAS  White Rose  Abacus |
| Science and Technology | Our sustainable world | World of Water  Alarm systems | Plants for life  Wind chimes | Water life  Model castles  New sweets |
| Humanities | Climate change  Come and see/ Fertile Heart  Endangered animals | World war 2  Link with evacuees  Cardiff castle trip  Come and see/ Fertile Heart | St Lucia : Contrasting locality  Tudors  Theatre trip  Come and see/ Fertile Heart | Mapping marauders map  Reptiles from different countries  Attitudes to witchcraft  17th and 19th century castles  Communication in the past  Come and see/ Fertile Heart |
| Health and Wellbeing | Health related exercise  Swimming year 4 | Health related exercise  Swimming year 4 | Health related exercise  Gymnastics Pess Unit 15  Forest school  Wellbeing embedded | Health related exercise  Net ball games  Gymnastics Pess unit 13  Forest school  Wellbeing embedded |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Expressive Arts | World now and future | War photos  Blitz skyline  WW2 playground songs – music composition | Eisteddfod week  Morris dancing | Triwizard tournament  Friendship duel (bullying)  Games (ball control (quidditch) |

Foundation Phase

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Light up mt world** | | | | |
| **Autumn** | **Nursery** | **Reception** | **Y1** | **Y2** |
| **Themes** | **Colours**  **All About Me** | **Birthdays & Harvest**  **Babies & Growing** | **A Wedding**  **The Senses** | **Bonfire Night**  **My Home** |
| **NLF skills**  ***numeracy*** | Counting to 5/10 fingers & toes  Finger gym/rhymes  Numicon shapes to 5  Grouping colours  Red/not red  Visual timetable - routines | How long do you brush your teeth? Daily routines/activities  Measuring - non-standard heavier/lighter/longer/shorter(dolls, cooking, autumn)  Counting teeth  Filling babies bottles  Number of people in families – more/less, altogether  Compare & order numbers (ages)  Ages – data collection, older, younger, when is your birthday?  Taller/shorter | Counting in 2s (sets of bridesmaids, ears, eyes)  Calculate amounts, prices for wedding – cakes, flowers, guests up to 10p/20p  Fruit & veg shop- double the price  Estimating by touch & check by counting  Test/measure sense of sight/hearing  Data handling – fav tastes/ smells Arrangements of flowers in 2s, 10s  Lists and tables | Odd/even numbers on doors/count in 2s  Ordering nos to 100/1000  How many house between house no. 67 and 75 etc  Buying items for the house to a given budget.  Measuring the height of model houses, ordering.  Data handling – types of houses we live in, how many in your house etc?  How long does it take to get from your house to... school? Church? Shops? |
| **NLF skills**  ***literacy*** |  | Birthday cards, lists  My favourite food  Labels and captions | Letter to Katie Morag about weddings long ago  Wedding lists, cards, invitation etc. | House details (Estate Agent)  Bonfire Poems, Letter to James 1 from Guy Fawkes, card for Grace Darling.  Biography of Laura Ashley/Grace Darling |
| **F.P. Range**  **Knowledge**  **&**  **Understanding of**  **the**  **World** | **On-entry assessments**  Me - How I’ve changed  Names –friends, family & teachers  People who help me in school  School rules  Feelings  Hands & Feet  Finger/toe rhymes  Mr Men/Little Miss  Colours  Favourite toys  Christmas | Me and my extended Family  Babies  Human life cycle  Parts of the body/WLD  Faces  Keeping teeth healthy  People who help us stay healthy – dentist(jobs)  Tooth fairy  Comparing themselves with others- Similarities & differences  Animal babies  Festivals – harvest, autumn, birthdays, Christmas  Fireworks – light & sound  Diwali (CD) | Joints, The skeleton  The senses  Testing senses –  Man-made/natural/types of materials  Deaf/blind etc  Healthy/unhealthy foods  Measuring and comparing  Eyes & Ears  Light & Sound sources  Weddings – past & present  Festivals of light  Hannukah, (CD) | Explore, test and sort everyday materials  Properties of materials (vocab)  Man-made and natural materials  Working with different materials - jobs  Balanced diet/5 a-day  Light & Darkness  Light sources/reflectors  Reflective materials  Electricity  Bonfire Night – different historical sources & events/reasons  Grace Darling & lighthouses  Sounds |
| **Creative**  **Development**  **(Art, D.T.**  **Music & Movement)** | Colours  Music & Movement | Drawing people with main body parts & features  Using skin tones  Faces with moving parts  Val sabin Dance units  Val Sabin-Autumn leaves, Follow my Feet, Stars  DT- moving pictures (bodies)  Diwali | Self-portraits  (looking at famous artists)  Design & make a 3D wedding cake, dress, suit for the groom  Colour mixing  Light & dark pictures  DT – fruits & vegetables | House clay tiles  Junk boxes – street  Design a dream home  Shades, darker & lighter  silhouettes  DT- Structures Homes  Val Sabin Unit 3 – 3 Little pigs |
| **PSE, WB & CD** | Familiar adults  Sharing & turn taking  Catering for personal needs  **Little Turtle** | Sensitivity to needs of others  Emotions  Likes & dislikes, Fair/unfair, right/wrong  Awareness of other cultures & traditions(CD)  Diwali  **SEAL – Good to be Me** | Expressing feelings  Healthy/unhealthy foods  How to show consideration for others & respect other faiths (CD  Mary Seacole –black history week October (BBC schools history)  **SEAL – Good to be Me** | What makes a good friend? – qualities  Moon festival 19th Sept  How to show consideration for others & respect other faiths  Christmas around the world (CD)  **SEAL – Good to be Me** |
| **Physical**  **Development** | Develop gross/fine motor skills indoors & out  Climbing, jumping , landing  Pulling, stretching, squeezing  Snipping, holding pencils  Building towers  Pedalling | Cutting, threading basic shapes  Manoeuvring bikes between around etc  Pencil control  Tie a single knot  Hop, balance on 1 leg  Kick a ball  Intro - PESS body shapes | PESS/Val Sabin Dance  Tie a single knot  Use scissors  Jump, hop, for/backwards  Stand, balance – still & on tip-toes  Work with a partner  Use space  Follow instructions | PESS/Val Sabin Dance  Cut out accurately difficult shapes  Jump off apparatus  Bounce & catch a ball  Link actions together in a sequence  Jump & land  Throw & catch  Make clear body shapes |
| **Welsh Language**  **Development** | Flic a Flac Coch | Flic a Flac Melyn  Colours, parts of the body, family members | Flic a Flac Glas  Colours, food (Parti)  parts of the body, doctor’s surgery  NgFl cymru - Nadolig | Flic a Flac Gwyrdd  Where we live  Noson Tan  3 pigs  NgFl cymru - Nadolig |
| **Cwricwlwm Cymreig** | Welsh nursery rhymes | Welsh Lullabys | Sglod & Chips | Laura Ashley |
| **Cultural Diversity**  **World festivals** |  | Diwali  Harvest Festival | Hannukah | Moon festival |
| **Trips &**  **Visitors** | Father Christmas | Father Christmas | Christmas Panto | Christmas Panto  Estate agent |
| **Role Play** | **House**  **(add cleaning, shopping, hairdressing box)**  **Stable** | **Birthday party/shop**  **Baby Clinic**  **Dentist**  **Christmas House** | **Optician**  **Wedding party**  **Fruit & Veg shop**  **Santa’s Workshop** | **Estate Agent**  **Lighthouse**  **Santa’s Workshop** |
| **ICT** |  |  |  |  |
| **Occasional Days** | **Remembrance Day** | **Halloween** | **Bonfire Night** | **All Saints Day/Advent** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Long Ago, Far Away and Home Again** | | | | |
| **spring** | **Nursery** | **Reception** | **Y1** | **Y2** |
| **Themes** | **Nursery Rhymes & Fairy Tales** | **Castles, Dragons & Dinosaurs** | **Pirates & Islands** | **Space** |
| **NLF skills**  ***numeracy*** | Counting reliably to 5/10  Compare sizes  Making sets (laying the table in colours)  Sorting information & objects  Become familiar with vocab (hot/cold, longer/shorter, heavier/lighter) | Compare & order numbers  Move in given directions  Sort & classify objects by 1 criterion  Comparing length/height of toy dinosaurs/castles  Passing of time – how long does it take to....? Super timer(IWB) | Bonds of 10, counting on– pirate maths  Capacity  Make lists & tables - what you will need for the journey. How many pirates, how much food?  How far? Measure distances  Whole/half turns – directions  O’clock – how long is the journey?  Money – totals to 20p change from 10p | Temperatures in space (minus degrees)  Driving the space ship/directions distance, turns, clockwise, right angles, Compass points NSEW  Gather info about planets and make block graphs/pictograms, Comparing – double bubble  How much weight can you take on a aeroplane/rocket? 5g 10g 100g  ½ ¼ kgs/m/hour/litre  Money – totals to £1/£2 change from X of 10 |
| **NLF skills**  ***literacy*** | Handwriting patterns | Character profiles of princesses etc  Captions  Labels – dinosaurs, castles  Banner (Help me!)  Descriptions | Wanted poster  Newspaper article  Visit itinerary, lists of items for journey  Ship’s log –diary  Character profile | Brochures for advertising a visit to a planet of their choice, or landmark  Create your own alien – descriptive writing  Space log/diary  Limericks- humorous verse |
| **F.P. Range**  **Knowledge & Understanding of**  **the World** | Sorting people/characters/things around them  Opposites – push & pull  Caerphilly – where we live  Weather  Daily Routines | People/Jobs in the castle  Changes caused by time  Use range of historical sources(buildings)  The local environment  Addresses  Properties of materials  Sorting materials into groups - recycling  Chronology- past & present  Sequencing objects/events  Compare locality to other parts of the world | Changing Materials- water. ice, steam  Water - Floating & Sinking  Identify differences between ways of life at different times  Directions & routes  Simple maps  Natural features – island  Compare locality to other parts of the world (Zanzibar, Madagascar)  Life in the past- historical figures- Blackbeard, Henry Morgan, Anne Bonney | Sorting & Comparing Planets  Moon landings  Forces  Pushing & pulling  Gravity  Magnetism  Globes & Maps  Natural features – mountains  Compare locality to other parts of the world (Zanzibar & Tanzania)  Modern Africa  World landmarks |
| **Creative**  **Development**  **(Art, D.T.**  **Music & Movement)** | African Dance  African prints & templates  Weaving  Play To learn | Welsh Folk Dancing  African Animal Art  Play To learn | African Dance  (Val Sabin Handa’s Surprise)  Treasure Island – Music Express  African Masks/pattern  Printing  Rhythm & Beat  Play To learn  DT - boats | Welsh Folk Dancing  Landscapes  Kyffin Williams  African/Welsh traditional music/art  Printing  Play To learn  DT- space buggies |
| **PSE, WB & CD** | Good/bad  Right/wrong  **SEAL** - Getting on and falling Out | Decisions made in stories  Morals/messages in stories  **SEAL** - Getting on and falling Out | Welsh Identity  Looking after the environment  Stereotyping  **SEAL** - Getting on and falling Out | Welsh Identity  Cultural Diversity  Stereotyping  **SEAL** - Getting on and falling Out |
| **Physical**  **Development** | PESS | PESS – Gym  Games | PESS – Gym  Games | PESS – Gym  Games |
| **Welsh Language**  **Development** | Flic a Flac coch | Flic a Flac melyn | Flic a Flac glas  Clothes, weather, The garden | Flic a Flac gwyrdd  Food, African animals/Chinese New year |
| **Cwricwlwm Cymreig**  **Welsh Week** | Caerphilly & surrounding area.  South Wales – names of different places we live locally  Tom Quilt | Whizz Around Wales  Places in Wales – Compare Caerphilly  Dragons  Nia’s First Day | Comparing food  Welsh cakes  Gerry’s Story | Kyffin Williams  Woolly Wendy -Mount Snowdon |
| **Cultural Diversity**  **Wales - Zanzibar** | School in Zanzibar  Spices  Weaving  Weather hot and cold – What would you wear. | African animals and Welsh animals and make comparisons  Zanzibar - Giant Tortoises | African Islands  Zanzibar, Madagascar  Weather  Islands | Going on Safari – Tanzania  Mount Kilimanjaro  African Habitats  Comparing temperatures in Wales/Africa  Maps – plan view, symbols and keys |
| **Trips & Visitors** | 1. Caerphilly Castle 2. Dan Yr Ogof | 1. Caerphilly Castle 2. 2. Dan Yr Ogof | 1. Techniquest/Senedd 2. St Fagan’s | 1. Techniquest/Senedd 2. St Fagan’s |
| **Role Play** | **Fairy Tale Cottage**  (Cottages for 3 Bears, 3 pigs, 7 dwarfs – counting & matching) | **Castle shop**  Dinosaur World | **Pirate Ship/Shop**  **Island**  **Post office (money, weight, odd/even)**  (Measurements, Observations  Time- logs, days of week) | **Space Station/** **Space Cafe**  (Measurements, Observations, temp, distance, Time- logs 15min intervals) |
| **ICT** |  |  |  |  |
| **Occasional days** | **St. David’s Day**  **St Dwynwen’s Day** | **World Book Day**  **Mother’s Day** | **Shrove Tuesday/Mardi Gras**  **Ash Wednesday** | **Holy Week**  **Chinese New Year** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Green Fingers, Paws and Claws** | | | | |
| **Summer** | **Nursery** | **Reception** | **Y1** | **Y2** |
| **Themes** | **The Farm**  **The Garden** | **What’s Under the Bed?**  **The Pond** | **Mini-beasts**  **The Seaside** | **In the Deep, Dark Wood**  **Plants & Growing**  **The Pond** |
| **NLF skills**  ***numeracy*** | Read, write nos to 5/10  Compare, order nos to 5/10 shopping with 1ps  Sort & classify by 1 criterion | Estimating/counting seeds  Combining totals/bonds of 10  Shorter/longer, heavier/lighter vegetables, jewels,seeds  Make lists/tables  Sort by more than 1 criterion | Doubles/halves- legs, spots etc  Sets of x2 X6 – antennae, legs  Life cycles half/quarter turns  Shopping- pay up to 20p/50p/£1  Totals & change from 20p/50p/£1  capacity | Measuring, monitoring growth  Counting in sets of 2s, 5s, 10s – seeds, animal legs  Use information on seed packets to work out growing times – how many weeks? Months?  At what temp do seeds germinate? |
| **NLF skills**  ***literacy*** | (to be added) |  |  |  |
| **F.P. Range**  **Knowledge**  **&**  **Understanding of**  **the**  **World** | Sorting & matching  Names of farm animals  Baby animals  Animals homes  Food from animals  Planting/tending the allotment  Names of vegetables  Healthy eating  Cooking | Seeds  Root vegetables  Animals that live underground  Precious stones  Coal  Natural/man-made  Australia – wildlife, famous landmarks (natural/human features)  Where family/friends live and go on holiday  Weather  Pond dipping- under water | Life cycles – butterflies  Sorting insect/not insect  Variations & adaptations sorting, grouping & comparing different animals & plants/habitats  Animal senses  Effects different seasons have on animals  Recognise how people’s actions can damage the environment  Natural/human features  Going on holiday | Woodland creatures  British wildlife  (fox, badger, deer, birds etc)  Environmental issues –  Arctic & Antarctica  sorting, grouping & comparing  Names of animal homes/young  Lifecycles – dragonfly, larvae, nymphs  Parts of a plant/functions  Healthy eating  Sustainability  External parts of a plant  Observe, measure & give explanations |
| **Creative**  **Development**  **(Art, D.T.**  **Music & Movement)** | Old MacDonald  Farm songs & rhymes  Make sound stories  Happy/sad sounds  Printing – repeating patterns  Write Dance | Waltzing Matilda  Aborigine sounds/instruments  Clap a steady beat  Timbre  Aborigine art style/colour  Prints | Sounds of the sea  (music express)  Sea shanties  play a steady beat  create & repeat melodic patterns  Making sounds using seaside materials (shells, pebbles etc)  3D creatures  Painting | 4 Seasons – Vivaldi  create & repeat melodic patterns  play using limited number of notes  Seed & Flower Art 2D & 3D  Textures  Reflect on their own/others’ work |
| **PSE, WB & CD** | Caring for & respect for plants/animals  Good health | Respecting others’ traditions & beliefs  Caring for the environment | Treating things with respect  Protecting the environment | Self/peer assessment  Healthy bodies  Eco-friendly living |
| **Physical**  **Development** | Jumping, hopping, skipping, climbing, riding  Play to Learn cards | Understand rules  prepositions  kicking, passing a ball  ride a 2-wheeler bike  Play to Learn cards | Hand/eye co-ordination  Paired work  Sending, receiving & travelling  Bouncing, throwing, catching | Outdoor games/Athletics  Making up own games/small groups- dodging, target games & rules  Health & fitness |
| **Welsh Language**  **Development** | Flic a Flac Coch | Flic a Flac Melyn | Flic a Flac Glas | Flic a Flac Gwyrdd  Y2/3 transition materials |
| **Cwricwlwm Cymreig** | Welsh Hill farms | Coal mining | Welsh seaside towns | Native Welsh animals & plants |
| **Cultural Diversity** |  | Aborigine culture & art |  |  |
| **Trips & Visitors** | Farm Visit | Cosmeston/PorthkerryPark  Seaside  Bristol Zoo | Cosmeston/Porthkerry Park  Seaside  Bristol Zoo | Cosmeston/Porthkerry Park  Seaside  Bristol Zoo |
| **Role Play** | **Farm Shop** |  | **Fantasy Garden**  **Under the Sea – shell shop** | **Garden Centre** |
| **ICT** |  |  | **Logging on /off using school passwords** |  |
| **Occasional days** | **May Day** | **Father’s Day** | **Pentecost/St Swithens Day / Ramadan** | **Sports Day** |

**Whole School Important Dates for Curriculum**

**RE Whole School ALN Year/Phase Specific**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Autumn A** | **Autumn B** | **Spring A** | **Spring B** | **Summer A** | **Summer B** |
| **Well-being week 5Rs/Check in** | **Well-being/PSD** | **Ein Byd – Diversity & Difference** | **Ein Gwlad** | **Aspirations & Careers** | **Cadw’n Heini**  **Healthy Living/RSE** |
| **Transition**  **One-page profiles completed.**  **Interventions begin and entered on Provision Map.**  **IEPs reviewed and rewritten.**  **Mental health day**  **Welcome mass/liturgy (FP)**  **Healthy Eating Week**  **28th Sept**  **4th Oct Grandparents day**  **October – Black History month**  **Schwmae day** | **Anti-bullying week**  **16th- 20th Nov**  **Interventions finish. Provision map**  **updated.**  **Universal Childrens’ day (Rights of the Child)**  **20th Nov**  **Advent/Food Bank**  **EYs Nativity**  **KS2 Christmas production**  **Enterprise week**  **Christmas Fayre KS2** | **Languages week**  **Interventions begin and entered on Provision Map.**  **IEPs reviewed and rewritten.**  **Children mental health week**  **Acts of kindness week**  **Internet Safety Day**  **17th Feb Ash Wednesday- LENT APPEAL**  **22nd Feb Fair Trade Fortnight** | **Welsh week**  **St David’s Day Eisteddfod**  **4th March**  **World Book Day**  **6th March Lent Fast day**  **Interventions finish. Provision map updated.**  **Earth Day**  **British Science Week - STEM**  **Easter Mission Week**  **Liturgy/Kett**  **Lent Appeal** | **Big Me Day – Action Aid**  **Interventions begin and entered on Provision Map.**  **Mental Health Week**  **16th May**  **Month of Mary (May)**  **National Tests Y2-Y6**  **Earth Day** | **Sports day**  **Y6 Leavers Assembly/play**  **Reports written.**  **Interventions finish. Provision map updated.**  **IEPs reviewed and passed on.**  **18th Aug**  **St Helen’s Day**  **Enterprise week FP**  **Summer Fayre**  **Ble Yn Y Byd?**  **Transition Topics**  **Refugee Week** |