



## Curriculum Policy

Required Review Frequency	FGB to determine – every three years
Next Review Due:	September 2025
Committee Responsible:	Curriculum and Standards Committee
Document Location	School

Version	Approved By	Date of Approval	Key Changes
1.0	FGB	05/12/2018	New Policy
1.1	C & S committee	02/11/2022	Amended Ethos statement

### Ethos Statement

It is the aim of the Governing Body of St Helen's Primary School to support the implementation of policies and procedures that develop the skills our children need to achieve our vision of:

"Excellence, Enjoyment and Achievement together in a nurturing Christian community."

This underpinned by our ethos for all children to be "Flying High: soar on wings like eagles" inspired by the Bible verse in Isaiah 40, v31.

"Those who hope in the Lord will renew their strength. They will soar on wings like eagles"

The four key principles from our vision which underpin what 'Flying High' means are:

- **Excellence:** having high expectations, challenging for all
- **Enjoyment:** living life in all its fullness
- **Achievement:** everyone reaching their potential
- **In a nurturing Christian community:** made in God's image, everyone different but soaring together as one

We seek to develop these through our connected curriculum.

## Our Curriculum:

We developed a curriculum alongside our partner school St.Mary's in order for all our children to meet the aims outlined above- our curriculum intent.

## St Mary's and St Helen's Connected Curriculum

PLEASE NOTE PAGE REFERENCES ARE FOR STAFF IN THEIR TEACHING AND LEARNING GUIDE AND WILL NOT BE APPLICABLE ON THIS POLICY;

### Contents

Rationale .....	3
Curriculum Journey .....	3
Drivers .....	4
Subjects/Topic (Head).....	4
Global Themes (Heart).....	4
Brave Changemaker skills (Hands).....	4
Key Documents to support Planning.....	5
Long Term Planning .....	5
Progression Documents.....	6
Assessment .....	6
Developing the Big Question and Product Outcome .....	7
Enquiry Road Map .....	8
.....	8
.....	8
Continuum (Superseded by Road Map) .....	8
Medium Term Planning .....	9
Discrete Subject Planning .....	10
Connecting with the families: Home Learning Menu & Curriculum Map .....	11
Displays.....	11

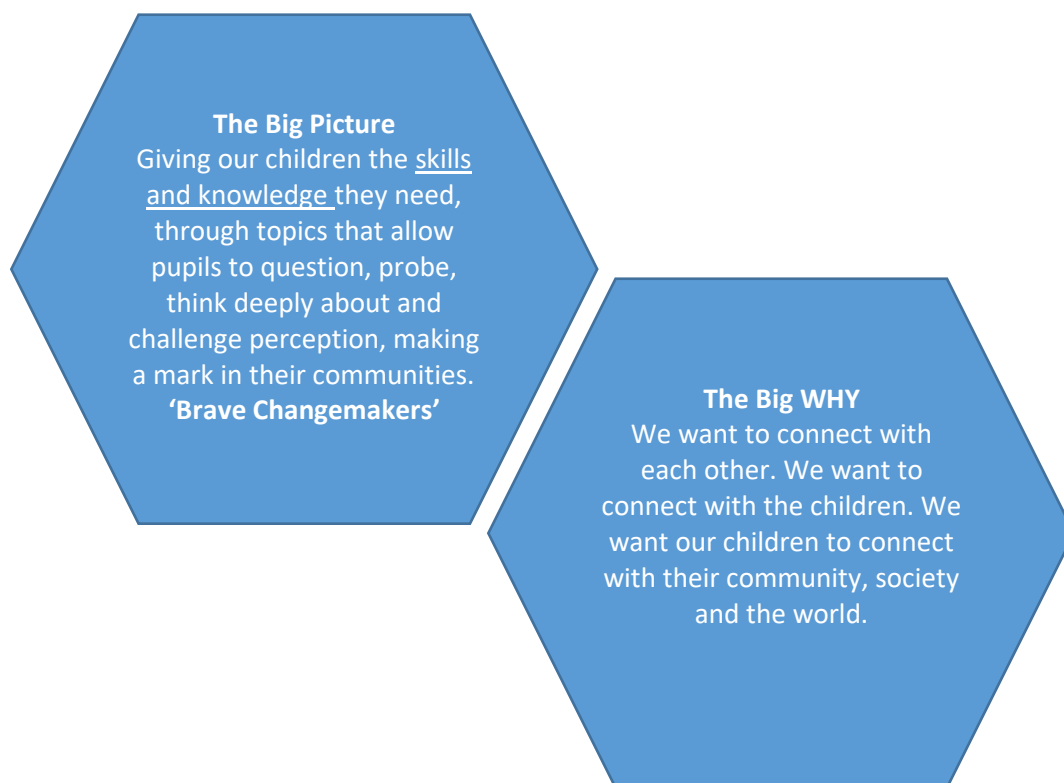
It is our **intent** that the children in our schools to **enjoy** learning through our 'connected curriculum'. It is designed to help the children make **connections**...

1. with **one another** within each individual school
2. between **both schools**
3. with **local and global** communities
4. to our **past** as we learn from those that have gone before us
5. with **future generations** by considering the footprint we are leaving behind

6. across **different subjects** in order to fully immerse themselves in their learning, to make subject matter meaningful and to maximise learning time.

At the heart of our curriculum is the notion that our children will become **‘brave change-makers’**. We want to help the children in our schools to develop the skills and confidence to speak out and to make a difference.

**In the words of Greta Thunberg ‘No one is too small to make a difference’.**



#### Rationale

We want to connect our children to the world: their school world; their family world; their community world; their national world and their global world.

We have used the six Oxfam Global Themes as a starting point for our curriculum.

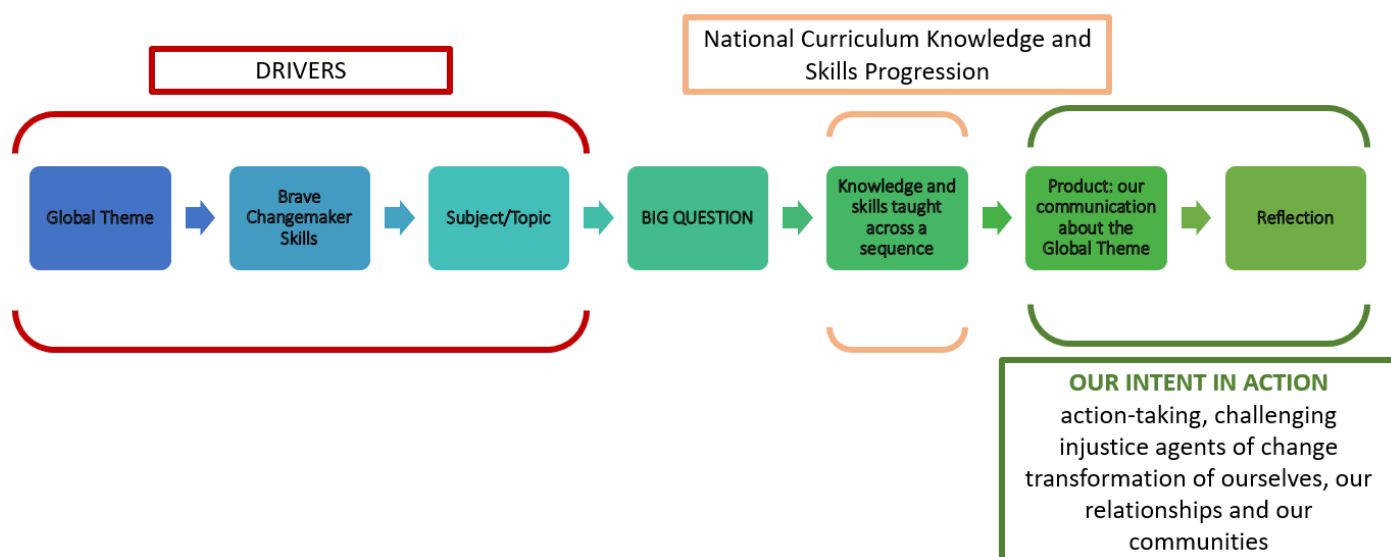
We have built our curriculum around a Christian ethos.

*...an ethos of action-taking, challenging injustice and becoming agents of change in the transformation of ourselves, our relationships and our communities from the local level to the global.*

*Christian aid, global neighbours handbook*

#### Curriculum Journey

The curriculum journey is mirrored across the two schools enabling the teachers to plan elements together whilst ensuring the curriculum content matches the needs of the two communities.



### Drivers

The curriculum has three core drivers which have been carefully planned and documented by the two schools. Teachers use the progressions documents for each of these to ensure that learning builds upon previous learning.

### Subjects/Topic (Head)

The curriculum subjects have been mapped to ensure coverage and with careful consideration of the opportunities to explore the global theme through the topic. These are recorded on the [Long Term Planning document](#).

### Global Themes (Heart)

In years 1-6 we plan our curriculum on a two year rolling programme which enables us to explore deeper in our learning. In reception, all 6 themes are taught to ensure that children get a balanced introduction to the curriculum and the pace of learning is appropriate to children's developmental stage.

<b>Identity and Diversity</b>	<b>Peace and Conflict</b>
<b>Social Justice</b>	<b>Rights and Responsibilities</b>
<b>Sustainable Environmental Development</b>	<b>Global Neighbours</b>

### Brave Changemaker skills (Hands)

Central to the curriculum is that it gives our children the skills and knowledge they need, through topics that allow pupils to question, probe, think deeply about and challenge perception, making a mark in their communities. In our schools, this is what is known as a developing as a brave changemaker.

Critical Skills that we will teach to help our children become Brave Changemakers	
Critical Thinking	Cooperation and Conflict Resolution
Empathy	Managing Change
Self-Awareness and Reflection	Making Decisions
Communication	
Skills will be taught in our topic and through our RE and PHSE curriculum. These skills will be visible at the end of each topic, in what the children say, do and write.	

### Key Documents to support Planning

#### Long Term Planning

The long term planning pulls together the core curriculum, including those subjects that sit outside the connected curriculum.

O:\Global curriculum\Core Curriculum 2020\Long Term Plan 2020\Current Long Term Plans

YEAR A	AUTUMN	SPRING	SUMMER
GLOBAL CURRICULUM THEME	Identity and Diversity	Social Justice	Sustainable Environmental Development
GLOBAL TOPIC/QUESTION	How can we help someone who doesn't have a home? Homelessness and Soup Kitchen	Is it fair? - comparison between cultures (GB / Africa), life of a child, animal rights and zoo animals - Comic Relief, link to an African school, Trip to Wild Place / Noah's Ark	How can human's negative behaviour impact the environment? T1 - plastic and the ocean T2 - rainforest and deforestation. Andy's friend - linked with plastic.
PRODUCT OUTCOME	A product that develops an understanding of similarities and differences between people in local settings and also in wider contexts, allowing children to understand self-identity and belonging e.g. Support homeless community - harvest collections / Soup Kitchen / singing for a local community	A product that develops an understanding of what fairness means. Children will be able to identify examples of what it can mean to be rich or poor in local and other contexts e.g. Raising money for the Uganda partner school - e.g. sponsored event, selling artwork, Tribal show (costed entry) with African drumming, African songs, showcase between schools. Trip to SM - Wildplace / SH - Noah's Ark (could children write to each other about their visit and the way animals are treated?)	A product that develops an understanding of positive and negative impacts of people's actions (including own personal choices) of others on the environment. The children will demonstrate an understanding of how people can damage or improve the environment e.g. Creating information to share with others e.g. Including a group project e.g. IT (adverts, persuasive presentation, poster, letters to MP's, letters to local centres to encourage recycling), sponsored walks for a charity e.g. deforestation. Visitor - Andy's friend (marine biologist).
WHY/BRAVE CHANGEMAKER	<b>Empathy</b> - Children will be able to talk about identity and diversity using an awareness of and concern for people's feelings. They will be able to demonstrate an interest in and concern for others outside their immediate circle and in a context different to their own. <b>Managing change</b> - Children will be able to describe feelings about changes in own life and locality.	<b>Communication</b> - Children will be able to participate in discussions that affect self, others and the wider world by stating opinions and starting to give reasons for these in addition to listening carefully to others. <b>Making decisions</b> - Children will be able to contribute actively and constructively to the life of own class and school. They will be able to take action when something is unfair.	<b>Self-awareness and reflection</b> - Children will be able to recognise effects of own behaviour on others and use this to help make choices. The children will be able to identify matters that are important to self and others and will learn from mistakes and feedback. <b>Cooperation and conflict resolution</b> - Children will be able to play and work cooperatively by helping to ensure that everyone in own group is included. They will begin to show tact and diplomacy.
RELATED TEXT	Lost and Found, <del>Begu</del> , Uncle Willie and the Soup Kitchen, Croc and bird, Tyrannosaurus Drip, The Journey Home, There's a bear on my chair, Three little pigs.	The Hunter, Grace and family, Duck for president, Red - a crayons story, Harry and the bucketful of dinosaurs - endangered animal one. Lila and the secret rain, Under the same sky, African Folk Tales, I have the right to be a child - Alain <del>Serres</del> .	The Great Kapok Tree, The last wolf, Little Red Riding Hood, One plastic bag, The adventures of a plastic bag, A planet full of plastic.
HISTORY	Significant events in own life	Significant events in world history - Live Aid, WWF	Significant events in national life, Greta Thunberg
GEOGRAPHY	Name and locate UK, countries and capital cities / mapping	Mapping an area contrasting (European v's non-European)	Study an area of the UK / mapping, locating 7 continents and 5 oceans
SCIENCE	Living things and their habitats (Discrete - Seasons)	Animals and Humans and needs for survival (Discrete - Seasons)	Materials and plants (Discrete - Seasons)
RE	<b>St Mary's:</b> T1 - Y1/2: D: What did Jesus teach? Is it possible to be kind to everyone, all the time? (Christianity). T2 - Y1/Y2: UC: Incarnation - Why does Christmas matter to Christians? D: Christmas Story - Which did God give Jesus to the world? (Christianity). <b>St Helen's:</b> T1 - Y1 What makes some places sacred (Judaism). Y2 What is the good news Jesus brings (Christianity). T2 - Y1 Incarnation. Why does Christmas matter? Y2 - Who is Muslim and what do they believe? (Islam)	<b>St Mary's:</b> T3 - Y1/2: AS: What makes some places special? (Christianity, Judaism). T4 Y1/2: D: Passover - How important is it for Jewish people to do what God asks them to do? (Judaism). <b>St Helens:</b> T3 - Y1: Who is Jewish and what do they believe? (Judaism contrast Christianity) Y2: What can we learn from sacred books? (Islam & Christianity). T4- Y1: Continue T3. Y2: Salvation - Why does Easter matter?	<b>St Mary's:</b> T5 - Y1/2: UC - Gospel: what is the good news that Jesus brings? (Christianity). T6 Y1/2: UC - God. What do Christians believe God is like? AS - Why do some people believe God exists? (Christianity) <b>St Helens:</b> T5 - Y1: How should we care for others and the world? (Judaism link) Y2: What does it mean to belong to a faith community? (Islam and Christianity). T6 - Y1: Creation - who made the world? Y2: God - what do Christians believe that God is like?
ENGLISH	Retell a traditional tale (three little pigs) Non-fiction about a place where people belong (church). Poem about belonging/homes.	Recount linked to Grace and family. Non-fiction about the zoo. Letter/postcard/diary from a zoo animal to wild animal - pen pals (wild to zoo etc). Setting description.	Text based unit - story writing based on The adventures of a plastic bag. Instructions for helping a plant grow.

## Progression Documents

<div>Global Themes (Heart)</div>	<table><tr><th></th><th>EYFS</th><th>KS1</th><th>LKS2</th><th>UKS2</th></tr><tr><td><div>Identity and Diversity</div><div>Attitudes: Sense of identity and self-esteem</div><div>Values: Respect and friendship</div></td><td><ul style="list-style-type: none"><li>Uniqueness and value of every person</li><li>Similarities and differences between self and others</li></ul></td><td><ul style="list-style-type: none"><li>Similarities and differences between peoples in local setting and also in wider contexts</li><li>What contributes to self-identity and belonging</li></ul></td><td><ul style="list-style-type: none"><li>Diversity of cultures and societies within and beyond own experiences</li><li>Contributions of different cultures to our lives</li></ul></td><td><ul style="list-style-type: none"><li>Nature of prejudice, racism and sexism and ways to combat these</li><li>Benefits and challenges of diversity</li></ul></td></tr><tr><td><div>Social Justice</div><div>Attitudes: Commitment to social justice and equity</div><div>Values: Truthfulness and thankfulness</div></td><td><ul style="list-style-type: none"><li>What is fair and unfair</li><li>Importance of caring and sharing</li></ul></td><td><ul style="list-style-type: none"><li>What fairness means</li><li>Examples of what it can mean to be rich or poor in local and other contexts</li></ul></td><td><ul style="list-style-type: none"><li>How fairness may not always mean equal treatment</li><li>Some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels</li></ul></td><td><ul style="list-style-type: none"><li>Ways of defining and measuring poverty and inequality and the wider causes and effects of it</li><li>Inequality within and between societies and how these change</li></ul></td></tr><tr><td><div>Sustainable Environmental Development</div><div>Attitudes: Concern for the environment and commitment to sustainable development</div><div>Values: Hope/justice and perseverance</div></td><td><ul style="list-style-type: none"><li>Living things and their needs and how to take care of it</li><li>Possibility of change in the future</li></ul></td><td><ul style="list-style-type: none"><li>Positive and negative impacts of people's actions (including own personal choices) on others and the environment</li><li>How people can damage or improve the environment</li></ul></td><td><ul style="list-style-type: none"><li>People's dependencies on the environment</li><li>Basics of climate change (causes and effects)</li></ul></td><td><ul style="list-style-type: none"><li>Environmentally responsible living and global inequalities in ecological footprint</li><li>Wider causes and implications of climate change</li><li>Importance of biodiversity</li></ul></td></tr></table>		EYFS	KS1	LKS2	UKS2	<div>Identity and Diversity</div> <div>Attitudes: Sense of identity and self-esteem</div> <div>Values: Respect and friendship</div>	<ul style="list-style-type: none"><li>Uniqueness and value of every person</li><li>Similarities and differences between self and others</li></ul>	<ul style="list-style-type: none"><li>Similarities and differences between peoples in local setting and also in wider contexts</li><li>What contributes to self-identity and belonging</li></ul>	<ul style="list-style-type: none"><li>Diversity of cultures and societies within and beyond own experiences</li><li>Contributions of different cultures to our lives</li></ul>	<ul style="list-style-type: none"><li>Nature of prejudice, racism and sexism and ways to combat these</li><li>Benefits and challenges of diversity</li></ul>	<div>Social Justice</div> <div>Attitudes: Commitment to social justice and equity</div> <div>Values: Truthfulness and thankfulness</div>	<ul style="list-style-type: none"><li>What is fair and unfair</li><li>Importance of caring and sharing</li></ul>	<ul style="list-style-type: none"><li>What fairness means</li><li>Examples of what it can mean to be rich or poor in local and other contexts</li></ul>	<ul style="list-style-type: none"><li>How fairness may not always mean equal treatment</li><li>Some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels</li></ul>	<ul style="list-style-type: none"><li>Ways of defining and measuring poverty and inequality and the wider causes and effects of it</li><li>Inequality within and between societies and how these change</li></ul>	<div>Sustainable Environmental Development</div> <div>Attitudes: Concern for the environment and commitment to sustainable development</div> <div>Values: Hope/justice and perseverance</div>	<ul style="list-style-type: none"><li>Living things and their needs and how to take care of it</li><li>Possibility of change in the future</li></ul>	<ul style="list-style-type: none"><li>Positive and negative impacts of people's actions (including own personal choices) on others and the environment</li><li>How people can damage or improve the environment</li></ul>	<ul style="list-style-type: none"><li>People's dependencies on the environment</li><li>Basics of climate change (causes and effects)</li></ul>	<ul style="list-style-type: none"><li>Environmentally responsible living and global inequalities in ecological footprint</li><li>Wider causes and implications of climate change</li><li>Importance of biodiversity</li></ul>	<div>O:\Global curriculum\Core Curriculum 2020\Curriculum Progressions 2020\Global Themes\Global Curriculum Progression.docx</div>					
	EYFS	KS1	LKS2	UKS2																							
<div>Identity and Diversity</div> <div>Attitudes: Sense of identity and self-esteem</div> <div>Values: Respect and friendship</div>	<ul style="list-style-type: none"><li>Uniqueness and value of every person</li><li>Similarities and differences between self and others</li></ul>	<ul style="list-style-type: none"><li>Similarities and differences between peoples in local setting and also in wider contexts</li><li>What contributes to self-identity and belonging</li></ul>	<ul style="list-style-type: none"><li>Diversity of cultures and societies within and beyond own experiences</li><li>Contributions of different cultures to our lives</li></ul>	<ul style="list-style-type: none"><li>Nature of prejudice, racism and sexism and ways to combat these</li><li>Benefits and challenges of diversity</li></ul>																							
<div>Social Justice</div> <div>Attitudes: Commitment to social justice and equity</div> <div>Values: Truthfulness and thankfulness</div>	<ul style="list-style-type: none"><li>What is fair and unfair</li><li>Importance of caring and sharing</li></ul>	<ul style="list-style-type: none"><li>What fairness means</li><li>Examples of what it can mean to be rich or poor in local and other contexts</li></ul>	<ul style="list-style-type: none"><li>How fairness may not always mean equal treatment</li><li>Some causes and effects of poverty and inequality (including gender inequalities) at local, national and global levels</li></ul>	<ul style="list-style-type: none"><li>Ways of defining and measuring poverty and inequality and the wider causes and effects of it</li><li>Inequality within and between societies and how these change</li></ul>																							
<div>Sustainable Environmental Development</div> <div>Attitudes: Concern for the environment and commitment to sustainable development</div> <div>Values: Hope/justice and perseverance</div>	<ul style="list-style-type: none"><li>Living things and their needs and how to take care of it</li><li>Possibility of change in the future</li></ul>	<ul style="list-style-type: none"><li>Positive and negative impacts of people's actions (including own personal choices) on others and the environment</li><li>How people can damage or improve the environment</li></ul>	<ul style="list-style-type: none"><li>People's dependencies on the environment</li><li>Basics of climate change (causes and effects)</li></ul>	<ul style="list-style-type: none"><li>Environmentally responsible living and global inequalities in ecological footprint</li><li>Wider causes and implications of climate change</li><li>Importance of biodiversity</li></ul>																							
<div>Brave Changemaker (Hands)</div>	<table><tr><th colspan="5">Brave Changemakers</th></tr><tr><th>THEME</th><th>EYFS</th><th>KS1</th><th>LKS2</th><th>UKS2</th></tr><tr><td>Critical and Creative Thinking</td><td>Ask questions Suggest ways to solve problems Wonder about ideas</td><td>Ask relevant question Consider merits of different viewpoints Use different approaches to solve problems</td><td>Begin to identify opinion Give evidence for an argument Assess different view points Imagine alternative possibilities and suggest new ideas to solve problems</td><td>Identify opinion and bias Evaluate media and range of voices Analysis assumptions Assess different viewpoints and present counter arguments Keep an open mind</td></tr><tr><td>Empathy</td><td>Show sensitivity to people's feelings and needs</td><td>Show awareness of, and concern for, people's feelings Show interest in, and concern for, others outside immediate circle and in contexts different to own</td><td>Adapt behaviour to take into account feelings of others Empathise with people in local and more distant contexts Understand impacts of prejudice and discrimination</td><td>Adapt behaviour to take into account feelings of others Discern how people are feeling through their words, body language, gestures and tone Recognise how different backgrounds, beliefs and personalities affect behaviour and world views</td></tr><tr><td>Self-Awareness and Reflection</td><td>Recognise, name and deal with feelings in a positive way Notice some effects of own actions on others Identify how people are feeling (e.g. happy, sad, worried)</td><td>Recognise effects of own behaviour on others and use this to help make choices Identify matters that are important to self and others Learn from mistakes and use feedback</td><td>Identify connections between personal decisions and issues affecting people locally and globally Explore reasons for negative feelings towards others and in new or difficult situations</td><td>Recognise personal strengths and weaknesses Evaluate ways in which own emotions, words and behaviour can affect people both locally and globally</td></tr></table>	Brave Changemakers					THEME	EYFS	KS1	LKS2	UKS2	Critical and Creative Thinking	Ask questions Suggest ways to solve problems Wonder about ideas	Ask relevant question Consider merits of different viewpoints Use different approaches to solve problems	Begin to identify opinion Give evidence for an argument Assess different view points Imagine alternative possibilities and suggest new ideas to solve problems	Identify opinion and bias Evaluate media and range of voices Analysis assumptions Assess different viewpoints and present counter arguments Keep an open mind	Empathy	Show sensitivity to people's feelings and needs	Show awareness of, and concern for, people's feelings Show interest in, and concern for, others outside immediate circle and in contexts different to own	Adapt behaviour to take into account feelings of others Empathise with people in local and more distant contexts Understand impacts of prejudice and discrimination	Adapt behaviour to take into account feelings of others Discern how people are feeling through their words, body language, gestures and tone Recognise how different backgrounds, beliefs and personalities affect behaviour and world views	Self-Awareness and Reflection	Recognise, name and deal with feelings in a positive way Notice some effects of own actions on others Identify how people are feeling (e.g. happy, sad, worried)	Recognise effects of own behaviour on others and use this to help make choices Identify matters that are important to self and others Learn from mistakes and use feedback	Identify connections between personal decisions and issues affecting people locally and globally Explore reasons for negative feelings towards others and in new or difficult situations	Recognise personal strengths and weaknesses Evaluate ways in which own emotions, words and behaviour can affect people both locally and globally	<div>O:\Global curriculum\Core Curriculum 2020\Curriculum Progressions 2020\Brave Changemaker</div>
Brave Changemakers																											
THEME	EYFS	KS1	LKS2	UKS2																							
Critical and Creative Thinking	Ask questions Suggest ways to solve problems Wonder about ideas	Ask relevant question Consider merits of different viewpoints Use different approaches to solve problems	Begin to identify opinion Give evidence for an argument Assess different view points Imagine alternative possibilities and suggest new ideas to solve problems	Identify opinion and bias Evaluate media and range of voices Analysis assumptions Assess different viewpoints and present counter arguments Keep an open mind																							
Empathy	Show sensitivity to people's feelings and needs	Show awareness of, and concern for, people's feelings Show interest in, and concern for, others outside immediate circle and in contexts different to own	Adapt behaviour to take into account feelings of others Empathise with people in local and more distant contexts Understand impacts of prejudice and discrimination	Adapt behaviour to take into account feelings of others Discern how people are feeling through their words, body language, gestures and tone Recognise how different backgrounds, beliefs and personalities affect behaviour and world views																							
Self-Awareness and Reflection	Recognise, name and deal with feelings in a positive way Notice some effects of own actions on others Identify how people are feeling (e.g. happy, sad, worried)	Recognise effects of own behaviour on others and use this to help make choices Identify matters that are important to self and others Learn from mistakes and use feedback	Identify connections between personal decisions and issues affecting people locally and globally Explore reasons for negative feelings towards others and in new or difficult situations	Recognise personal strengths and weaknesses Evaluate ways in which own emotions, words and behaviour can affect people both locally and globally																							
<div>Curriculum Subjects (Head)</div>	<div><div>Key Learning in History: Years 1 and 2</div><table><tr><th>Chronology</th><th>Events, People and Changes</th><th>Communication</th></tr><tr><td><div>Show their emerging knowledge and understanding of the past by:</div><ul style="list-style-type: none"><li>Recognising the distinction between past and present.</li><li>Identifying some similarities and differences between their own present and aspects of the past.</li><li>Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months).</li></ul><div>Show their developing knowledge and understanding of the past by:</div><ul style="list-style-type: none"><li>Recognising the distinction between present and past in their own and other people's lives.</li><li>Identifying some similarities and differences between ways of life in different periods.</li><li>Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...).</li></ul></td><td><ul style="list-style-type: none"><li>To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events.</li><li>Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.</li><li>Use simple stories and other sources to show that they know and understand key features of events.</li></ul></td><td><ul style="list-style-type: none"><li>Understand and use simple historical concepts such as now/then and same/different.</li><li>To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).</li><li>Understand historical concepts and use them to make simple connections and draw contrasts.</li></ul></td></tr><tr><th colspan="3">Enquiry, Interpretation and Using Sources</th></tr><tr><td><ul style="list-style-type: none"><li>Use sources to answer simple questions about the past.</li><li>Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources.</li></ul></td><td><ul style="list-style-type: none"><li>Identify some of the basic ways the past can be represented.</li><li>To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories).</li></ul></td><td></td></tr></table></div>	Chronology	Events, People and Changes	Communication	<div>Show their emerging knowledge and understanding of the past by:</div> <ul style="list-style-type: none"><li>Recognising the distinction between past and present.</li><li>Identifying some similarities and differences between their own present and aspects of the past.</li><li>Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months).</li></ul> <div>Show their developing knowledge and understanding of the past by:</div> <ul style="list-style-type: none"><li>Recognising the distinction between present and past in their own and other people's lives.</li><li>Identifying some similarities and differences between ways of life in different periods.</li><li>Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...).</li></ul>	<ul style="list-style-type: none"><li>To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events.</li><li>Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.</li><li>Use simple stories and other sources to show that they know and understand key features of events.</li></ul>	<ul style="list-style-type: none"><li>Understand and use simple historical concepts such as now/then and same/different.</li><li>To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).</li><li>Understand historical concepts and use them to make simple connections and draw contrasts.</li></ul>	Enquiry, Interpretation and Using Sources			<ul style="list-style-type: none"><li>Use sources to answer simple questions about the past.</li><li>Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources.</li></ul>	<ul style="list-style-type: none"><li>Identify some of the basic ways the past can be represented.</li><li>To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories).</li></ul>		<div>O:\Global curriculum\Core Curriculum 2020\Curriculum Progressions 2020</div>													
Chronology	Events, People and Changes	Communication																									
<div>Show their emerging knowledge and understanding of the past by:</div> <ul style="list-style-type: none"><li>Recognising the distinction between past and present.</li><li>Identifying some similarities and differences between their own present and aspects of the past.</li><li>Place a few events and objects in order by using common phrases to show the passing of time (old, new/young, days and months).</li></ul> <div>Show their developing knowledge and understanding of the past by:</div> <ul style="list-style-type: none"><li>Recognising the distinction between present and past in their own and other people's lives.</li><li>Identifying some similarities and differences between ways of life in different periods.</li><li>Know where some people and events fit into a chronological framework by using common words and phrases about the passing of time (before, after, a long time ago, past...).</li></ul>	<ul style="list-style-type: none"><li>To tell the difference between past and present in their own and other people's lives by using and making simple comparisons to parts of stories, and features of events.</li><li>Recognise that their own lives are different from the lives of people in the past by describing some of the topics, events and people that they have studied.</li><li>Use simple stories and other sources to show that they know and understand key features of events.</li></ul>	<ul style="list-style-type: none"><li>Understand and use simple historical concepts such as now/then and same/different.</li><li>To show what they know and understand about the past in different ways (speaking, role-play, drawing and writing).</li><li>Understand historical concepts and use them to make simple connections and draw contrasts.</li></ul>																									
Enquiry, Interpretation and Using Sources																											
<ul style="list-style-type: none"><li>Use sources to answer simple questions about the past.</li><li>Ask and answer questions about the past through observing and handling a range of sources, such as objects, pictures, people talking about their past, buildings, written sources.</li></ul>	<ul style="list-style-type: none"><li>Identify some of the basic ways the past can be represented.</li><li>To begin to understand the reasons why people in the past acted as they did from a range of sources (pictures, plays, films, written accounts, songs, museum displays, stories).</li></ul>																										

## Assessment

St Helen's Only: The assessment document pulls together the assessments of all core subjects and is completed by the end of each global theme or unit where the subject is taught discretely.

## Wider Curriculum Assessment Grid 2019/20

Year Group: 2

Our Topic: Social Justice - Is It Fair?

Core objectives from this topic:	Assessment (Against Expected Standard)	Term 3	Term 4
<b>History:</b> <b>Chronology:</b> <ul style="list-style-type: none"> <li>Significant historical events</li> <li>Significant people from history that have contributed to local, national or international life</li> </ul>	Working Below		
	Working At		
	Working Above		
<b>Geography:</b> <b>KNOWLEDGE</b> <b>Location:</b> <ul style="list-style-type: none"> <li>Name and locate the world's seven continents.</li> </ul> <b>Place:</b> <ul style="list-style-type: none"> <li>Small area of the United Kingdom.</li> <li>Small area in a contrasting non-European country.</li> </ul> <b>SKILLS</b> <b>Geographical Enquiry:</b> <ul style="list-style-type: none"> <li>Ask simple geographical, 'where?', 'what?', and 'who?' questions about the world and their environment e.g. 'What is it like to live in this place?'</li> <li>Investigate through observation and description.</li> <li>Recognise differences between their own and others' lives.</li> </ul>	Working Below		
	Working At		
	Working Above		

### Developing the Big Question and Product Outcome

Teachers should refer to the Global Curriculum Progression document in devising the Big Question and Product Outcome. This should be agreed across the two schools.

	EYFS	KS1	LKS2	UKS2
<b>Sustainable Environmental Development</b>  Attitudes: Concern for the environment and commitment to sustainable development  Values: Hope/justice and perseverance	<ul style="list-style-type: none"> <li>Living things and their needs and how to take care of it</li> <li>Possibility of change in the future</li> </ul>	<ul style="list-style-type: none"> <li>Positive and negative impacts of people's actions (including own personal choices) on others and the environment</li> <li>How people can damage or improve the environment</li> </ul>	<ul style="list-style-type: none"> <li>People's dependencies on the environment</li> <li>Basics of climate change (causes and effects)</li> </ul>	<ul style="list-style-type: none"> <li>Environmentally responsible living and global inequalities in ecological footprints</li> <li>Wider causes and implications of climate change</li> <li>Importance of biodiversity</li> </ul>

EYFS: How can we make a difference to our world?

KS1: How can our actions change the environment?



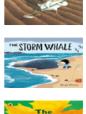



LKS2: What can we do to prevent climate change?

UKS2: How can we respond to the wider causes of climate change?

## Enquiry Road Map

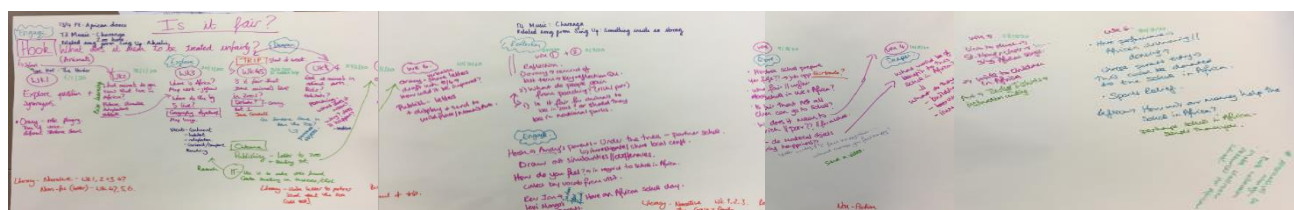
The road map provides a framework for collaborative planning. Teachers start this process by reflecting on Big Question, drivers and the identified texts. This can be informed by the Long Term Planning Summary.

LKS2 Rights and Responsibilities			
What makes a good leader?			
HOOK 1 – 2 weeks	UNDERSTANDING Up to 7 weeks	PRODUCT 1 week (or developed across and delivered in 1 week)	REFLECTION 1 week
<p>Outdoor Problem Solving</p> <ul style="list-style-type: none"> <li>- Transporting water from one location to another</li> <li>- Crossing the water (any bridge building problem)</li> </ul> <p>OR indoor – Letter from HT</p> <p>There's a problem in school... don't know how to sort it out. LKS2 Can you help?</p> <p>Debate/Discussion: What do we need to solve this problem? <i>Lots of answers – provoke the need for leadership.</i></p> <p>Share the question: What makes a good leader?</p> <p>What do we already know?</p> <p>PROVOCATION: what leaders do we know?</p> <p>What do we need to find out?</p>	<p>What can we learn about leadership from Ancient Rome?</p> <p>Who were the Romans?</p> <p>What was their connection to Britain?</p> <p>What's their British timeline?</p> <p>Way of life</p> <p>Who led?</p> <ul style="list-style-type: none"> <li>- Caesar</li> <li>- Claudius</li> <li>- Nero</li> <li>- Prasutagus (king of the Iceni – Boudicca's husband)</li> <li>- Boudicca</li> </ul> <p>How did they lead?</p> <p>ROMAN LEADERS</p> <ul style="list-style-type: none"> <li>- Senate/Senators</li> <li>- Governors in provinces</li> </ul>	<p>What makes a good leader?</p> <p>Answer question by creating something new:</p> <p>We need to –</p> <p>Tell our community to ....</p> <p>We will do this safely and fairly by</p> <p>Debating</p> <p>Asking parliament (or local leaders)</p> <p>Gathering people's opinions</p> <p>Raisin awareness</p> <p>Voting</p>	<p>What makes a good leader?</p> <p>BCM</p> <p>Our answers are –</p> <p>We can...</p> <p>We know this because</p> <p>We have learnt from the past that...</p> <p>Society needs to...</p> <p>I think</p> <p>Because</p> <p>And also</p> <p>We were successful because...</p> <p>Next time we will...</p> <p>The knowledge I have learnt is...</p>

KS1 RIGHTS AND RESPONSIBILITIES PROVISION ROAD MAP EXAMPLE					
How can we protect others?					
TEXTS TO INSPIRE THE PROVISION & TEACHING SEQUENCE		Input Teacher initiated	Enhanced Challenges linked to the input	Continuous Provocations Adult, activity, resource	Outcomes for Product
   	<p><b>Head</b> (NC Knowledge) Animals inc. humans/Habitats Significant People from the past</p>	<p><b>English</b> Narrative: Meerkat mail - focus on habitats NF: NCR Meerkats (or other) Narrative: Hedgehog/Storm Whale NF: Leaflet protecting hedgehogs/whales <b>Science</b> Animals and Habitats (see science) <b>History</b> All about Grace Darling 'What I have found out?' reviews</p>	<p><b>Science challenges:</b> Designing a meal for... Labelling Matching animals to habitats Bird feed balls <b>History Challenges:</b> Sequencing Grace's story Role on the wall for Grace Soap Box talk: We know about Grace Darling <b>English challenges:</b> Sequencing, retelling, short bursts guided writing sessions linked to sequence</p>	<p>Sunny's home – resources to make the best home for sunny Hedgehog road safety posters Animal hunts/matching animals to habitats Designing food for certain animals Bug homes/designing bird feeders</p>	<p>NF: Leaflet protecting hedgehogs</p>
	<p><b>Heart</b> Protection/voice for the helpless</p>	<p>NF: Recount of Grace Darling Soap Box speeches: Today I am talking about ... hedgehog/Meerkats etc ZOOM SPEAKER... hedgehog society/RSPCA/VET/RNLI/</p>	<p>Safety posters Rule for... working around the classroom/keeping each other safe/COVID etc</p>	<p>Role play – RNLI station, resources for building animal homes, Vets/hospital/</p>	<p>Soap Box speeches: Today I am talking about ... hedgehog We can protect hedgehogs by...</p>
	<p><b>Hand</b> Being a Changemaker</p>	<p>Poster: Help the ... (hedgehogs like the hedgehog preservation society) Warning poster: watch out for swarms/termites (linked to Meerkat)</p>	<p>Safety posters Rule for... working around the classroom/keeping each other safe/COVID etc</p>	<p>Help Grace rescue the sailors... floating and sinking provocations</p>	<p>MAXI PRODUCT: HEDGEHOG HOME and LEAFLET FOR PARENTS What do you do if you find a Hedgehog?</p>

## Continuum (Superseded by Road Map)

Once teachers have familiarised themselves with the above documents, have collectively honed the big question and have identified the product outcome, they work together to develop the teaching sequences. This is initially recorded as a continuum and links teaching in English with the core curriculum.



## Medium Term Planning

Having completed the road map, the medium term planning document is completed. This document outlines the teaching sequence for English and the global curriculum thus creating a connected curriculum.

Term 6		
	English Teaching Sequence	Topic Sessions
	<b>Narrative</b> <b>Phase 1 Outcome: Immersion in the text and retelling</b> <b>Phase 2 Outcome: Grammar and short bursts</b> <b>Phase 3 Outcome: Innovate, plan, write and redraft a finding tale</b>	
<b>Week 1</b>  <i>Narrative</i>	<p><b>Tues: L.O. Predict in detail using inference skills.</b></p> <p><b>HOOK – Virtual safari and <u>chn</u> dress up.</b>  Safari video on as <u>chn</u> come in and word search to complete.  JH share personal safari experience.  Experience to hook the children into the core text (The Hunter).  <u>Chn</u> to explore the outdoor area on their own 'safari' to find pictures of African animals and new vocabulary to create a class <b>WORD BANK</b>.  <b>TASK:</b> Children write a prediction about the core text using the sentence stems 'I'm thinking, I'm wondering, It seems to me...' based on what they have found.  Share the front cover with the children and a page from inside the book.</p> <ul style="list-style-type: none"> <li>- Has your prediction changed?</li> <li>- What do you think the book will be <u>about</u>?</li> <li>- What might happen?</li> </ul> <p>Share the story with the children  Collect further interesting new vocabulary and share on a <b>word bank</b> in the classroom)</p> <p><b>Thurs: L.O. Text mark the key features of a finding tale.</b></p> <p><b>GROUP TASK:</b> Jigsaw – Cut up Model of Excellence and <u>chn</u> put sequence it back together</p>	<p><b>Tues:</b>  <b>STARTER:</b> Introduce 'The Big Five' – Ask for predictions. Watch David Attenborough clips on 'The Big Five' What does poaching mean?  Why <u>are these animals poached</u>? What for?  <u>Chn</u> to match the animal to its characteristic that it is <u>poached</u> for.  PPT: The Big Five (Addressing Sustainable Development: Negatives of peoples actions)</p> <p><b>TASK:</b> 5 groups – Each group to create an informative poster on why their animal is poached.</p> <p><b>PLENARY:</b> Share posters to the class. Share what is in place to protect these animals – Find video if possible.</p>

	<ul style="list-style-type: none"> <li>- What are the key features?</li> <li>- What is the text type?</li> <li>- What is the purpose and audience?</li> </ul> <p>Share that it is a narrative and it is a finding tale.</p> <p><b>TASK:</b> Create the 'Thinking boxes' together as a class and text mark the key features using coloured pencils linked to the key.</p> <p><b>Fri: L.O. Retell a finding tale.</b></p> <p>Introduce oral story. Focus on a section at a time.</p> <p>Pre-draw story map in strips (Opening, Build up, Problem, Resolution and Ending/ Beginning, Middle and Ending) and enlarge this for the working wall. Focus is to learn it. Whole – Group – Pair retelling.</p>	
<b>Week 2</b>  <i>Narrative</i>	<p><b>Mon: L.O. Write a diary entry in role.</b></p> <p>Talk about characters' feelings using evidence from the text: Share pg. where Jamina finds the baby elephant</p> <p>E – Explain what's happening on this page. Tell me more about the baby elephant and Jamina.</p> <p>R- What does Jamina have to do? (Try lead him home with her and perhaps they find his family on the way)</p> <p>How may Jamina be feeling?</p> <p>I – What sort of person do you think Jamina is? How may she be feeling about this?</p> <p>C- What words has the writer chosen to use to describe how the baby elephant is feeling?</p> <p><b>TASK:</b> Children imagine they are Jamina and write a diary entry about rescuing one of the big five animals in the same situation.</p>	<p><b>Mon: Art - L.O. Use a range of media and control the marks made.</b></p> <p><b>Piece 1:</b> Introduce the different shading techniques and practise these in their books. Choose one of 'The Big Five' animals to sketch (This animal will be in the innovation of their story).</p> <p><b>Piece 2:</b> Use pastels to draw their chosen animal again, choosing the appropriate colours to match their appearance.</p> <p><b>Tues: Become an expert on their chosen animal!</b></p> <p><b>TASK:</b> In groups of chosen animal, go to each station to record facts. Each station to relate to a different key feature e.g. habitat, appearance, diet etc.</p>

### Discrete Subject Planning

Some subjects are taught discretely. For these we use the discrete subject planning document.

### St Mary's School Planning Sheet Year: 1 and 2 Apple, Cherry and Pear Term: 1

SUBJECT	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
COMPUTING	<b>LO:</b> Can I log on?	<b>LO:</b> Can I log on?	<b>LO:</b> Can I access a website?	<b>LO:</b> Can I make a poster?	<b>LO:</b> Can I make a poster?	<b>LO:</b> Can I create top tips for e-safety?	<b>LO:</b> Can I create a top tips poster?
	<b>ACTIVITY:</b> E-Safety question – Why must we use a password to log on? Log on to laptops then access textease and draw a picture.	<b>ACTIVITY:</b> E-Safety question – Why must we use a password to log on? Log on to laptops then access textease and draw a picture.	<b>ACTIVITY:</b> E-safety questions – What rules do we use to stay safe online? Children log on and then access cbeebies and play a game.	<b>ACTIVITY:</b> E-safety question – How do we keep our information safe online? Children log in then access textease and make a poster about theme. <b>Save posters to access next time.</b>	<b>ACTIVITY:</b> E-safety question – How do we keep our information safe online? Children log in then access textease and make a poster about theme.	<b>ACTIVITY:</b> E-safety question – How would you support a friend if something bad happened to them online? Discuss the question and create top tips.	<b>ACTIVITY:</b> E-safety question = How can you be a good friend online? Revisit top tips, log in and create posters to be displayed in class.
RE	<b>LO:</b> To discuss what it means to be kind. To begin to understand times when it is difficult to be kind.	<b>LO:</b> To learn about what the Christian bible teaches about kindness.	<b>LO:</b> To understand how the parable of The Good Samaritan expresses kindness.	<b>LO:</b> To learn about what the Christian bible teaches about kindness.  To learn about the parable of the Paralyse man.	<b>LO:</b> To learn about what the Christian bible teaches about kindness and how this makes Christians behave towards other people.  To show an understanding of what kindness looks like.	<b>LO:</b> To understand what it means to be kind.  To show an understanding of how/why Christians show kindness.	<b>LO:</b> To understand what it means to be kind.
	<b>ACTIVITY:</b> Reflect and draw an occasion when you were kind to someone even though it was difficult.	<b>ACTIVITY:</b> Discuss and reflect - Is it easy to be kind to someone you don't know?	<b>ACTIVITY:</b> Discuss why Jesus told the story of the Good Samaritan. Sequence pictures of Good Samaritan and explain why this story is about kindness.	<b>ACTIVITY:</b> Tell the story of Jesus healing the Paralyse man. Who showed kindness in this story?. What is the kindness that is shown? Children to sequence the events of this story.	<b>ACTIVITY:</b> Teach the children that one of Jesus' most important teachings was 'Love your neighbour as yourself' (Mark 12:28-31) Discuss this means and what it might look like in everyday life. Jesus meant everyone is your neighbour.	<b>ACTIVITY:</b> Revisit key question: Is it possible to be kind to everyone all the time? Jesus tells Christians to be kind to everyone. How do they achieve this? Look at work of Salvation Army/Christian Aid to help with this question.	<b>ACTIVITY:</b> Listening to Jesus' teachings, do you think you are kind to everyone all of the time or is this something you need to work on?  How can you be a better friend?

## Connecting with the families: Home Learning Menu & Curriculum Map

In addition to weekly English and maths skills homework children have a home learning menu

<b>St Helens CofE School Menu</b> <b>Spring Term</b> <b>Global Theme: Social Justice</b> <b>Big Question: Is it fair?</b> <b>Topic: Comparison between cultures (Great Britain and Africa)</b>	
<b>Main Courses</b>	
<b>Big Maths: Learn Itz.....</b>	ic poem using the word 'AFRICA' as the title.
A few juicy mathematical facts for you to learn off by heart: rapid, very rapid recall! These progress systematically and need quick reactions and no fingers! Not forgetting to make the most of <b>Times Tables Rock Stars</b> and <b>Numbots</b> to try and beat your personal best time!	.....
<b>Spellings for the week.....</b>	campaign to convey a message that you feel passionate about.
An average of 10 delicious spellings per portion. We will start and end in class so enjoy mixed methods of learning at home. Take care, some are slippery and need full concentration! Tested each week and recorded in home learning jotters for sharing.	.....
<b>Reading.....</b>	in books or the internet, find out some interesting facts about animals. Create a true or false quiz using these facts.
A true sharing treat! Children and families can read and discuss books together after school, before school, in the car, in fact this treat can be enjoyed anytime and almost anywhere. Devour pages 4-5 at a time for full flavour.	.....
<b>Side Orders</b>	frican animal. Annotate a photo or drawing to explain how its adaptations help it survive in its
These optional extras will add a bit of variety to the main menu!	
<b>The Wildlife Expert.....</b>	
Find out information on the Big Five animals and present your information in an interesting way.	
<b>The Author.....</b>	
Imagine you are in the middle of an African plain or safari. Write a setting description describing what you can hear, see, smell, touch and even taste.	

The home learning menu provides children with the opportunity to continue to engage with our connected curriculum and to support the children in becoming independent learners. The home learning also provides families with the opportunity to connect with the school curriculum. The Curriculum map provides families with an insight into school-based learning.

Spring Term 2020 Year 2 (KS1)

**Connected Curriculum Theme: Social Justice**

**Attitudes:** Commitment to social justice and equity

**Topic:** Comparison between cultures (Great Britain and Africa)

**Context:** The life of an animal (Term 3) and human rights (Term 4)

**Brave Changemakers Outcome:** African showcase as a fundraising event for our partner school in Uganda, Our Child.

**Trip:** Noah's Ark Zoo Farm (3<sup>rd</sup> February)

**Our Big Question:** Is it fair?




**Learning Questions:**

What does fairness mean?

What does it mean to be treated unfairly?

What does it mean to be rich or poor in local and other contexts?



Some Facts (Knowledge & Understanding)	Skills	Vocabulary Dozen			
There are seven continents on Earth and together they cover one third of the world, with the oceans covering the other two thirds. Ordered from largest in area to smallest, they are: Asia, Africa, North America, South America, Antarctica, Europe, and Australia.	<b>Communication</b> - Children will be able to participate in discussions that affect self, others and the wider world by stating opinions and starting to give reasons for these in addition to listening carefully to others.	Poachers	A person who hunts or catches animals illegally.	Habitat	The home of an animal or plant.
Africa is the continent that has the most countries. There are 54 countries on the African continent.		Welfare	The health/ happiness of a person or animal.	Employment	Having paid work.
In Africa, the Big Five game animals are the lion, leopard, rhinoceros, elephant and Cape buffalo. The term was coined by big-game hunters and refers to the five most difficult animals in Africa to hunt on foot but it is now also widely used by safari tour operators.	<b>Making decisions</b> - Children will be able to contribute actively and constructively to the life of own class and school. They will be able to take action when something is unfair.	Continent	One of several large landmasses.	Motive	A reason for doing something.
	 	Endangered	A species at serious risk of extinction.	Captivity	Being imprisoned.
		Extinction	A group of species that have no living members.	National Park	An area of countryside that is protected for the public or the preservation of wildlife.
		Illegal	Not allowed by the laws or rules.	Savannah	A grassy plain with few trees in tropical and subtropical regions.

Subject	Term 3 Learning
Core Text & Writing	Core text: The Hunter by Paul Geraghty Narrative: Write a finding tale. Non-fiction: Write a balanced argument on whether it is fair that animals are kept in zoos. Other cross-curricular writing: Write to inform about poaching and write a recount on a real event (trip to Noah's Ark Zoo Farm)
Reading Skills	Make predictions: I think that... because... This could mean that... This is similar to... Read fluently with greater expression and responding to punctuation Extract meaning and draw inferences Find and retrieve information Discuss vocabulary
Mathematics	Multiplication, Division and Money (All linked to 2s, 5s and 10s)
Science	Animals including Humans
Religious Education	What can we learn from sacred books? (Islam & Christianity)
Computing	The impact of IT (linked to media skills)
Physical Education	Dance and tag rugby
Geography	Mapping an area contrasting (European v's non-European)
History	Significant events in world history
Art	Printing – African batiks
Jigsaw	Dreams and Goals
Music	Zootime by Joanna Mangona (Reggae song) and Beat Bus Music

## **Curriculum Implementation.**

“To offer a broad, balanced and inclusive curriculum which empowers children to achieve their full potential and make informed and responsible decisions throughout their lives.”

- Our Curriculum is broad: so that it provides a wide range of knowledge, skills and experiences
- Our Curriculum is balanced: so that each element is given sufficient time to contribute effectively to learning
- Our Curriculum is inclusive: so that it provides opportunities for all pupils regardless of any differences which might exist

Furthermore, in order to meet the aims outlined:

- Our Curriculum is relevant: so that it is directly related to the learner’s experience
- Our Curriculum is coherent: so that each element is linked where possible to make the learning experience more meaningful
- Our Curriculum is progressive: so that teaching builds upon what has gone before, to develop skills, knowledge and concepts in a systematic way
- Our Curriculum is differentiated: so that that learning is scaffolded to meet a wide range of needs presented by learners

## **Core Skills**

~~Interwoven in the curriculum are core skills, skills for ‘Learning and Life’. These are skills which we want our children to develop during their time at St Helen’s. These are discretely taught in a weekly ‘Learning and Life Skills’ lesson but then are applied right across the curriculum. The skills are grouped into 6 key areas:~~

- ~~Speaking & Listening~~
- ~~Developing a sense of self worth & understanding of self and others~~
- ~~Thinking skills~~
- ~~Learning with others~~
- ~~Improving own learning and performance~~
- ~~Developing independence and responsibility~~

~~To achieve objectives, as well as develop the core learning skills outlined, we will deliver an exciting and varied curriculum across the school.~~

Through our Connected Curriculum the key areas of the National curriculum are implemented

Language & Literacy	Numeracy & Mathematics	Science	Art & Design	Computing	Physical Education
History	Geography	Design & Technology	Languages	Religious Education	Music

Our curriculum is then enriched through:

- Learning outdoors
- Clubs and enrichment opportunities
- Visitors and school visits and trips
- Collective worship
- Theme weeks
- Personal, Social and Health Education (PSHE)

### **Alongside our Connected Curriculum Model**

Alongside our connected curriculum at St Helen's, our curriculum makes use of the following discrete elements:

- Big Maths and a 'teaching for mastery' approach to Maths teaching
- ~~Letters and Sounds and 'Jolly Phonics'~~
- South Glos. Locally Agreed Syllabus for Religious Education (RE)
- Read Write Inc Phonics scheme Jigsaw PSHE
- South Glos Locally Agreed Syllabus for Computing

Information about all aspects of our curriculum and curriculum maps are available on our website:

[www.sthelensprimary.org.uk](http://www.sthelensprimary.org.uk)

### **PSHE, Spiritual, Moral, Social and Cultural (SMSC) & Behaviour**

The school curriculum supports the development of the following twelve school values which underpin our Behaviour Policy across the school:

Courage	Trust	Justice	Forgiveness	Truthfulness	Thankfulness
Compassion	Friendship	Generosity	Respect	Service	Perseverance

These values are woven into all we do and are strongly supported by our PSHE Jigsaw curriculum, SMSC development (including Collective Worship) and our Positive Behaviour Policy.

Further details of these aspects of the curriculum are outlined on our website. **Assessment**

The school assessment systems are closely aligned with our curriculum to ensure that it is purposeful, meaningful and helps us identify children's progress towards nationally agreed Age Related Expectations (ARE) at the end of each key stage.

To ensure that assessment for learning is embedded into our curriculum, we ask our staff to consider the following aspects when planning a lesson or sequence of lessons:

- Success Criteria
- Clear learning objectives
- Pupil led learning
- Peer and self assessment
- Learning evaluation
- Celebrating learning with others
- Our curriculum progression grids

We have developed a standardised format for reporting assessments across the wider curriculum (excluding English and Maths). These are completed at the end of each term and shared with the curriculum teams.

### **Enjoyment & Engagement**

We want our children to enjoy and be engaged by the curriculum we offer. We know that this will help 'hook them on learning' and foster the qualities required for them to be a life-long learner. To support this, we try to ensure that learning experiences are:

- Investigative
- Cross curricular
- Relevant & enjoyable
- Media rich
- Integrated
- Active & hands on
- Based on choice (developing application of learning)
- Challenging and engaging
- Developed in a supportive environment
- Culturally diverse
- Positive reinforcements of learning
- Personalised to support all learning styles
- Rooted in enquiry-based learning (making the child ask questions as well as answer them)
- Reflective

