



SS John Fisher & Thomas More Catholic Primary School

A Voluntary Academy

"Journeying together with Jesus Christ, we learn to love and love to learn."



Curriculum Policy

We follow the **English National Curriculum** which aims to provide a broad, balanced and relevant curriculum allowing access to all pupils at their appropriate level. Every effort is made to make learning enjoyable, worthwhile and ensure the school provides stimulating experiences that employ a variety of teaching strategies. Our curriculum is designed to ensure that children achieve their full potential academically and personally. We aim to develop good global citizens in a modern and world class system - children that are prepared for success in life. The school aims to ignite children's love of learning through opportunities to excite, enrich and explore!

Curriculum (Reception)

The curriculum is delivered using a play-based approach as outlined by the EYFS. Children are provided with a range of rich, meaningful first-hand experiences in which they explore, think creatively and are active. We aim to develop and foster positive attitudes towards learning, confidence, communication and physical development. As a team, we use observations and assessments to offer learning experiences in all seven areas of the EYFS curriculum. We identify current interests to create an overall theme which makes the learning meaningful and purposeful. The seven areas of learning are split between prime and specific areas of learning, as follows:

The prime areas of learning are:

- communication and language
- physical development
- personal, social and emotional development
- The specific areas of learning are:
 - literacy
 - mathematics
 - understanding the world
 - expressive arts and design

Our approach to teaching Maths:

The Maths curriculum at our school focuses on encouraging children to question, reason, investigate and solve problems. In every lesson, practical 'real' activities are used to introduce concepts, transfer skills learnt and reinforce learning objectives, ensuring the children are engaged through enjoyable, stimulating activities.

The main areas taught are:

- Number and place value,
- Addition, subtraction,
- Multiplication and division

- Fractions
- Measurement
- Geometry: Properties of shape, position and direction
- Statistics
- Algebra, ratio and proportion at year 6.

Our approach to mathematics teaching is based on Singapore Maths. The principles are based on a concrete - pictorial - abstract - cycle of learning. There are many reasons that this approach develops understanding so well, but one key factor is that it is step-by-step and can be used at home or in the classroom.

The Singapore method begins by allowing children to start learning about Maths by playing with real objects, blocks or cut-out pictures. They build confidence with the basic ideas of adding and taking away. There is then a second stage of drawing pictures representing the objects. And only later do they gradually start to add numbers to their drawings.

Here are some links to further explain this approach:

<http://www.mathsnoproblem.co.uk/parent-videos>

<http://www.mathsnoproblem.co.uk/singapore-maths>

<http://www.bbc.co.uk/skillswise/0/24925787>

Features of Singapore Maths:

-Emphasis on problem solving and comprehension, allowing students to relate what they learn and to connect knowledge

-Careful scaffolding of core competencies of : visualisation as a platform for comprehension, mental strategies to develop decision making abilities, pattern recognition, to support the ability to make connections and generalise

-Emphasis on the foundations for learning and not on the content itself so students learn to think mathematically as opposed to merely reciting formulas or procedures.

Our approach to teaching Reading & Writing:

At SS John Fisher and Thomas More Catholic Primary School we follow a synthetic phonics programme called 'Read Write Inc' produced by Ruth Miskin. Read Write Inc is a method of learning centred around letter sounds and phonics, blending them together to read and write words and using these learnt sounds in their reading and writing. In EYFS and KS1 children will follow a daily phonic programme to create fluent, enthusiastic readers, confident speakers and willing writers.

In KS2, children follow a daily literacy and language programme that equips them with the skills to read and understand texts confidently, write fluently, think critically and articulate thoughts and ideas clearly. Highly acclaimed texts are chosen to suit the year that your child is in and are then linked to the wider curriculum areas.

Children who need further support with phonics in KS2 will be identified and they will continue to receive Read Write Inc lessons. Those in Years 5 and 6 who need additional support will receive the Fresh Start intervention Programme.

The wider curriculum:

We currently follow the National curriculum for all subjects apart from computing. This includes specialist teaching in French (Key stage assemblies with French specialist teachers), PE (Shooting Stars sports coaching), Music (Music specialist teacher and drumming teacher), as well as a range of day trips, residential visits and enrichment experiences at school such as visits from outside agencies. We are currently including the use of technology throughout our curriculum and will further develop our computing curriculum in the year 2018-19. The school curriculum also includes the new national primary curriculum, which sets out in programmes of study, on the basis of key stages, subject content for those subjects that should be taught to all pupils. An outline on when various subjects and topics are taught can be found on our school website: Curriculum.

We also teach RE through the Diocesan recommended scheme of work entitled, "The Way, The Truth and The Life". There will also be a daily act of collective worship in accordance with statutory requirements. Please contact your child's class teacher, or the headteacher, if you require any further information on the school's curriculum.

Policy Written:	Policy Review Due:
September 2017	September 2018