



St Joseph's Catholic Primary School, Jarrow

Our Curriculum

September 2023



## Curriculum Overview – September 2023

*Our curriculum ensures learning is effective, exciting and above all, relevant to the needs of our children.*

All pupils will secure firm foundations in English and Mathematics and this underpins a growing excellence in other subjects. Our child-led and knowledge-based curriculum offers a broad range of subjects from Early Years through to Key Stage 2 (KS2). We believe in bringing learning to life, both indoors and out, with an emphasis on engaging and purposeful learning.

St Joseph's Primary aims to provide a curriculum that is engaging, balanced and relevant. While emphasis is placed on children learning core skills of English and Maths, we place great value on developing the 'whole child' and provide an engaging programme of study in all curriculum areas.



Our exciting School journey begins in Nursery. Transition into Nursery from home or other providers is carefully planned for throughout the Summer term, ready for pupils to start St Joseph's in September. Following a settling in period where staff get to know children, teaching staff begin to plan and deliver a curriculum which is tailored specifically for our cohort of children – based on their interests, relevant events (such as festivals, seasons) and their needs. This

process of planning a tailored curriculum continues throughout the year following a very tight cycle of intent, implementation and impact. The impact of our curriculum is continually monitored carefully both formally and informally to ensure all of our children are making progress to meet the Early Learning Goals by the end of the Reception year.

Nursery and Reception children (also known as the Early Years Foundation Stage or EYFS) can expect a very busy day at school! Each day children access phonics, maths, reading, literacy and other areas. Our delivery is derived from a mix of children's interests and expected knowledge. In addition to our fun lessons, there is also a huge focus on exploratory play in Early Years which is enhanced by activities linked to interests and core texts, which children access during the day. Children are encouraged to be independent 'can do' learners and a carefully structured learning environment enhances and expands children's skills and experiences.



In EYFS we aim to deliver a curriculum which offers experiences which our children may not have the opportunity to otherwise access, many of which are first-hand. For example, when learning about life cycles, we have frog-spawn in the classroom which we watch change and grow, during our

animal topic we have visits from real animals such as rabbits, when learning about growing we grow our own plants and we may enjoy a visit to the Seaside at the end of the year to enhance our Under the Sea topic!

In EYFS, we place a large focus upon working closely with our children's families. We share reading and library books with parents with the expectation that they are enjoyed at home, as well as phonic activities which support current learning. Throughout the year parents are kept up to date with current learning, as well as being invited into School to celebrate our learning.

In KS1, children continue their exciting learning journey at St Joseph's.

In YR1, children continue to have daily phonics lessons in order to extend their knowledge of letter sounds, using the Sounds Write programme (information about this programme can be found on this [link](#)) and to deepen their understanding and application skills. In YR2, children build on their phonic knowledge through Sounds Write, as well as via Spelling, Punctuation and Grammar (SPAG) lessons. Those children who are working below age related expectations in phonics will continue to focus on developing their phonic knowledge during SPAG lessons, as well as receiving bespoke intervention for their needs.

Children access the wider curriculum through carefully planned curriculum delivery. Science, RE, PE and RSHE are delivered as discrete weekly lessons, while History, Geography, Music, Computing, MFL, Art and DT are taught in weekly blocks each half-term to better ensure continuity and consolidation of learning.

Across KS1, English and Maths interventions are in place to support children who have been identified as having gaps in their learning via ongoing summative and formative assessments. Interventions are tailored to meet individual needs and are timetabled to ensure that children do not miss out on any of their whole class learning.

The progress of all pupils in KS1 is carefully tracked using our whole school assessment tool.

In KS1, we aim to make learning fun, interactive and relevant to the experiences of our children, their environment and that of the wider world. We encourage our pupils to be independent learners; to have enquiring minds and a 'can do' attitude to all aspects of school life. Learning is not merely focused on the academic aspects of school as we also aim to support and nurture children to be the best they can be; to celebrate their differences and showcase their differing areas of strength.

In KS2, we believe deeply in the importance of helping our pupils develop as a whole person – happy and ready to take the next steps into their education and lives beyond primary school, regardless of their starting point. We celebrate our differences.

Our aim is to create an exciting, interesting set of activities that are underpinned by the knowledge, skills and understanding relevant for each year group. Our curriculum will promote and foster confidence, independence, co-operation and self-esteem throughout the time the children are at St Joseph's Primary School. We want all of our children at St Joseph's to leave with a range of experiences, the self-belief to excel and to understand the feeling of enjoyment.

Our curriculum is planned using the Curriculum Continuity Programme developed with The Bishop Chadwick Catholic Education Trust (BCCET) and is carefully crafted so that our children develop their academic, social and cultural skills. We have made informed choices about what experiences we want to include and how they build over time across the curriculum. We include both off and



on-site experiences in our curriculum and make the most of what we have locally including local businesses and charities.

In KS2, children continue their daily diet of rigorous teaching, taking part in Lexia, maths, reading and writing lessons every morning.

English skills are taught in daily English lessons, using the Primary Literacy Programme, which is based on the Talk for Writing methodology. Information on this is available via this [link](#). The focus is on the teaching of reading and writing with opportunities for children to listen and speak in many different situations across the curriculum. To make writing purposeful and interesting and develop and enhance opportunities to write and learn in different areas of the curriculum.



The enjoyment of books and a love of reading are fostered from the early stages of their education. The children have access to a range of books so that reading skills can progress. The Out of this World reading challenge is a huge motivator of reading, as is the Dream Big Read Vending Machine stocked full of free books. We also take part in the annual World Book Day. In class, reading is taught primarily through a whole class reading approach in which the class shares a book or extract of text together and are supported by the teacher to improve their vocabulary and comprehension skills. Drama and role-play allow the children to

explore their own feelings, develop speaking and listening skills and learn about the world around them. In Key stage 2, children study a wide range of fiction and non-fiction texts, they use different genres for writing and are taught to draft and re-draft before producing their final piece of work. High expectations in correct spelling, grammar, punctuation and sentence formation are emphasised.

Children are taught to value the importance of mental maths in their mathematical development. Knowledge, understanding and skills to develop numeracy are taught in the daily maths lesson. St Joseph's uses the Power Maths programme, which is based on the White Rose Maths scheme. Information on this is available via this [link](#). Maths is used in a wide range of contexts to help children appreciate the purpose and relevance of mathematics in the real world. After focused teaching in each lesson, opportunities are provided for children to independently apply skills and all groups are provided with challenges.

Children access the wider curriculum through carefully planned curriculum delivery. Science, RE, PE and RSHE are delivered as discrete weekly lessons, while History, Geography, Music, Computing, MFL, Art and DT are taught in weekly blocks each half-term to better ensure continuity and consolidation of learning.

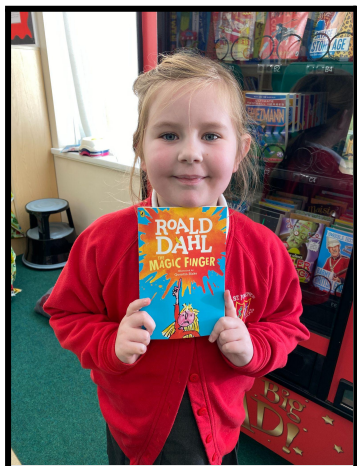
## AREAS OF THE CURRICULUM

### Reading

Teaching a child to read is vital. We use the Sounds Write reading scheme and have a wide range of books in school to suit the needs of all children. In order to prevent children from falling behind, we have a range of interventions in place to support children. In addition to phonics interventions, we have intervention programmes in place which have been recommended by our SEND Coordinator such as 'Toe by Toe' and 'Lexia'.



Our school is renowned for working with many external partners, as well as our wonderful families and community, who have helped us to enhance our resources by stocking our library. As a result of this, we are lucky enough to have an amazing library that pupils visit on a weekly basis. We have a group of pupil librarians in Year 5 who ensure that the library is well-looked after. Our librarians also lead a Key Stage 1 and Key Stage 2 book club weekly called St Joseph's Super Star Readers. We also welcome our families and community into our library each morning from 8.25-8.40am, where they can share their love of reading.



From Nursery to Year 1, reading is taught through either whole class shared sessions or individual reading. These activities include reading with a teacher or teaching assistant and written comprehensions. Years 2 onwards are taught through whole class reading. Children have focussed reading sessions each week and are expected to complete written comprehension in that time. One to one reading occurs throughout school and vulnerable readers are identified in each class to ensure children make progress as well as develop a love of reading. During the reading sessions, there is an emphasis on vocabulary, the retrieval of facts and inference. Novels are used to teach reading as well as a range of non-fiction texts. These texts are carefully chosen to ensure that there is progression and challenge across the school. At St Joseph's, we aim to develop a love of reading, so children are encouraged to read for pleasure at home and school. Teachers read a variety of high-quality texts to the children on a regular basis. Each class also reads a book linked to their curriculum areas throughout the year.

During the year, we hold a number of reading challenges, aimed at taking reading out into the community. These have included book swaps, finding QR codes to access staff reading stories, and our Community Reading Box. These initiatives have featured in the local press!



We have a reading challenge called Out of this World Reading. Children are challenged to read 100 times during the year. When children have completed the reading challenge, they get to visit our amazing reading vending machine. They are able to choose a book from the vending machine to take home and keep. Every week, a 'reader of the week' is chosen from each class and celebrated in assembly. Each child receives a certificate to take home.

## Writing

At St Joseph's, we incorporate the Talk for Writing model into the teaching of writing, using the Primary Literacy Programme. Children are taught writing skills through studying a range of both fiction and non-fiction texts including teacher produced models. Children are encouraged and supported to learn texts by heart, before trying to innovate them and gradually apply more independent changes to the model until they can write freely with confidence. In addition, in Key Stage 1, picture books and topic work are used as a stimulus for writing. Challenging texts are chosen to ensure that children have an excellent model for their own writing. During their time at St Joseph's, children are exposed to a range of classic and contemporary poetry. They have the opportunity to use these poems as a model for their own writing. Our school has worked with external advisers and experts in order to finely tune our provision, share good practice and offer whole school staff continuing professional development (CPD).

## Phonics

At St Joseph's Primary we use the Sounds Write scheme (started in September 2021) to teach children how to read. Being a confident reader is key to a child's education, which is why, at St Joseph's, we make phonics a daily priority, using a systematic approach teaching phonics in Reception, KS1 and as often as possible for some children in KS2, until they can read.

The vast majority of staff have received initial training sessions to ensure that phonics lessons are delivered accurately and resources are consistent in every classroom across the school. Ongoing CPD and coaching sessions for all staff will take place to monitor the implementation of the phonics scheme so that all pupils make accelerated progress in the reading of sounds and words.

Our Phonics coverage is mapped out across the year from Reception to Year 2 and outlines the expectations for progression.

In Reception phonics is taught daily. Children are given opportunities to practice and apply reading and writing through reading and writing words that match the sound they are learning. The Sounds Write programme also provides a great opportunity to focus on new vocabulary and time to talk to support and develop children's vocabulary and speech. Children also have ample opportunity to develop their phonic knowledge during independent learning time with ongoing activities available in the classroom linked to the sounds of the week.

In Year 1 we follow the same systematic Sounds Write teaching sequence. In addition to this, children in Year 1 are also given the opportunity to practice their blending skills with pseudo words in preparation for the Phonics Screen Check, which takes place in the Summer term

Some children may continue their phonics learning into Year 2 as well moving onto the Year 2 curriculum of spelling, punctuation and grammar (SPAG). These lessons are based on the individual needs and attainment of children. In addition to our phonics lesson, teaching assistants, overseen by the class teachers, provide targeted group and one to one support for children to allow them to 'keep up, not catch up' Any child that does not complete the phonics programme will continue learning phonics throughout Key Stage 2 during interventions.

## Home Readers

Children are given the opportunity to continue their phonic learning at home. At St Joseph's we have invested in our reading books to ensure they are fun and engaging for children. Books are matched as closely as possible to each child's reading ability to allow them to consolidate and embed their phonic learning. Children also benefit from taking home personally selected books from our library.

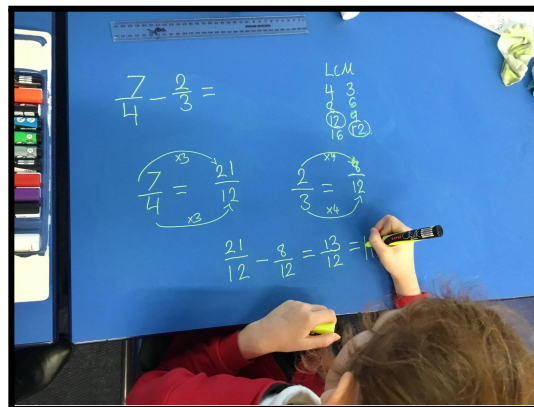


## Maths

At St Joseph's, we believe that mathematics should be fun and rewarding for all children. As such we endeavour to make our work in mathematics engaging for all learners.

Every day, pupils have access to Maths skills sessions, where basic skills within maths are taught. For 20-30 minutes, we focus on a number of arithmetic questions to reinforce and consolidate the arithmetic skills that have been previously taught. We believe that this plays an important role in the children becoming fluent in the fundamentals of mathematics and develops the children's ability to recall and apply knowledge rapidly and accurately. This has had the biggest impact on our Maths success. 20 minutes a day, for 5 days a week, 39 weeks a year equates to 65 hours extra maths done outside the Maths sessions.

Our curriculum is mapped by the White Rose Maths Hub scheme of work, using the Power Maths programme. We focus on a progression from concrete resources, to pictorial representations and finally into the numerical abstract to aid our children's conceptual understanding. As a result, we are seeing a growth in confidence in all our learners, especially in areas of problem solving and reasoning.



Our school is taking part in the Great North Maths Hub Mastery Programme, where we are aiming to develop the mastery element of learning maths. This means that pupils go beyond the 'basic' understanding of maths, into a deeper understanding of the reasoning element of the subject. It also involves high quality professional development for teachers.

TTRockstars is used from Y3 to Y6 with children taking part and competing in weekly class and school based competitions. Y4 pupils take part in the national multiplication check in the Summer term.

## Science

At St Joseph's the science curriculum fosters a healthy curiosity in children about our universe and promotes respect for the living and non-living things. We believe science encompasses the acquisition of knowledge, concepts, skills and positive attitudes. Throughout the programmes of study, the children will acquire and develop the key knowledge that has been identified within each



unit and across each year group, as well as the application of scientific skills. We ensure that the Working Scientifically skills are built-on and developed throughout children's time at school so that they can apply their knowledge of science. We aim to do this through practical and exciting experiences, which encourage curiosity and foster learning. Children at St Joseph's have the opportunity to observe the life cycles of caterpillars and tadpoles first hand in their classroom as well watching chicks hatch. Having a pond and wildlife area on site is an invaluable resource available to all Year groups, ensuring they have a real world setting in which to base their investigations. We also use

educational visits to enhance children's learning. Every year we take part in British Science Week, this gives children the opportunity to use their working scientifically skills in a different context and to celebrate and recognise the brilliant science that happens in school all year round.

Information on our Science curriculum is available via this [link](#).

## Computing, Information and Communications Technology

Here at St Joseph's we want pupils to be MASTERS of technology and not slaves to it. Technology is everywhere and will play a pivotal part in students' lives. Therefore, we want to model and educate our pupils on how to use technology positively, responsibly and safely. We want to equip pupils to use computational thinking and creativity that will enable them to become active participants in the digital world. We want our pupils to be creators not consumers and our broad curriculum encompassing computer science (programming and understanding how digital systems work), information technology (using computer systems to store, retrieve and send information) and digital literacy (evaluating digital content and using technology safely and respectfully) reflects this.

We want our pupils to understand that there is always a choice with using technology and as a school we utilise technology (especially social media) to model positive use. We recognise that the best prevention for a lot of issues we currently see with technology/social media is through education. Building our knowledge in this subject will allow pupils to effectively demonstrate their learning through creative use of technology. We recognise that technology can allow pupils to share their learning in creative



ways. We also understand the accessibility opportunities technology can provide for our pupils. Our knowledge rich curriculum has to be balanced with the opportunity for pupils to apply their knowledge creatively which will in turn help our pupils become skilful computer scientists. We encourage staff to try and embed computing across the whole curriculum to make learning creative and accessible. We have a computing suite, sets of laptops and ipads to ensure that all year groups have the opportunity to use a range of devices and programs for many purposes across the wider curriculum, as well as in discrete computing lessons. We want our pupils to be fluent with a range of tools to best express their understanding and hope that by Upper Key Stage 2, children have the independence and confidence to choose the best tool to fulfil the task and challenge set by teachers.

Information on our Computing curriculum is available via this [link](#).

## Relationships, Sex and Health Education (RSHE)

Here at St Joseph's, we use the 'Live Life To The Full +' RSHE scheme throughout the school. This is divided into the following topics:

- careers, financial capability, and economic well-being.
- physical health and well-being.
- keeping safe and managing risk.
- identity, society, and equality.
- drug, alcohol, and tobacco education.
- mental health and emotional well-being.
- sex and relationship education.

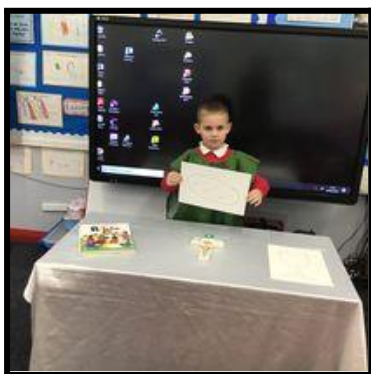
We also cover safeguarding themes through the following:

- anti-bullying week
- NSPCC 'Speak out, stay safe' assemblies
- Lessons on Consent (all year groups)
- Mental health & wellbeing week
- Puberty workshop in upper KS2 led by South Tyneside

Assemblies and Liturgies are delivered daily, including elements of current topics in the news or celebrations. In addition, the teaching of the core British Values and School Rules outline how these are exemplified in our own school values.

## Religious Education (RE)

Here at St Joseph's, we follow the agreed syllabus 'Come and See' scheme throughout the school. The Come and See programme has been developed to respond to the needs of children today in their faith journey, to enable them to grow in their religious literacy and understanding in a way that



is coherent with current educational principles. It is designed to support teachers in their delivery of religious education. It integrates the Catechism of the Catholic Church, the Catholic Levels of Attainment and the new Religious Education Curriculum Directory.

At the heart of the programme is the mystery of God's self-revelation of love through Jesus Christ. Come and See gives pupils the opportunity to explore the mystery of faith through Scripture and Tradition.

Come and See offers the opportunity to search, to explore, to discover, and to respond; this is part of what it is to be human.

Children Come and See the wonder of all that is within them and beyond them. God offers the invitation to Come and See. Teachers facilitate the opportunity for children to Come and See.

Information on our RE curriculum is available via this [link](#).

## History and Geography

History and Geography form an important part of our curriculum. We follow the National curriculum and embrace a broad-spectrum of stimulating topics. As a school we aim to wholly develop each child's geographical and historical skills, understanding and knowledge. Consequently, our lessons are well planned, highly engaging and challenge all abilities. Other curriculum areas are incorporated into learning to ensure high levels of motivation and interest from the children.

We teach a knowledge rich curriculum that is ambitious and designed to give all learners the skills needed to succeed in life.

## History Curriculum

EYFS – History is taught through 'the World Around Us' and topics in which children learn through experiences in their own lives and that of their family, and changes within living memory.

KS1 – Children are taught about aspects of British History beyond living memory, significant events and the lives of significant people. Coverage in KS1 is:

- Toys in the past
- Women in History
- Great Fire of London
- Comparing Queens

KS2 – Children are taught through topics which cover aspects of British History and these are taught in chronological order: Stone Age to Iron Age, Romans and Anglo-Saxons & Vikings. Pupils are also taught about Ancient Civilisations (Greece, Egypt and Islamic Civilisations), as well as about Crime and Punishment and Conflict Through Time.



Pupils also take part in History themed days.

Information on our History curriculum is available via this [link](#).



## Geography Curriculum

EYFS - children have early geography opportunities embedded through our Understanding of the World curriculum, which is designed to promote exposure to locational, place, environmental knowledge as well as early geographical skills and fieldwork. Children are guided to develop a sense of their physical world, as well as their community, through opportunities to explore, observe and find out about people, places, technology and the environment.

KS1 and KS2 - The geography curriculum is mapped to ensure alignment with the national curriculum programme of study. Key knowledge and skills relate directly and build towards the achievement of the end of key stage 'end points', informed by the KS1 and 2 National Curriculum statements for; Locational Knowledge, Place Knowledge, Human and Physical Geography and Geographical Skills and Fieldwork. Information on our Geography curriculum is available via this [link](#).

## PE

We use the BCCET scheme for the delivery of PE, with pupils accessing delivery of lessons both inside and outside the school. Pupils also have the opportunity to develop their skills in inter school competitions, through the South Tyneside Sports Partnership, as well as events through BCCET. We also offer extra curricular clubs such as football, cheerleading, tennis, athletics and rugby.

Information on our PE curriculum is available via this [link](#).



## MFL

French is taught through weekly sessions from Year 3 onwards, using the BCCET scheme. However, pupils from Nursery onwards access a range of spoken French stores, as well as taking part in French conversations on a daily basis. We also host a French Day in the Spring term. Information on our MFL curriculum is available via this [link](#).

## Art and DT

Art & DT are taught using the BCCET programme. Pupils have their own art book that is used to not only record their final work, but also the process of creating a piece of art. In DT, children not only learn the design aspect of the subject, but also get to create their designs.

Information is available via this [link](#) for art and this link for [DT](#).

## Music

Pupils learn to play the recorder and develop their rhythm and vocal control across the phases using Charanga Music School. We have a member of staff who leads the choir on a weekly basis, and these pupils perform on numerous occasions, including in Church. We enhance music by working with a variety of external providers such as Rock Kids.

Information on our music curriculum is available via this [link](#).