

# St. Cuthbert's Catholic Primary School

## Curriculum Overview 2023/ 2024



<b>CURRICULUM DRIVERS</b> Foundation stones of learning	<b>FAITH IN ACTION</b>	<b>DIVERSITY &amp; INCLUSION</b>	<b>LITERACY &amp; STORYTELLING</b>	<b>STEM</b>	<b>THE ARTS</b>	<b>SPORTING OPPORTUNITIES</b>
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<b>CHARACTERISTICS OF LEARNING</b>	<b>RESPONSIBILITY</b>	<b>ORGANISATION</b>	<b>COLLABORATION</b>	<b>INDEPENDENCE</b>	<b>RESILIENCE</b>	<b>SELF-REGULATION</b>
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<b>CURRICULUM ORGANISATION</b> Our whole school curriculum is a planned educational experience making full use of opportunities for real world learning	Communication and Language		Physical Development		Personal, social and emotional development		Literacy		Mathematics		Understanding the world		Expressive Arts and Design	
	ENGLISH	MATHS	HISTORY	GEOGRAPHY	ART	D&T	SCIENCE	MUSIC	PE	FRENCH	PSHCE/RSE	RE	COMPUTING	
	Educational visits		Responding to events in the news		Assemblies and Visitors		Extra-curricular clubs		Learning outside the classroom		Themed days/weeks			

<b>Quality of education</b> <b>CURRICULUM IMPACT AND REVIEW</b> Our curriculum ambition is for the high achievement of all pupils irrespective of background and starting point We regularly review how well our curriculum enables achievement for all	<b>Behaviour and attitudes</b> Children are confident and successful learners and demonstrate that they have these key learning skills for life.		<b>Personal development</b> Children demonstrate the ethos of St Cuthbert's school in their learning and in their behaviour. Children learn to make the right choices for their safety both online and offline. Their choices benefit the school and the local community.		
	<b>An ambitious curriculum for all</b> The aims of all curriculum subjects are clear for all year groups. Learning builds on prior knowledge with clear endpoints. Children understand key concepts and knowledge and it is transferred to long-term memory. We empower disadvantaged children and children with SEND to access the whole curriculum and achieve. Teachers prioritise the most important concepts or knowledge that children need to know. Teachers have deep knowledge of the subjects they teach. <i>There are relevant contexts for high-quality outcomes across the curriculum engaging pupils with local, national and global issues.</i>		<b>Curriculum in action</b> Teachers use strategies such as modelling, instruction and shared writing and discussion. Teachers respond to misconceptions through adjustment and adaptation throughout the lesson to meet the needs of all children. Children have the opportunity to solve problems and undertake learning at a deeper level Provide regular opportunities for children to act on feedback. The classroom climate and environment created by teachers inspires and motivates all pupils Teachers work in strong partnership with parents and carers.		<b>High-quality outcomes</b> At the point of learning, the curriculum is sufficiently challenging for each child. Children will make progress and attain in line with or better than national expectations in reading, writing, spelling, punctuation and grammar, maths and science. Children achieve the identified endpoints in each discipline.

## Year Six Curriculum Topic Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE	Domestic Church – Family: Loving Baptism/Confirmation – Belonging: Vocation & Commitment	Advent/Christmas – Loving: Expectations	Local Church – Community: Sources Eucharist – Relating: Unity	Lent/Easter – Giving: Death & New Life	Pentecost – Serving: Witnesses Reconciliation – Inter-relating: Healing	Universal Church – World: Common Good
CATHOLIC LIFE	Harvest based activities supporting local charities- Nite Bite	Advent services & local community work with residential care homes	Faith in Action	Lent and Easter Passion	Filipino inspired May Procession with our whole community	Faith in Action Leavers’ Masses and celebrations
PSHCE	Being in my world	Celebrating difference	Healthy me	Dreams and goals	Relationships	Changing me
ENGLISH	Spelling Phase 16 SPAG REVISE ALL OVER 2 TERMS (Y6 objectives; formal language, passive voice, expanded noun phrases, speech, subjunctive, cohesive devices, adverbials, semi colon, colon, bullet points, hyphens) Handwriting  * Recount/biography /autobiography Queen Victoria/Charles Dickens/Robert Peel  * Historical Fiction Great Expectations/Christmas Carol Charles Dickens Letter/diary/setting/ character	Spelling Phase 16 SPAG Handwriting  *Instructions How to be a Victorian Criminal  *Non- chronological report – The Victorians/Sir Robert Peel  *Chronological report/ Journalistic writing– police witness statement/newspaper report  *Poetry – Performance and Narrative Poetry (Tennyson)	Spelling Phase 17 SPAG Handwriting  Short Stories – *Mysteries Crossley/Man by Steve Cutts  *Explanations Crazy Inventions/ Climate Change  *Persuasion Argument and Debate Debate/Dialogue Climate Change protest and formal persuasive letters.	Spelling Phase 17 SPAG Handwriting  *Science Fiction/Fantasy (Tales from Outer Suburbia)  *Poetry- Power of Imagery (Thomas Hardy)	Spelling Phase 18 SPAG Handwriting  *Tales from Other Cultures  *Poetry Poet Study (Emily Dickinson)  * Non- chronological reports The Ancient Greeks/The Emperor’s New Clothes  *B Narrative Stories with Flashbacks The Giant’s Necklace/The Piano/Bibo/ *B Pandora’s Box	Spelling Phase 18 SPAG Handwriting  *Modern Classic Fiction (Kensuke’s Kingdom)  *Drama (Shakespeare)
MATHS	Number: Place Value (2 weeks) Addition and Subtraction Multiplication and Division (4 weeks)	Number – fractions (5 weeks) Geometry – position and direction (1 week)	Number – decimals (2 weeks) Number – percentages (2 weeks) Number – algebra (2 weeks)	Measurements – converting units (1 week) Measurements – perimeter, area, volume (2 weeks) Number – ratio (2 weeks) Statistics (1 week)	Geometry – properties of shapes Problem solving (3 weeks) Consolidation/ SATs preparation	Property of Shape Mass & Capacity Consolidation/ SATs preparation
SCIENCE	Electricity	Electricity	Light	Inheritance and Adaptation	Animals including Humans	Living Things and Their Habitats

HISTORY	*The Victorians B Victorian Schools C Dickensian London E Local People – our school history Trip to Beamish/Victorian Tunnel		*Ancient Greece Buildings Parthenon Democracy Clay pots Map work Visit to Newcastle Hatton Gallery/ Great North Museum/Visit from That History Bloke
GEOGRAPHY		*Climate Change A What is Climate Change? B Causes of Climate Change C Impact of Climate Change D People and Climate Change E Let's take Climate Action F Design a climate friendly school Trip to Centre for Life Visitor from Northumbrian Water	
ART	Portraits Lowry - perspective Alexander Millar - impressionism William Morris – mood board and prints Henry Moore – hand sketches and sculptures	David McEown – watercolours Jill Pelto – paint, collage 3D recycled environmental art	Ceramics - Amphora pots James Derosso Pinch pot monsters
DT	Design and make a bread product	Evaluate and design packaging	Greek Buildings and architects

E-SAFETY	Self-image and identity	Online relationships	Online reputations & online bullying	Managing online information	Health, wellbeing & lifestyle	Privacy & security
COMPUTING	Using Data	Coding (Busy things disco)	Using the Internet	Coding Espresso	Space adventure	Project Design
FRENCH	Unit 4 Pets			Unit 5 Time, routines, weather		
MUSIC	Music Hall genre *Turns*	Ukelele lessons	Moana	Ukelele lessons	Greek music	Ukelele lessons
PE	Games Unit 4 Invasion Games, ball handling (handball, netball) Games Unit hockey)	Outdoor and Adventurous Activities Dance Unit 1	Dance Unit 2 Gymnastics	Gymnastics	Games Unit 2 Net and Wall (tennis and badminton) Games Unit 3 Striking and Fielding Games (rounders, cricket)	Athletics Unit 1 Athletics Unit 2