



St. Mary's C. of E. Primary School

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ST. MARY'S SCHOOL CURRICULUM

The Early Years Foundation Stage (EYFS)

We believe that every child in the Early Years Foundation Stage at St. Mary's deserves the best possible start in life and the support that enables them to fulfil their potential. A secure, safe and happy childhood is important in its own right. The EYFS sets the standards that we must meet to ensure that children learn and develop well and are kept healthy and safe.

The EYFS seeks to provide:

- a secure foundation through learning and development opportunities which are planned around the needs and interests of each individual child and are assessed and reviewed regularly;
- partnership working between practitioners and with parents and/or carers.

Our learning and development requirements cover:

- the areas of learning and development, which shape activities and experiences;
- the early learning goals that we work towards, to help children achieve the knowledge, skills and understanding children should have at the end of the reception year.

There are seven areas of learning and development within the EYFS. All areas of learning and development are important and inter-connected. The three prime areas are:

- communication and language;
- physical development;
- personal, social and emotional development.

The four specific areas are:

- literacy;
- mathematics;
- understanding the world;
- expressive arts and design.

We consider the individual needs, interests and stage of development of each child and use this information to plan a challenging and enjoyable experience for each child in all of the areas of learning and development.

We work through a topic based approach for each term, as follows:

Autumn Term- Weather

Spring Term- Toys

Summer Term- Plants and growing and Animals/ Minibeasts.

Key Stage 1 (Years 1 and 2) and Key Stage 2 (Years 3, 4, 5 and 6)

We use a published curriculum called 'Inspire' to help us meet our aims in the majority of curriculum areas for Key Stages 1 and 2, with separate provision for the subjects of Maths, Computing, RE and PE as explained further below. We also draw upon the White Rose maths scheme, the Chelmsford Diocesan RE Syllabus, the Essex Agreed Syllabus for RE. Understanding Christianity and the Val Sabin Schemes of Work for PE.

Principles of St. Mary's Curriculum

Our curriculum has the following strengths:

- it is a broad and balanced curriculum that makes links between different aspects of learning;
- it follows a thematic approach which makes the learning more relevant and meaningful;
- the themes and topics are exciting and help ensure that learning is fun;
- it ensures that all the essential learning of the EYFS and the National Curriculum 2014 for Key Stages 1 and 2 is covered, drawing upon published resources written by experts including Ofsted inspectors, subject specialists and outstanding teachers;
- it has a very clear structure including explicit learning objectives and success criteria;
- each unit includes outside learning opportunities and ways to enrich the children's learning experience.

Structure

Our Curriculum is broken up into year groups. Each year group delivers the National Curriculum through 6 Units, 2 per term, each lasting approximately six weeks.

Monitoring

As part of our monitoring cycle we will regularly review our curriculum and its impact on standards and achievement.

Termly Summaries of Learning

In addition to the overviews below, St. Mary's teachers provide parents/carers with a termly summary of learning at the start of each term, which is sent home and published on the school website.

Curriculum Overview

Please see below overviews of the curriculum content from Year 1 to Year 6.

Mathematics Overview

Maths is taught in accordance with the 2014 National Curriculum. This is supported by the White Rose Maths scheme of work plus the applied maths activities which are included in the Inspire Curriculum.

The three aims of the national curriculum are that all pupils:

- become fluent in the fundamentals of maths.
- reason mathematically
- can solve problems by applying their maths skills.

The expectations of the National Curriculum from 2014 are as follows:

Years 1 and 2: Pupils will develop confidence and fluency with whole numbers, counting and place value. They should develop their ability to recognise, draw, compare and sort different shapes. They will use a range of measures to describe different quantities such as length, mass capacity/volume, time and money.

By the end of Year 2 children should know number bonds to 20 and be precise in using and understanding place value.

Years 3 and 4: Children will become more fluent with whole numbers and the four operations, including number facts and the concept of place value. They will develop efficient written and mental methods and will perform calculations accurately with increasingly large whole numbers. They will learn to solve problems including fractions and decimals. They will also analyse shapes and their properties and confidently describe the relationships between these. Children will learn to use measuring instruments with accuracy and make connections between measure and number.

By the end of Year 4 children should know their times tables facts up to 12x12 and show precision in their work.

Years 5 and 6: Children will extend their understanding of numbers and place value with larger numbers. They will develop connections between multiplication and division with fractions, decimals, percentages and ratio. They will be able to solve a wider range of more complex problems using efficient written and mental calculations. Pupils will be introduced to algebra and will learn to classify shapes with increasingly complex geometric patterns.

By the end of Year 6 pupils should be fluent in written methods for all four operations, including long multiplication and division and in working with fractions, decimals and percentages.

Computing Overview

We aim to develop capability in children so that they can:

- understand and apply the principles and concepts of computer science;
- analyse problems in computational terms and have experience of writing computer programs;
- evaluate and apply information technology to solve problems;

be responsible, competent, confident and creative users of information and communication technology

To enable us to meet these aims the school has built up a range of equipment and resources to develop IT skills across the curriculum. We regularly upgrade our equipment so that the pupils are able to access the most up-to-date technology. The school has a class set of laptops which are designated to individual Year 6 pupils for their use at home and at school. There is an additional set of laptops which are allocated to support the learning needs of other pupils throughout the school. All children have individual log-ins so that they have access to the school network which they access through the school's well equipped computer suite, using the Internet through a filtered system. Safe use of the Internet is routinely taught to all children. Interactive Clevertouch boards are in constant use in all classes. In their planning, teachers integrate IT into all areas of learning across the curriculum.

RE Overview

The school's RE curriculum is based on the Chelmsford Diocesan Syllabus for RE, the Essex Agreed Syllabus for RE and the Understanding Christianity units, which teach about Christianity and other world faiths. We build our teaching and learning on the key principle that good teaching allows children to learn about religious traditions in Christianity and other major world faiths, as well as to reflect on what the religious ideas and concepts mean to them. RE enables children to extend their own sense of values, and promotes their spiritual growth and development. We encourage children to think about their own views and values in relation to the themes and topics studied in the RE curriculum. The children have opportunities to visit places of worship, as well as receiving visitors to the school to support their learning in RE.

Our RE curriculum helps children to:

- develop an awareness of spiritual and moral issues arising in their lives;
- develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- develop an understanding of what it means to be committed to a religious tradition;
- be able to reflect on their own experiences and to develop a personal response to the fundamental questions of life;
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- develop investigative and research skills, and make reasoned judgements about religious issues;
- have respect for other people's views, and celebrate the diversity in society.

PE Overview

The school follows the progressive schemes of work provided by the Val Sabin scheme of work in Gymnastics, Dance and Games at Key Stages 1 and 2. Children also undertake work in outdoor and adventurous activities and swimming. These are planned so that the children have a balance of activities cross each year group.

The most significant contribution Physical Education can make is in establishing habits of participation in enjoyable physical activity, and in developing an understanding of the long and short term beneficial effects of exercise. Children learn how to plan, perform and evaluate actions, ideas and performances to improve their quality and effectiveness. Through this process, pupils discover their aptitudes, abilities and preferences, and how to make choices about getting involved in lifelong physical activity. Conversely, pupils should understand the consequences of lack of exercise and the effect of improper use of the body.

The school has received a grant specifically for school sports and this is used for a variety of purposes, including a partnership with Ormiston Rivers Academy to develop high level teaching and learning. This helps us to ensure that the children compete in and enjoy a wide range of competitions and festivals.

All other curriculum areas

These are taught within our topic based Curriculum and in accordance with the 2014 National curriculum, within the themes shown below.

Curriculum Overview for all other subjects

	Autumn	Spring	Summer
Year 1	<p>The Big Build. Pupils explore how we use materials. Linked to the story of the three little pigs. Pupils will have the opportunity to construct 'houses for the three pigs. They will also get to know important buildings in their local environment.</p> <p>Who am I? Pupils will have the opportunity to express their individuality, explore their talents and understand their place in their immediate and wider world. During science children will learn about the human body including the 5 senses.</p>	<p>Posting and Places. This Unit is based on the idea of receiving and writing letters with new friends from around the world. This will enable the pupils to name and locate the worlds continents and the countries of the UK. They will learn to appreciate similarities and differences between cultures. They will have the opportunity to learn about Scott of the Antarctic as a significant individual from the past. Stories from other cultures will also be explored.</p> <p>The Potting Shed... Buried Treasure This unit will incorporate the concepts of plant growth and children will have the chance to grow their own plant! They will also write instructions on how to grow a plant and write reports all about plants. George Forrest will be a focus in history as he was a significant plant hunter from the past.</p>	<p>Animal Allsorts Pupils will find out about the many different animals that exist in the world and what makes them special. They will find out how to categorise animals based on different criteria; type of animal and what they eat. They will learn about the famous fossil hunter Mary Anning.</p> <p>Where shall we go? This unit will look at the changing seasons and the different weather associated with each one. Pupils will think about journeys they might be making or have made in the past. They will look at maps and globes to see where they have been or where they are going.</p>
Year 2	<p>What I need to be me? Keeping fit and healthy eating. Designing and making a smoothie. Lifecycles to include the lifecycle of a butterfly, recording changes and creating PowerPoint presentations. Study of animal patterns. Songs linked to Harvest. Listening to music that tells a story and creating their own graphic score.</p> <p>Flying High Looking at the history of flight and the story of the Wright brothers. Life in the past. Exploring materials. Studying aerial photographs of the locality and creating maps. Exploring sliders and single pivot mechanisms. Collage, slotted card sculpture and decorations.</p>	<p>Town Mouse Country Mouse Looking at the differences between country and city life in relation to transport, schools, green spaces and leisure opportunities. Understanding the natural environment. Habitats in the local environment. Designing and making a vehicle.</p> <p>Sowing and Growing Planting seeds and recording their development. Understanding how to carry out a fair test. Making a healthy plate. Weather patterns. Studying wind and clouds in our environment.</p>	<p>National Celebration – Two Queens Comparing the reigns of Queen Victoria and Queen Elizabeth II. Understanding how the Union Jack was created. Discovering the countries that make up the commonwealth. Studying portraits.</p> <p>Trading Place: Britain or Brazil? Developing an understanding of a different country – Brazil. Knowing the physical and human features of Brazil and making comparisons with Britain. 3D collage and sculpting in relation to landscapes. Listening to samba music and studying costumes from the Rio Carnival. Patterns and music. Popular holiday destinations.</p>
Year 3	<p>Why Humans Are Animals Too What are the similarities between humans and animals in the way we eat and move? Pupils explore skeletal structures and muscles and decide what keeps them healthy. They will also classify herbivores and carnivores.</p> <p>Set in Stone This unit explores the lives and legacy of early Britain's and settlers, including those who lived during the Stone, Bronze and Iron Ages. Pupils will have the opportunity to see how and why the ways of life adopted by prehistoric people slowly changed over time. They will also look at how fossils are formed and identify different types of rocks.</p>	<p>What's the Attraction? In this unit pupils explore a range of magnetic materials and their uses including compasses, which they use to explore the school grounds. They create a map and use grid references to help them complete a treasure hunt. They also design experiments to test how things move on different surfaces.</p> <p>Around the World – shadow dancers This unit encourages planning a travel challenge, collecting information and artefacts and presenting as a holiday package brochure. Children also investigate shadow formation, how the earth spins and different time zones.</p>	<p>From Source to Sea In this geography based unit pupils will follow the course of a river from its source to its destination. They will look at how the land alongside the river is used and what might be found there.</p> <p>What did the Romans do for us? Sewage systems, the calendar, paved roads, turnips and carrots are all things that were introduced to Britain by the Romans. However, where did they come from and why were they here?</p>

	Autumn	Spring	Summer
Year 4	<p>Where does my food go? Pupils will learn the different parts of the human digestive system and the role each part plays, including how our bodies use the food we eat and how it deals with waste. They will compare and contrast teeth and learn why different animals have differing types of teeth.</p> <p>Were the Dark Ages Dark? This topic explores the links between Scandinavia and the British Isles. They learn about the Viking invasion and how this affected our land. They will also learn about the cultural treasures of the Scandinavian world, including stories, myths and legends, musical instruments, games and jewellery. In science we will focus on electricity, learning about how circuits work and the dangers involved.</p>	<p>Dragons: Fact or Fiction? The theme of 'dragons' challenges pupil perceptions of what is real and what is not. Pupils will look at the mythology surrounding dragons around the world, why there are so many stories about them and why they fascinate us so much.</p> <p>The Good, the Bad and the Ugly This topic explores the history of crime and punishment. Some of Great Britain's most notorious criminals and how the police force was set up to catch them will be looked at. Stories, myths and legends showing human beings, both real and imaginary, at their very best and worst will also be studied. In science, pupils will investigate sound and music across different subject areas, they will discover how different sounds are made, how our ears work and even compare how animals and humans hear.</p>	<p>Amazing Amazon This topic introduces pupils to the mighty River Amazon of South America. They will learn about the amazing Amazon rainforest and the incredible biodiversity it supports. Studying the river, the land surrounding it and the people who populate it, will promote sustainability and responsible living in the 21st century.</p> <p>A Place for Everything Focus on habitats and how animals and plants adapt to suit them. How vulnerable habitats can be to change. They will undertake field work of a local habitat, and compare their area to a contrasting area in the UK.</p>
Year 5	<p>To The Stars During this unit, the children will be exploring the scientific elements of our planet in the solar system and the effects of our Sun and Moon upon our planet. The children will be developing their enquiry skills and their knowledge of scientific aspects of space exploration and discovery.</p> <p>The Ancient Greeks In this Unit the pupils will explore Ancient Greece through Theatre, The children will be writing their own Myths and will look at Ancient Greek civilisation, focusing on areas such as sport, art, philosophy, architecture and theatre. They will be given the chance to explore areas of personal interest and design board games.</p>	<p>Fever, Fire and Fashion In this historical Unit pupils learn about everyday life in London during the 17th Century. Frost fairs, bear-baiting, coffee houses, quack doctors and toxic cosmetics are amongst the many different curiosities pupils will learn about. They will also study in depth the impact of the Plague and Great Fire on the city and its people. The unit aims to immerse pupils in a time and place that will feel strangely familiar to them in some ways but utterly bizarre in other ways.</p> <p>Round and Back Again This unit is about the importance of life cycles. Life begins and ends for all organisms but unfolds in many different ways. There will be opportunities here to learn about the variety of life as well as the processes of reproduction, maturing and ageing. The twin themes of repeating patterns and the diversity of nature underpin activities such as musical performance and designing homes for animals. This unit looks at the different changes materials can undergo and whether these changes are reversible or irreversible.</p>	<p>The World from Top to Bottom A study of the Mayans. Were they the first writers, mathematicians and star gazers? What can they tell us about these things that are still true today? Where would you go if you could go anywhere in the world? Pupils will research an imaginary exploration to a destination of their choice, finding out about the geographical features of the world as they go.</p> <p>Our Commonwealth and the World What is the Commonwealth? Who are the members of the Commonwealth? This unit explores aspects of the Commonwealth and its exciting make-up of communities around the globe.</p>
Year 6	<p>The Dengie Peninsula The pupils will look at the history and geography of the area that we live in, from Roman times to the present day</p> <p>Memories We will be using our own and other's memories to think about how things change. We will look at the art of Miriam Rudolph to study different perspectives</p>	<p>Benin We will look in detail about civilization bases around Benin between 900 and 1200AD. We will use atlases to find out where it is and talk about how the Portuguese reached it using their compasses. We will also construct our own Benin style buildings</p> <p>Rivers We live by the river Crouch and in this topic we will compare it to the Rhone and the Amazon. We will also look at some South American cities on the Amazon, and look at Peruvian music.</p>	<p>A time to shine. This is a dedicated revision unit with accompanying resources. During the unit pupils will also look at the history of British pop music and how it has influenced music across the globe.</p> <p>You choose! In this unit the pupils learn about the heart and how it functions. They will learn about how diet, exercise, drugs and lifestyle can affect their bodies and their health. The Enterprise Unit will also give the pupils an opportunity to create and market their own products.</p>