



# St Mary's CE Primary School

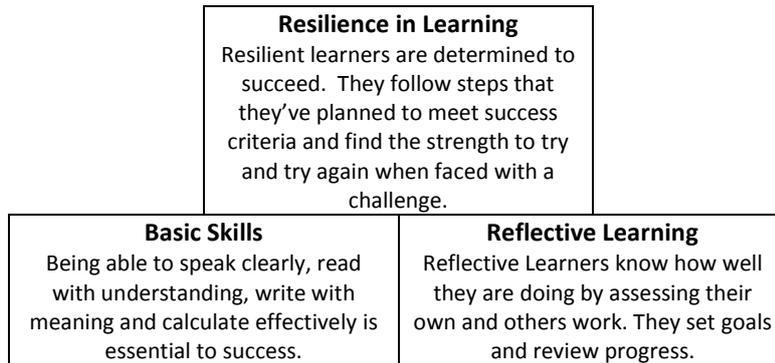
*Bringing out the best in each other*



### Our Curriculum Intent:

Our curriculum is intended to equip our learners for the challenges which lie ahead of them in the next stages of their education and in the world beyond. We want to ensure that every child leaves our school with the academic skills needed to succeed and that they demonstrate high quality learning behaviours which will sustain them in their future lives. The curriculum is rooted in our core Christian values and is designed to support children in becoming individuals who are compassionate and able to communicate and collaborate effectively in the community that surrounds them. The moral basis of our curriculum, which challenges our learners with big questions, prepares them to become positive role models and open-minded global citizens who are able to take their place in modern society.

At St Mary's, our curriculum is driven by the following pyramid of skills. These are the skills that children learn and develop as they study the knowledge planned for them through our 'Learning Projects'.



### Our Curriculum implementation for the Spring term (we have already studied our Discover Projects)

We have broken the year down into three Learning Projects; these projects each have driving subjects where the knowledge and skills for this subject are taught (this does not mean that they will only be taught in this term). They will also have 5 project values which will be used to link the learning and to ask 'Big Questions'.

Autumn Term	Spring Term	Summer Term
Discover	Explore	Express
During this project, the driving subjects are History and Computing. We learn about the past and learn how to let others know about it too.	During this project, the driving subjects are Geography and Design Technology. We learn about real-world issues and how we can make a difference.	During this project, the driving subjects are Music and Art & Design. We learn how to express ourselves using a range of media and share this with others.

Most of our English teaching will be linked to these learning projects and will offer opportunities for children to write with real purpose and impact. Mathematics, Science, French and Physical Education will be taught discreetly but we will be looking for opportunities to make links where they enhance the learning.

Religious Education (learning about and from world faiths) will be used as a driver to teach our project values at the start of each project and we will also maintain the school's distinctive Christian character by continuing to learn about and from the Christian faith at major festival times. We will explore the project values by studying either Christian, Muslim, Sikh, Hindu, Jewish or Buddhist beliefs, traditions and rituals.



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Below is an outline of the Learning Projects Planned for each Year Group for the Spring Term:

Year	Main subject areas:	Project Values	Sunshine 6 Value	Big Question	RE Driver	Geography and DT focus:
1	<p><b>Geography</b> Context: Mapping skills (Journeys) Settlements</p> <p><b>Design Technology</b> Context: Bulbs and buzzers. Creating homes.</p>	Belonging, Compassion, Equality, Integration	Perseverance & Respect	What makes a house a home?	Who is the prophet Muhammed and why is he important to Muslims? What can we learn from him about how people should be treated? How do Muslims show compassion, belonging and respect?	Local study – Where is my home? Locating countries of the British Isles and finding them on a world map. Using aerial photographs, plans and maps. Carrying out surveys, sketches and expressing views about the environment. Evaluating, planning and building structures using a range of materials and electrical circuits. Evaluating and preparing food. Developing vocabulary for taste, smell, texture and feel. To group foods and prepare them by cutting, peeling, grating and chopping.
2	<p><b>Geography</b> Context: The Rainforest, Deforestation, Renewable energy</p> <p><b>Design Technology</b> Context: Vehicles</p>	Responsibility, Injustice, Choice, Consequence	Compassion	Who has the right to make decisions that impact our world?	Why and how are some books holy? What makes these books special to Sikhs and Muslims? How do Sikhs, Muslims and Christians show respect to these books?	The Amazon Rainforest. Where is it? What is it like? Name and locate the world's continents using maps, atlases and globes, expressing views about the environment and different localities. How do humans use the rainforest? What are the impacts of deforestation (people, animals, climate)? Design Technology: Investigate solar power and how it can be used. How were the 2019 fires caused? Evaluate, Design and Make cars using solar energy to power them.
3	<p><b>Geography</b> Context: Food distribution</p> <p><b>Design Technology</b> Context: Cooking and Nutrition</p>	Community, Sustainability, Choice, Fairness	Compassion	How can we feed the world?	What is the Langar and why is it important in the Sikh faith? How do Sikhs feel responsible for the community around them? To explore the key beliefs of Sikhs, their holy text, the Gurus and their place of worship.	Where does our food come from? Identifying countries of the world and their capital cities (including the UK). Identifying counties of the UK and comparing using geographical features and aerial photographs. Why do we import food? How could we grow more sustainably in the UK? Visiting a growing garden. Cooking and nutrition work: analyse, plan, combine and cook with a range of ingredients.
4	<p><b>Geography</b> Context: Renewable energy</p> <p><b>Design Technology</b> Context: Building a prototype wind turbine</p>	Sustainability, Value, Reform, Pride, Choice	Perseverance	How can our choices improve the planet?	Judaism: my life, my religion. Exploring Yom Kippur and Rosh Hashanah. What can we learn about and from Pesach (Passover). How do Jews: show gratitude fro what they have, reflect on their choices, make decisions? (The ten commandments.)	Where does our power come from? Different kinds of renewable and non-renewable energy. Which country in the UK is best at using renewable energy? What geographical and human features help us to generate power sustainably? Which countries in the world can we learn from to improve our sustainability? Costa Rica exploration. Design Technology: Our school focus – where would be the best place to locate a wind turbine? Analyse and evaluate effectiveness of wind turbines. Plan and design a prototype. Evaluating our products.



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5	<p><b>Geography Context:</b> Water quality</p> <p><b>Design Technology Context:</b> Recycling plastic and sustainable living.</p>	Common Good, Choice, Stewardship, Consequences	Courage	Should pollution matter to everyone?	Studying the values behind and aims of: Islamic Relief and Christian Aid. Learning from these religiously based charities to explore our own sense of stewardship and common good. Learning about the 5 Pillars of Islam (Zakat).	Studying the history of plastic, its forms and properties. The Great Pacific Garbage Patch – where is it and how was it formed. Using globes, maps and atlases to identify the equator, northern and southern hemispheres, the tropics of Cancer and Capricorn and Arctic and Antarctic circles. To plan and carry out field work into water quality in our local area using OS maps, and aerial photos. Identifying and generating questions and then gathering data. Design Technology: Plan and evaluate products, designing and making functional products. Bourneville visit – The Clean Kilo. How can we shop and cook without using plastic?
6		Adversity, Resilience, Hope, Community	Respect	How can the world community work together to avoid disaster?	In Islam and Judaism how do believers pray? What prayers and rituals are key to these faiths? How does faith help people to face adversity? Jewish visitor: How does the community support each other to face adversity?	Why is Whaley Bridge a good place to build a dam? Why is Whaley Bridge a dangerous place to have a dam? Combine information from maps, atlases, globes and digital mapping to answer lines of enquiry. To analyse results and generalise about trends and patterns referring human and physical geographical features. Design Technology: How could the Whaley Bridge community protect itself in future? Investigate and evaluate a range of products and develop design specifications for them. To build prototypes and make models. How far would you walk for water? Global exploration of water stress across the world. Exploring the 'village well' project.

RE linked to Christianity:

At the end of each term, each class will study a two-week unit of work about Understanding Christianity. Through this work, the children will again be learning about and from faith.

	Autumn Term	Spring Term	Summer Term
Reception	Incarnation: Why do Christians perform nativity play at Christmas?	Salvation: Why do Christians put a cross in an Easter garden?	Creation / God: Why is the word God important to Christians?
Years 1 & 2	Incarnation: Why does Christmas matter to Christians?	Salvation: Why does Easter matter to Christians?	Gospel: What is the good news Jesus brings?
Years 3 & 4	People of God: What is it like to follow God?	Salvation: Why do Christians call the day Jesus died 'Good Friday'?	Kingdom of God: When Jesus left, what was the impact of Pentecost?
Years 5 & 6	People of God: How can following God bring freedom and justice?	Salvation: What did Jesus do to save human beings? (Year 5) What difference does the resurrection make to Christians? (Year 6)	Gospel: What would Jesus do?

**Sharing our curriculum with the Community:**

We will be sharing our learning and curriculum through class assemblies, Parents' Evenings in March and Curriculum Newsletters.