

Curriculum Policy

Autumn 2023



Our Lady of Fatima Catholic Multi Academy Trust is a charitable company limited by guarantee registered in England and Wales under company registration number: 07696069 and registered address: St. Alban's Catholic Academy, First Avenue, Harlow, Essex, CM20 2NP.

Curriculum Statement Overview:

As a community of schools, we believe passionately in a rich education.

John 10:10 "I have come that they may have life and have it to the full."

We ensure children excel, not just academically but in faith as disciples and as individuals. Our children learn to love themselves, love each other and the world around them and to love God.

TRUST: - Intent:

- Our curriculum's intent is to create confident and happy children secure in their knowledge of self, with an embedded love of learning. **Love of Self**
- Our Caritas Curriculum embeds a Caritas theme through a termly focus on Our families & community (Autumn), our individual and community Happiness (Spring) and an aspiration to work for the Common Good (Summer). The Caritas Curriculum has Catholic Social Teaching at its heart and its purpose is to form young children in discipleship and stewardship. **Love of Others**
- We have developed a Caritas Curriculum that has breadth and ambition, with a particular focus on developing a love of learning. It is designed to give all children, including disadvantaged children, children with SEN and/or disabilities, the knowledge and faith they need to succeed in life by developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence.

The Caritas Curriculum develops a Love of **Self**, a Love of **Others** and a Love of **God**.

TRUST - Implementation:

- Our Caritas Curriculum is coherently planned and sequenced. The curriculum cumulatively builds on knowledge and skills for future learning.
- Our teachers across the Trust have great understanding of the subject they lead and teach. We provide support for those teaching outside their main areas of expertise.
- Our teachers teach the learning required clearly. They check children's understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In so doing, our teachers respond and adapt their teaching as necessary utilising individualised approaches where appropriate.
- Our Caritas Curriculum is designed to help children to remember long term the content they've been taught and to integrate new knowledge into larger ideas.
- We use assessment to help children embed and use knowledge fluently, to check understanding and inform teaching. We understand the limitations of assessment and ensure it is used efficiently to effectively minimise teacher workload
- Through a topic-based approach, our Caritas Curriculum promotes an environment that focuses on developing a love of learning.
- We manage the delivery of the curriculum in a way that doesn't create unnecessary workload for staff, while maintaining the Trust's ambitious intentions for the course of study. These materials support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment.

- The Learning is challenging and matches the aims of our ambitious curriculum.
- Reading is at the heart of all we do; each topic has a high quality “Hook with a Book” that inspires and ignites excitement in the learning.
- Reading is prioritised to allow children to access the full curriculum offer. We have a rigorous and sequential approach to the reading curriculum. This develops children’s fluency, confidence and enjoyment in reading. At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all children.
- Reading books connect closely to the phonics knowledge children are taught when they are learning to read.
- We have a sharp focus on ensuring that younger children gain the phonics knowledge and language comprehension necessary to read. (These are the skills to communicate, which gives them the foundations for future learning.)
- In teaching explicit academic vocabulary and progressive oracy skills, our teachers ensure that their own speaking, listening, writing and reading of English support children in developing their language and vocabulary well.
- Our teaching follows evidence-based pedagogy, all teachers are cognisant of Rosenshine’s Principles, Cognitive Load Theory, Trauma Perceptive Practice (TPP), Generative Learning, Dual Coding, Metacognition and Growth Mindset.

School Level - Impact:

- Our children are confident, and resilient, with a strong sense of responsibility towards their community and the wider world.
- Our children develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in our results from in school assessments.
- Our children are ready for the next stage of education. They have the learning discipline, knowledge and skills they need to meet their interests and aspirations.
- Our children with SEN and/or disabilities achieve the best possible outcomes with the resources available to us.
- Our children read widely and often, with fluency and comprehension appropriate to their age.
- They’re able to apply mathematical knowledge, concepts and procedures appropriately for their age.

Rationale

“The National Curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement. The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the National Curriculum specifications. The National Curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider Trust curriculum.” 3.1, 3.2, pg 6 National Curriculum in England: Framework for Key Stages 1 to 4.

At Our Lady of Fatima Catholic Multi Academy Trust (OLFCMAT), we passionately believe that our children have the right to a rich, broad and balanced curriculum. The curriculum of the Trust

underpins all the learning that takes place, and an engaging and inspirational curriculum can foster curiosity and a passion for learning so that children may develop into life-long learners.

Safeguarding is at the heart of what we do within the Trust. The curriculum ensures that children are taught and equipped with skills that will enable them to lead safe and responsible lives.

In Summer 2020, we redesigned our curriculum to ensure that there was a synergy between the curriculum and our faith; as such we developed the Caritas Curriculum. Each year we evaluate and assess what has been taught and make changes to ensure that it always meets the needs of our children.

The Caritas Curriculum

The Caritas Curriculum develops a Love of Self, a Love of Others and a Love of God.

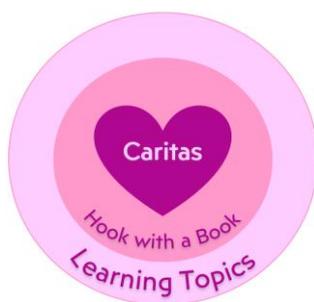
The Caritas Curriculum has Catholic Social Teaching at its heart and its purpose is to form young children in discipleship and stewardship.

	Autumn Term	Spring Term	Summer Term
Caritas Theme	Love of self	Love of others	Love
	Our families & community	Happiness is ...	Common Good

Catholic Social Teaching activities are provided for each year group, each term. The threads of these activities flow through the term with the Caritas theme being woven in and revisited, reflecting cyclical learning.

Reading is embedded through the Caritas Curriculum with “Hook with a Book” as an outer central theme to the curriculum.

The learning topic encapsulates the following subjects: Reading, Writing, Science, History, Geography, Art, Design and Technology, Computing and Music. Mathematics, some aspects of Science, PE, MFL and RE are taught discretely.



We believe that we have achieved a curriculum model that reaches every child within our schools. The Caritas Curriculum balances the acquisition of knowledge, the development of key skills and the implementation of our core values. It excites, inspires and motivates our children and staff, by making learning purposeful and by allowing our children to recognise the part they play within our shared community.

Whole-School Topic-Based Learning

Each term, each year group immerse themselves in a cross curricular topic. These topics are exciting and act as stimuli for all the learning that takes places within curriculum subjects identified above. Our topics allow for subjects to be linked and also give context to the skills which the children are learning. Topics have been carefully chosen to meet the requirements of the National Curriculum and to reflect the children’s interests as well as events happening locally, nationally or internationally.

When selecting topic themes, we considered the following:

- Does it place the development of children's English at the heart of all learning?
- Is it broad enough to allow for a range of curriculum subjects to be explored in sufficient depth across the school?
- Can it be explored at an appropriate depth and level of challenge, ensuring across a team?
- Does it enthuse staff and students?
- Does it allow for exciting 'hook' events to take place?
- Does it allow for constant reinforcement of children's spiritual, moral, social and cultural development?
- Is it accessible to all students of all abilities and needs?

Breadth, Depth and Progression

Breadth

Topics are identified on a termly basis and each Foundation Subject links in some way around this topic. Each subject has Key Learning Outcomes (KLO) that must be achieved and taught.

The Subject Leaders ensure that the topics facilitate the provision of their subject and provide advice to staff on ways they could link themes to their subject. The Subject leader ensures all KLOs for their subject are allocated across the terms and are planned for appropriately.

Some subjects align more closely with particular topics, as a result, more KLOs may be taught. The design of the KLOs is such that aspects of the foundation subject will be represented in some way each term. To ensure all Key Learning Outcomes are met, occasionally there may be areas of a subject that are taught discretely.

Depth

The topics allow for the depth of study to be maintained in each year group. In order to ensure that this happens the teacher's planning makes links to the topic when it is appropriate and, if skills or knowledge need to be taught discretely, they will take place.

Progression

Within each year group, we ensure that progression takes place. Teachers have access to the full curriculum with identified Key Learning Outcomes for each subject and these are used to ensure that the lessons they are planning for each subject are age and level appropriate. These have been placed into priority order through numbering. (The lower the number, the more essential it is that it is taught.) Regular monitoring allows Subject Leaders to monitor samples of work from each year group at the same time to see progression more easily.

Effective Teaching

A broad and balanced curriculum must go hand in hand with effective teaching. As a school we are evidenced informed in our practice and as such all-teaching staff are cognisant with Rosenshine/Generative Learning/Metacognition and Adaptive Teaching. Training for Teachers is planned for and includes learning on evidence-based pedagogies in order to aid great teaching.

We strongly believe that 'every lesson counts' and that all children should show progress in every lesson. We use excellent teaching, which together with planning is adjusted both prior to and during a lesson. This is coupled with effective learning support, including interventions, to ensure children do more, know more and remember more.

A range of monitoring exercises allows teachers to participate with Senior Leaders in getting the best for their children and to consider the teachers further professional development.

Hook Opportunities

We believe that children should frequently experience a sense of awe and wonder in their learning. Our curriculum model allows for frequent opportunities for teachers to provide these moments through curriculum enrichment. For each topic theme, the staff consider how these moments can be achieved. All topics begin with a 'HOOK Starter' and for further enrichment to be added throughout the term to reignite interest and enthusiasm. There are also opportunities for Class Teachers to take their classes on trips specific to their learning or for visits in the local community.

We believe in allowing the children the opportunity to learn from 'experts' in whatever area they are studying. Therefore, authors, scientists, performers and musicians are invited into school to provide the children with an insight as to how the skills they are learning at school can lead to success in later life. These enrichment opportunities are not viewed in isolation and provide a stimulus for work across the curriculum.

Parental Involvement

Parental involvement is essential and impacts a child's education. We strive to maintain good communication with parents, keeping them informed of what the children will be learning and how they can support this at home. A Knowledge Organiser informs parents of what the children will be learning during the next term, with suggestions of how parents could best support their learning.

Our Home Learning (instead of homework) Policy enables the learning to be child led and completed through choice instead of prescribed limited learning and the threat of sanction and deadlines.

We provide regular opportunities for parents to join us in school to learn about our topics and how we teach. The parents of children in the Foundation Stage are welcome to join us on select days for our 'Stay and Play' sessions. From Year 1 onwards, we invite parents to a Learning Celebration. Each class will have a designated assembly based on their topic at the time.

Parents are also invited into school for concerts, assemblies, Christmas performances and end of term productions, with the intention of sharing and celebrating the work that has happened in school.

Parent's consultations happen twice per year and all parents are welcomed into school for a meeting, with their child's teacher, regarding their learning and general development, when requested. This is supplemented by the midyear report, which shows the children's' academic levels, progress and performance in each area of the curriculum.

At each parent's evening, a parent's questionnaire is shared in order to gain their views on a number of issues, including the curriculum. The results are compiled, and a summary is provided for staff and Governors so that they can see how their views are making an impact on Trust development.

Role of Subject Leaders

Subject leadership is operated in Curriculum Teams through collaborative leadership. More than one member of staff can monitor and oversee many subjects at once, as part of a team. As a result, a group of leaders are aware of the actions for different subjects and if a staffing change does occur then any of the members of this Curriculum Team can continue the role until a replacement is found.

In some subjects, or for teachers new to subject leadership, there is a 'Shadow Co-ordinator.' This person assists in implementing the changes, running of and monitoring of the core subjects. There are Subject Leaders in all Foundation Subjects, and these co-ordinators monitor and run these subjects individually as well as part of a Curriculum Team.

Subject Leaders provide professional leadership and management for a subject to secure high-quality teaching, effective use of resources and improved standard of learning and achievement for all children. Since the introduction of the National Curriculum, there has been an expectation that all

teachers, after successfully completing their first ECT year, will take an additional responsibility as a 'Shadow Leader'. This forms part of their standard teaching duties; the amount of responsibility and the number of subjects which a teacher leads is often dependent on the experience of the teacher. In implementing the 2014 National Curriculum, strong subject leadership is essential as we wish to provide our children with an enriched, broad and balanced curriculum.

Subject leadership falls into two categories: Core Subject Leadership, Maths, English (including Phonics) Science and RE, and Foundation subject leadership (all other subjects). As indicated in Appendix 1 the subjects are grouped together into Curriculum Teams with teachers whose roles overlap as responsibility for subjects are shared across the teams but headed by an individual.

Leadership is also undertaken for SEND, Growth Mindset and Metacognition and School Council as well as for other Trust initiatives.

Subject Leaders are responsible for the subject throughout the schools they serve (and across the Trust) and are expected to possess an in-depth knowledge of the provision of their subject.

The key roles of Subject Leaders are:

- Ensuring that, where necessary, there is a policy for the subject, that this is kept up to date.
- Writing, monitoring and evaluating an annual Raising Achievement Plan for their subject.
- Regularly report the provision of their subject to the Senior Leadership Team. Reporting the provision of their subject to the Senior Leadership Team termly through their Subject Leader Report.
- Monitoring the provision of the subject for example, through observations, work scrutiny and planning scrutiny.
- Ensuring that resources are up-to-date and in good condition.
- Ensuring progression takes place across each school.
- Provide guidance and training to staff within their area of expertise.
- Assist with planning, teaching, assessment and reporting within their subject.
- Keep well informed of any assessment that takes place for their subject
- Ensure that their subject has a high profile and championing their subject within the school the Trust
- Organising whole-school events such as enrichment days for their subject, when they occur.
- Representing the Trust in local cluster groups.

For more information about the role of the Subject Leader see Appendix 2.

The Curriculum and Inclusion

Like all aspects of school life, the curriculum is designed to be accessible to all.

It is expected that all children have the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. If children are identified as having Special Educational Needs, we will do all we can to ensure that the needs of these children are met. In most instances, class teachers will be able to provide the resources and support required to enable these children to access the curriculum at a level appropriate to them.

All Key Learning Outcomes are numbered in order to indicate their significance. Teachers are aware of the Key Learning Outcomes that must be taught for a child to make progress in the next year group.

In consultation with the Inclusion leader, Class Teachers may modify the curriculum in order to meet the needs of children with more severe Special Educational Needs.

Specified interventions are run alongside the Caritas Curriculum in support children with SEN/D and promote progression in all curriculum areas.

Opportunities are present in learning for children to access higher learning within a lesson.

Planning for the Curriculum

The Caritas curriculum identifies the Key Learning Outcomes required for each subject, identified in the priority order that each child needs to know by the end of an academic year. The Caritas Curriculum ensures that progression is taking place across the school as well as within individual year groups.

Teachers track when a student has achieved a KLO and use this to give a termly indication of whether a child is on track to meet end of year expectations.

Medium/Short Term Planning is completed by the Class Teacher (and year groups teams) to show the lessons within a unit or theme. Medium Term Plans have split the KLOs to be taught across terms to make links with the topics and other subject KLOs. Teachers are not expected to complete individual lesson plans for every subject as Medium/Short Term Planning must contain enough detail to allow for any teacher to deliver a lesson. As teachers plan collaboratively, a standard set of elements has been agreed and shared to ensure consistency in lesson delivery.

The Learning Objectives on these plans will be taken directly from the Long-Term Plan (KLO's) and will reflect the learning need identified by the Class Teacher through their assessment of previous learning.

Mathematics, RE, PE, PSHE, MFL and English learning are all planned for separately, while Geography, Science, History, Music, Art, Design and Technology and Computing are planned together using the topic led planning format.

Individual Subject Statements

Core Subjects (English, Mathematics and RE)

English (see Guidance/Policy document for more information)

Quote to lead subject	Intent	Implementation	Impact
<p>“The English language is nobody's special property – it is the property of the imagination- it is the property of the language itself.” Derek Walcott</p>	<p>High quality English curriculum that gives children the best possible opportunity to become confident, literate, successful members of society with a deep love and understanding of English language and literature.</p>	<p>Through the effective and rigorous teaching of Phonics children learn to read fluently and confidently. This enables them to access the rest of the curriculum through inspirational books and allows them to share their love of reading with others. Teachers place a high emphasis on spoken language and collaboration with peers. In turn they make meaningful connections between Reading and Writing.</p>	<p>Children will be confident and passionate communicators through spoken and written words.</p>

Our English curriculum follows the guidelines laid down in the 2014 National Curriculum. We aim to promote high standards of language and English by equipping children with a strong command of the spoken and written word and to develop a love of literature through reading for enjoyment.

Writing

Children are taught to write fluently so they can communicate their ideas and emotions to others. Children develop their understanding of a range of genres and styles including fiction, non-fiction, poetry and plays. Grammar, Spelling, Punctuation and Handwriting are taught rigorously across the school, beginning with teaching synthetic Phonics and Fine Motor Skills to develop mark making in the Foundation Stage, to enable children to have the skills and confidence to write effectively for a variety of purposes. Children are regularly given the opportunity to practise their writing this ensures that children know how to develop their writing further.

Reading

Across the school children have access to a wide range of high-quality texts to develop learning in all curriculum areas. Reading good quality texts (fiction, non-fiction and poetry) to the children is a priority in all year groups. The teaching of Reading begins in the Foundation Stage with the systematic teaching of phonic skills, using Floppy Phonics. When they are ready, the children move on to reading using a wide range of reading schemes such as Oxford Reading Tree and Phonics Bug. All schemes are phonically matched to where the children are currently learning. Parents support their children's reading daily at home. Once our children have grasped the mechanics of Reading our priority shifts towards reading comprehension and children take part in daily Guided Reading sessions. Reading for pleasure is a high priority – our Library is visited by classes during the week and every classroom has its own Reading Area from which children are encouraged to borrow books to take home. We also have genre boxes which are rotated half termly for pupils to access many different types of texts. Our Reading Champions promote reading for pleasure throughout the school by recommending books and sharing those with the school, by modelling reading in different classes and through competitions and events. We have links with our local Library to support reading both in school and with families at home. Each Termly topic is centred on a book that hooks the topic together, further developing a love of reading within our children and placing reading at the very heart of all that we do.

Speaking and Listening

Children develop both the confidence and skills in speaking and listening through planned learning opportunities across the curriculum including drama, group discussions, poetry and role play. Every child participates in class assemblies and many year groups put on an annual production where they experience speaking to a large audience.

Mathematics (see Guidance/Policy document for more information)

Quote to lead subject	Intent	Implementation	Impact
Mathematics is the language with which God created the universe – Galileo.	For pupils to be inspired and confident mathematicians, learning through a spiral curriculum.	Based on a concrete, iconic, symbolic approach and guided by the Abacus programme, maths is taught by pupils utilising tools that help support their knowledge. Daily and weekly reviews, fluency, are embedded.	Pupils become confident in the 'Four Pillar Areas' of Place Value, Number Facts, Models and Images, Doubling and Halving. Pupils share an enjoyment and interest in learning about Mathematics.

We endeavour to provide children with a diverse range of opportunities to use their Mathematics skills across the curriculum. Children are encouraged to face challenges and problems with a positive approach.

Mathematics includes many areas including the number system, Measures, Shape, Problem Solving and Handling Data and these are covered throughout each year following the 2014 National Curriculum. It is taught daily and includes oral, mental and written work with an emphasis on using appropriate mathematical vocabulary.

A mastery approach is taken to build mathematical fluency and there is a use of consistent models to help children to visualise abstract problems.

For more information, see The Mathematics Policy.

RE including Relationship and Sex Education (see Guidance/Policy document for more information)

Quote to lead subject	Intent	Implementation	Impact
<p>“God gave us the gift of life; it is up to us to give ourselves the gift of living well.” Voltaire</p>	<p>We believe our children should live happy, loved and enriched lives. We believe our children should learn to love themselves, love one another and the world around them and love God.</p>	<p>Through teaching Come and See and involving children in our Chaplaincy Teams, Cafod Clubs, House Captain duties and Mini–Vinnies we are encouraging them to be the best disciples they can be and be at the service of others.</p>	<p>Children will be actively engaged in RE lessons and have ownership of RE-linked activities. They will be confident in talking about their faith and demonstrating our school values in all that they do.</p>

As a Trust, we are closely linked to our Brentwood Diocese. The Trust follows the curriculum Directory to teach children Religious Education. As part of Relationship and Sex Education, the Trust follows the Diocese of Brentwood programme of study called The Journey of Love incorporated with our PSHE scheme- JIGSAW.

Science

Quote to lead subject	Intent	Implementation	Impact
<p><i>Science has changed our lives and is vital to the world’s future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science.</i> Mary Myatt</p>	<p>To create a practical hands-on Science Curriculum with self-discovery at the heart of it.</p>	<p>Through the Kent scheme questioning is used to help children explore their understanding and challenge their views. Ensuring CPD to strengthen subject knowledge and that the resources are available to all teachers. Making sure that questioning is strong and initiates enquiry.</p>	<p>To create future thinkers and problem solvers as well as attaining the scientific knowledge covered in the Science Curriculum.</p>

Science is about developing the children’s sense of enquiry and extending their knowledge and understanding of the world around them. We use a range of teaching methods in Science Lessons,

with an emphasis on providing a curriculum which develops and extends the children's scientific concepts and enables them to be curious about the world. The children learn to work as scientists, plan and undertake practical investigations. Science is taught through specific subject lessons and cross curricular topics. Wherever possible, links are made between Science and other subjects, particularly English, Maths, DT and ICT. Activities are planned to cover the relevant key science skills and knowledge for each year group and assessed against our Key Learning Outcomes (KLO's). Learning is recorded in a variety of ways including the use of drawings, charts, graphs and photographs. Children complete at least 1 science investigation per half term, with an emphasis on assessing particular science investigational skills. By Upper Key Stage 2, children are able to plan, carry out and then write up their full investigations. They communicate conclusions and carry out repeat tests to check results.

Art

Quote to lead subject	Intent	Implementation	Impact
Art is a place for children to learn to trust their ideas, themselves and to explore what is possible. - Maryann F Kohl.	To develop a high-quality Art Curriculum where inspiration, imagination, risk taking, and exploration are at the heart of the learning. It will enable children to become curious learners as well as fostering an environment where they can learn to trust their own ideas and develop their confidence through constructive feedback.	Our Art Curriculum is designed around a yearly cycle of art topics which allow for progressive and cumulative development of knowledge and skills ensuring that by the end of each key stage all topics will have been covered. There is a strong ethos across the Trust of 'trying' and not being afraid to make 'mistakes', as well as classroom communities where learning together and the encouragement of the exploration of ideas is imperative.	Children will be confident in expressing their thoughts, feelings, emotions and ideas through a range of artistic media, building and developing their ideas on feedback.

We believe that Art is profoundly important for the full development of the individual because it deals with ideas, feelings and experiences visually and develops a language of visual, tactile and spatial responses, which create and sustain images.

Art is a vehicle of communication in which all children can clarify their ideas, thoughts and experiences.

We believe that all children should be given the opportunity to express themselves through their art and to be given focused time and instruction in a range of techniques and media.

To this end we believe that Art and Design should be an integral part of other curriculum subjects to extend and enrich them.

We aim to provide a broad and balanced Art Curriculum showing continuity and progression.

We guide our young children through the world of art, design and culture so that they can discover its fascination and richness. We can do this by linking our sessions with an ongoing reference to the art world, both ancient, classical, modern and multi-cultural. By looking at works of art and talking about them, children can begin to appreciate the diversity of style and openly discuss their preferences using art related language. We understand that children need to be exposed to a variety of materials and expressive activities to develop techniques.

Every child should have an equal opportunity to participate in all Art activities, taking into account the diversity of race, culture, gender and ability.

Computing

Quote to lead subject	Intent	Implementation	Impact
Technology is not just a tool. It can give learners a voice they may not have had before- George Couros.	To create an informative, creative and technologically progressive curriculum that teaches the rights and responsibilities of a technologically developing world.	By ensuring that children receive new material in small steps and with high quality modelling. Children will receive frequent opportunities to review the knowledge that they are gaining.	For children to have fluency and confidence in Computing that will enable them to grow with the ever-advancing ICT world. Ensuring their and others' safety whilst doing so.

Computing is an integral part of teaching and learning and we see it playing a significant role in the education of all our children. Computing underpins today's modern lifestyle. It is essential that all children gain the confidence and ability that they need in this subject, to prepare them for the challenge of a rapidly developing and changing technological world. The safe use of Computing will also enhance and extend children's learning across the whole curriculum whilst contributing to motivation and the development of social skills.

We aim to provide appropriate, fully integrated and supported Computing resources in order that the highest level of education can be offered to all children together with the efficient support of administrative and financial functions. When possible, we aim to utilise the most up to date Computing resources and recognise the need to remain aware of the potential uses of any emerging technologies. In addition, we hope to utilise existing resources both within the Trust and the wider community. Safeguarding our children is of paramount importance. It is therefore essential that we equip the children with the skills that they need to stay safe in the ever-changing online world, and our curriculum provides aspects of e-safety across all year groups.

The Trust has Microsoft Schools Status, to recognise its commitment to using and training in digital literacy.

Design and Technology

Quote to lead subject	Intent	Implementation	Impact
<i>Projects we have completed demonstrate what we know. Future projects decide what we will learn.</i> Dr Moshin Tiwana	The intent is to develop an explorative mind that questions, evaluates and builds on ideas to create and enhance their own products. Children will have the opportunity to develop	Projects should feel relevant, engaging and accessible to the class. Children will have the opportunity to learn in a practical and explorative way so that they can take what they already know and can have the	Children will be able to discuss their finished product and why it is 'fit for purpose'. They will be able to evaluate it further and explain how/why they might adapt to develop it for

	and grow the other learning aspects of their brains in terms of problem solving, designing, mechanics and engineering from the very simple to the complex.	opportunity to investigate, build, evaluate, assess, re-design, build and evaluate again knowing that their next step will bring them closer to a final product.	another purpose. The impact of this is to provide children with an alternative practice of learning which could produce future engineers.
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We aim to prepare children for participation in tomorrow's rapidly changing technologies. Design and Technology will provide children with the tools to deal with problems they meet in everyday life. We meet the requirements of the 2014 National Curriculum in Design and Technology by providing a balanced programme where children have experiences involving Structures, Mechanisms, Food Technology and Materials/textiles.

Design and Technology requires children to apply knowledge and skills to solve practical problems. It involves identifying needs, generating design ideas, planning, making and appraising. It spans the curriculum and supports work in other subjects. Through well planned tasks, which allow for creativity, children learn how to take risks and become resourceful, innovative, enterprising and capable citizens.

The teaching of Design and Technology aims to:

- Develop creative thinking.
- Provide a relevant, challenging and enjoyable D&T curriculum
- Provide opportunities for co-operative working.
- Give children opportunities to work independently and develop their organisational and presentation skills.
- Encourage children to investigate and use a variety of materials with economy.
- Teach children how to use various tools appropriately.
- Use a practical, problem-solving approach to tasks, the children will develop a range of skills around the design process (investigate, design, model, refine, make, test and evaluate).

Geography

Quote to lead subject	Intent	Implementation	Impact
'Geography is the tapestry that weaves the world together.' Gil Grosvenor.	To create a Geography Curriculum rooted in exploration and respect for other cultures. To leave Our Lady of Fatima with an appreciation of the wider world and an understanding of their place within it.	Ensuring learning is exciting and relevant to the children's lives. Ensuring the subject is well-resourced and both well-represented and representative.	Children will have gained the geographical knowledge covered in their year group's Geography Curriculum (shown through assessment) and an appreciation for other countries and their cultures (shown through student voice surveys).

Geography is critical to young people's understanding of the world around them. We want young people to marvel at the beauty of natural landscapes, to understand why our environments are changing, and to appreciate how their actions affect others far across the globe. We want them to understand their own local areas and when they travel, to understand the places they visit, rather

than just passing through. We want to give young people these skills and show how Geography can inspire and challenge.

The teaching of Geography aims to:

- Develop an understanding of the varied features and conditions, which make up the physical environment, and in so doing; help to make sense of their surroundings.
- Understand the positive and negative effects that humans have on the environment, and therefore develop the children’s sense of responsibility for the earth.
- Develop geographical skills, including:
 - 1) Observing and comparing places and geographical features using appropriate vocabulary
 - 2) Measuring and recording accurately, enabling interpretation of geographical information
 - 3) Interpreting and using maps, atlases and globes, making use of keys in order to understand about their local area, the UK, Europe and other areas of the world.

We believe that all children should have equality of opportunity and should be able to access the geography curriculum regardless of race, religion, gender or ability.

History

Quote to lead subject	Intent	Implementation	Impact
<i>The more you know of your history, the more liberated you are.</i> <i>Maya Angelou</i>	To create a History Curriculum rooted in integrity and self-improvement.	Ensuring learning is interesting and structured to build on children’s existing knowledge.	To leave with an understanding of the past and use it to create a better future. To gain historical knowledge, appreciation and awareness.

A high-quality history education will help children gain a coherent knowledge and understanding of Britain’s past and that of the wider world. We aim to inspire children to become time detectives, developing their curiosity to know more about the past and develop their understanding of chronology. History teaching focuses on enabling children to think as historians in a fun and exciting way. Visits and artefacts will be used to bring the past alive and encourage children to investigate and develop their skills of enquiry.

The teaching of History aims to:

- Foster in children an interest in the past.
- Enable children to know about significant events in British history and to appreciate how things have changed over time.
- Develop children’s understanding of chronology.
- Help children understand society and their place within it, so that they develop a sense of their own cultural heritage.
- Develop in children the skills of enquiry and investigation.

We believe that all children should have equality of opportunity and should be able to access the History Curriculum regardless of race, religion, gender or ability.

Modern Foreign Languages

Subject	Quote to lead subject	Intent	Implementation	Impact
MFL	'To learn a language is to have one more window from which to look at the world.' Chinese Proverb	By teaching our pupils a foreign language we aim to develop their interest in and a thirst for learning about the wider world. Learning another language gives children a new and broader perspective on the world, encouraging them to understand their own cultures and those of others.	Our school follows the <i>Salut!</i> scheme of work in the teaching of MFL.	Our MFL Curriculum will ensure all pupils develop key language learning skills.

Learning a foreign language provides a valuable educational, social and cultural experience for our children. It helps them to develop their ability to communicate, including key skills of speaking and listening and extends their knowledge of how language works. It provides excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. Learning another language gives children a new perspective on the world, encouraging them to understand their own cultures and those of others. The natural links between languages and other areas of the curriculum can enrich the overall teaching and learning experience.

Our main objective in the teaching of a modern foreign language is to promote the early development of linguistic competence. To accomplish this, the teaching of MFL aims to:

- Increase children's linguistic competence through regular timetabled MFL sessions. Currently French is the language taught.
- Familiarise themselves with the sounds and written form of a modern foreign language and develop listening skills and phonological & grammatical awareness.
- Begin to understand a new language, and communicate in it
- Learn about different countries and their people and work with materials from different countries and communities, thus increasing their awareness of other cultures.
- Develop a positive attitude towards the learning of foreign languages in general through a range of activities.
- Use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in speech and writing;
- Use their knowledge of the foreign language with growing confidence, both to understand what they hear and read, and to express themselves in speech and writing
- Acquire, through all of the above, a sound basis for further study at Key Stage 3 and beyond.

Music

Quote to lead subject	Intent	Implementation	Impact
"Where words fail, music speaks"-Hans Christian Andersen	To implement a Music Curriculum that promotes a love of music and teaches children to have an appreciation of music from a range of genres, cultures, styles and	Children are taught musical elements following the learning sequence of: Listen and Appraise, Musical Activities (including pulse and rhythm), Singing and	Pupils will have developed their musical knowledge and skills to perform, compose and appreciate music; ensuring that music is

	traditions. Through the teaching of music, we aim to inspire children to create, compose and perform using instruments and voice.	Voice, Playing instruments, Improvisation / Composition and Perform & Share.	able to enrich their future lives beyond their Primary School Years.
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Music is an important part of education. We believe that all children should have opportunities to explore, communicate and express ideas through: listening to live (including professional performers) and recorded music, composing, performing (using singing, vocal and body sounds and instruments), notating, recording (on paper/audio/video/using IT resources), experimenting, investigating, evaluating and responding to music (through Art, Dance, Language and other forms).

The teaching of Music aims is that:

- Music is for all children to have access to and enjoy.
- All children shall experience playing musical instruments and singing.
- All children shall be given opportunities to develop their imagination.
- Children should be allowed to develop the ability to listen attentively.
- Children should be allowed to express personal thoughts and feelings about music.
- Children should be given a wide breadth of musical experience.
- Music which occurs in our Trust should reflect the world in which we live.
- Music that children listen to and appraise should be a broad balance of different genres and styles from different cultures and times.

In addition to classroom-based music, we recognise that the following enhance the core music curriculum:

- Music playing during assemblies (with informative accompanying PowerPoints).
- Music occasionally playing in classrooms during working times.
- Singing Assemblies
- Annual Christmas, Easter and Summer Concerts; individual performances (such as talent shows) and Class Assemblies.
- Clubs such as Choir, Cheerleading, Recorders and Performing Arts.
- Individual/Group lessons with peripatetic teachers.
- Opportunities to perform with other Primary and Secondary Schools.
- Encouraging and valuing parental contributions, in terms of demonstration, participation and spectating.

Physical Education (see Guidance/Policy document for more information)

Quote to lead subject	Intent	Implementation	Impact
<i>I've failed over and over and over again in my life and that is why I succeeded.</i> <u>Michael Jordan</u>	To enable, encourage and inspire all pupils to succeed, to develop and explore physical skills with increasing control and co-ordination. Build character and	All pupils have access to lessons which are inspirational, motivational, and developing in quality. Pupils have access to an increasingly broadening curriculum to help them apply and develop a varied range of skills collaborating and competing. A high-quality physical education which shows resilience and integrity is	Children enjoy taking part and competing. The majority of children develop an ability to improve in different physical activities and sports. Improved understanding of how to evaluate and recognise success and

	help to embed school values.	challenging and performed in a respectful manner to both peers and staff (in line with school values) leading to healthy, active lives.	how to efficiently apply their skills and knowledge to new challenges and environments.
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All children should have the opportunity to:

- Achieve their full potential in PE and school sport.
- Receive high quality PE and sports teaching.
- Engage in exciting and challenging but safe activities that encourage active healthy lifestyles.

We will give every child, whatever their ability, a chance to represent their school and self in a competitive competition if they are willing to commit to training. We are part of The Harlow School Sport Partnership, which organises town fixtures. They encourage competition, sportsmanship and discipline in many sports including tag rugby, football, basketball, athletics and rounders. This gives us the opportunity to compete against local schools in inter- sport competitions.

During the school timetable the Programme of Study includes a progression of skills and each child has the opportunity of two hours of PE a week. These include Dance, Gymnastics, Invasion Games, Wet/wall Games, Striking and Fielding Games, Athletics and Outdoor Adventurous Activities. Swimming takes place in a local swimming pool.

PSHE

Quote to lead subject	Intent	Implementation	Impact
<i>I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.</i> <u>Maya Angelou</u>	To promote the spiritual, moral, cultural, mental and physical development of our children and to prepare them at school for the opportunities, responsibilities and experiences in later life.	Through Jigsaw and The Journey in Love Spiral Programmes, children are guided and work collaboratively to understand themselves and others better.	Pupils develop the knowledge, skills, attributes discipline and self-confidence they need to problem solve and manage their lives, now and in the future.

Personal, Social and Health Education (PSHE) is an important aspect of the teaching and learning of our children, working in conjunction Religious Education, to enable our children to grow into thoughtful and well-rounded individuals contributing in a positive and beneficial way to society. To support this, we use the Jigsaw Scheme of work. PSHE has a positive influence on the ethos, learning and relationships in the school and therefore receives the full commitment of the school community as a whole. The areas included in PSHE: Self Esteem, Sex and Relationship Education, Drug Education, Personal Safety, Relationships and Healthy Lifestyles. These relate to the broader areas of our school life such as Spiritual and Moral development, Equal Opportunities, Behaviour Management underpinned by Trauma Perceptive Practice approaches, Health and Safety as well as the Healthy Schools Initiative.

We aim that through the PSHE and curriculum our children will:

- Develop self-confidence and self-responsibility.
- Develop a safe and healthy lifestyle.
- Develop the ability to form good relationships.
- Have opportunities to consider issues which may affect their own lives and the lives of others.
- Learn to respect and value the differences between people.
- Prepare to play an active role as citizens.

Caritas Curriculum Year Group Theme Overview

Reception	Autumn			Spring			Summer		
Caritas Theme	Love of self			Love of others			Love		
	Our families & community			Happiness is ...			Common Good		
Caritas	My School Family			God wants everyone to be happy			We are friends		
Topic	Myself and the world around me			Roaming the Planet			Friend or Foe?		
	Myself	Ticket to ride		Amazing animals	Come Outside		Superheroes	Fun at the seaside	
Hook with a Book	Weekly books based around half term themes								
RE	Myself Getting to know God	Welcome	Birthdays	Celebrating	Gathering	Growing	Good News	Friends	Our World
PSED	Being me in my world		Celebrating difference	Dreams and Goals		Healthy Me	Relationships		Changing Me
Understanding the World	Comparing materials Following instructions Travel and places locally and around the world. Festivals and Modes of transport past and present			Around the world - making comparisons Differences in seasons Minibeasts, Animals (inc past animals) and their Habitats			People who help us The Seaside past and present Under the sea Changing State		
Expressive Arts and Design	Self-portraits / Sketches Junk modelling (growth mindset) Nativity			Construction Combining different materials Self-portraits / Sketches			Painting Weaving/Sewing Self-portraits / Sketches		
Physical Development	Me and myself		Throwing and catching	Dance		Movement & Development (gymnastics)	Working with others		Ball Skills
Music	Me!		Nativity Performance	My Stories		Everyone!	Our World		Big Bear Funk

Year 1	Autumn			Spring			Summer		
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Caritas Theme	Love of self			Love of others			Love		
	Our families & community			Happiness is ...			Common Good		
Caritas	We are all part of a community			Helping each other			We are brothers and sister – one family – one world		
Topic	Home is where the heart is			Inside the castle walls			All creatures great and small		
Hook with a Book	The Lighthouse keeper’s Lunch			The Queen’s Handbag			Six Dinner Sid		
Science	Weather and seasons			Materials: Names and properties			Identifying animals/structures of animals and pet Animal survival Senses		
History	Historical Integrated Key Learning			Elizabeth I and Elizabeth II			Changes in living memory – Our History		
Geography	The UK			Geographical Integrated Key Learning			Geographical Integrated Key Learning		
Art	Sprials (Drawing) ARTIST FOCUS: LS Lowry			Playful making (Sculpture)			Inspired by flora and fauna (Collage)		
Design & Technology	Design & Technology Integrated Key Learning			Constructions			Design & Technology Integrated Key Learning		
Computing	Technology around us Data Handling			Digital Writing Beebot Goes Wild			Digital Painting Sharing sweets Email		
PE	Throwing and catching skills	Balancing skills	Problem Solving	Gymnastics	Dance	Racket Skills	3 Tees Cricket	Athletics/ Sports Day Races	Parachut e games
Music	Hey you!		Nativity Performance	Rhythm In The Way We Walk and Banana Rap		In The Groove	Round and Round		Your Imagination

Year 2	Autumn			Spring			Summer		
Caritas Theme	Love of self			Love of others			Love		
	Our families & community			Happiness is ...			Common Good		
Caritas	We look after and care for each other & my community needs me			Happiness is ...? & Finding happiness			We learn together		
Topic	Life down under			Fire Fire			Food for Fitness		
Hook with a Book	Henry The Explorer.			The Baker's Boy and Great Fire of London			Charlie and the Chocolate Factory		
Science	Habitat simple food chains			Working Scientifically			Plant identification and basic structure Growth-need water and light Human nutrition and exercise		
History	Captain Cook- famous names			Great fire of London Samuel Pepys			Historical Integrated Key Learning		
Geography	Australia			Geographic Skills and field work			Geographical Integrated Key Learning		
Art	Explore and draw (Drawing)			Expressive painting (Painting)			Mono printing (Printing) ARTIST FOCUS: Barbara Hepworth		
Design & Technology	Design & Technology Integrated Key Learning			Design & Technology Integrated Key Learning			Cooking healthily		
Computing	Online Safety Making Music			Fire Of London SCRATCH project IT All Around Us Multimedia			Beebots Using The Internet		
PE	Football	Throwing and catching skills	Boccia/New Age Kurling	Gymnastics	Dance	Racket Skills	3 Tees Cricket	Athletics/Sports Day Races	Parachute games
Music	Hands, Feet, Heart		Nativity Performance	I 'wanna' Play in a Band		Zoo Time	Friendship Song		Dragon Song

Year 3	Autumn			Spring			Summer		
Caritas Theme	Love of self			Love of others			Love		
	Our families & community			Happiness is ...			Common Good		
Caritas	What makes community?			Removing barriers to happiness			We build together a community of peace		
Topic	Finding out from Fossils			Bella Italia			Magnificent machines		
Hook with a Book	Pebble in my Pocket			Escape from Pompeii			Find out about Robots		
Science	Rocks Fossils Skeletons and muscles			Plants – functions requirements for life water transport Life cycle			Electricity- simple circuits- switches/buzzers/conductors/insulators Magnets		
History	Stone Age			Ancient Rome- impact on Britain/fall of the Roman Empire/Boudicca			Historical Integrated Key Learning		
Geography	Geographical Integrated Key Learning			Italy-			Geographical Integrated Key Learning		
Art	Charcoal (Drawing)			Working with shapes and colour (Collage) ARTIST FOCUS: Caravaggio			Telling stories through drawing and making (Sculpture)		
Design & Technology	Design & Technology Integrated Key Learning			Design & Technology Integrated Key Learning			Moving Robots		
Computing	Animation Internet Research Dinosaur SCRATCH project			Creating Media DTP Online Safety			Connecting Computers Programming		
PE	Football Tag Rugby	Dodgeball	Boccia/Net Age Kurling	Gymnastics	Netball	Handball	Rapid Fire Cricket	Athletics / Sports Day Races	Tennis / Athletics
Music	Let your spirit fly	Three Little Birds		Glockenspiel Stage 1	Easter Performance		Whole class Instrument	Whole class Instrument	

					Recorder Lessons	Recorder Lessons
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Year 4	Autumn			Spring			Summer		
Caritas Theme	Love of self			Love of others			Love		
	Our families & community			Happiness is ...			Common Good		
Caritas	Who is in my community?			Exploring our responsibilities			I listen to you with my ears, eyes, heart and mind		
Topic	Inside Out			Planet in Peril			Groovy Greeks		
Hook with a Book	Bill's New Frock			Climate Change			Greek Myths		
Science	Digestion			Environmental living things changes, animal adaptations. Living things classifying Plants and animals Food chains			Forces		
History	Christian Conversion- Canterbury/Lindisfarne/Iona Anglo Saxons			Historical Integrated Key Learning			Ancient Greece		
Geography	Geographical Integrated Key Learning			The environment -			Geographical Integrated Key Learning		
Art	Storytelling through drawings (Beowulf) (Drawing)			Sculpture, structure, inventiveness and determination (Sculpture and painting) ARTIST FOCUS: Michelle Reader			The art of display (Stick people- Greek gods) (sculpture)		
Design & Technology	Fabric Catapults			Design & Technology Integrated Key Learning			Design & Technology Integrated Key Learning		
Computing	Repetition In Shapes (programming) The Internet			Photo editing Online Safety			Draw a house in scratch Repetition In Games Databases		
PE	Football / Swimming	Dodgeball / Tag Rugby	Boccia/ New Age Kurling	Gymnastics	Netball	Handball	Rapid Fire Cricket/ Swimming	Swimming /Sports Day Races	Tennis/ Athletics

MFL	French					
Music	Mamma Mia	Glockenspiel Stage 2	Stop!	Easter Performance	Lean on Me	Blackbird

Year 5	Autumn			Spring			Summer			
Caritas Theme	Love of self			Love of others			Love			
	Our families & community			Happiness is ...			Common Good			
Caritas	Building up the Community			Recognising the differences (Rights and Responsibilities)			We walk together as people of peace			
Topic	Into Africa			Reach for the Stars			A River's tale			
Hook with a Book	Secrets of a Sun King			Cosmic			Once Upon a Raindrop			
Science	Light and shadows Light traveling			Earth and space			Life cycles and reproduction Offspring			
History	Ancient Egypt			Historical Integrated Key Learning			Viking invasion			
Geography	Africa-			Geographical Integrated Key Learning			Rivers			
Art	Mixed media land and cityscapes (painting) ARTIST FOCUS: Cheri Samba			Making Monotypes (printing)			Topography and maps (drawing)			
Design & Technology	Design & Technology Integrated Key Learning			Marble run/roller Coaster			Design & Technology Integrated Key Learning			
Computing	Sharing Information Databases			Vector Drawing Online Safety			Video editing Pizza Party			
PE	Dodgeball	Football/ Hockey	Gymnastics	Tag Rugby	Netball Basketball	Tennis Dance	Kwik Cricket	Rounders /Sports Day Races	Athletics/ Volleyball	
MFL	French									
Music	Livin' on a Prayer		The Fresh Prince of Bel-Air	Harlow ROH-Year 3&4 songs OR 'Reflect, Rewind & Replay'- Classical		Harlow ROH-Year 3&4 songs OR 'Classroom Jazz 1'-Bossa Nova and Swing		Whole class instrument lessons		Whole class instrument lessons Summer Performance

Year 6	Autumn			Spring			Summer		
Caritas Theme	Love of self			Love of others			Love		
	Our families & community			Happiness is ...			Common Good		
Caritas	Building up the Kingdom of God			Recognising the differences (Rights and Responsibilities)			We face challenges together		
Topic	Peace			Being Human			Changing States		
Hook with a Book	Archie's War			Pig Heart Boy			Earth Shattering Events		
Science	Sound Electricity- Circuits			Circulation Diet and exercise			Material and properties Solid liquid and gases		
History	WW1 & 2			Local Area- democracy local government			Mayan		
Geography	Maps / Field work			Maps / Grid References			Americas, Natural Disasters		
Art	Print and activism (print, collage, drawing)			Exploring Identity (collage, drawing) ARTIST FOCUS: Henry Moore			2D drawing to 3D making (WW2 food) and packaging (drawing, sculpture)		
Design & Technology	Stitching			Cooking			Models – Pulleys/gears		
Computing	Code cracking Communication			Online Safety Webpage creation			3d Modelling Spreadsheets		
PE	Dodgeball	Football /Hockey	Gymnastics	Tag Rugby	Netball	Tennis	Kwik Cricket	Rounders /Sports Day Races	Athletics/ Volleyball
MFL	French								
Music	Happy	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music and Me	Summer Performance			

Appendix 2 Curriculum Teams 2023 – 2024

	Team		
	St A	St L	St JF
English Read & Write			
Phonics as part of Eng			
PHSE			
Music			
EYFS			
Health & Wellbeing Inc MC and GMS			

	Team		
	Sta	St L	StJF
Maths			
Science			
P.E.			
MfL			

	Team		
	Sta	St L	StJF
R.E.			
Computing			
History			
Geography			
ART			
D&T			

Synergy

All in Bold - expectation is to - work collaboratively for the Trust with responsibility for the school

One/two in bold expectation is the take the lead for the subject across the school(s) utilising the support of the “Eyes on the ground”

Not bold - expectation is to work collaboratively with the person in bold as the “Eyes on the ground” to supporting the work across the Trust

Appendix 3: Key Responsibilities of a Subject Leader

Knowing, Supporting, Monitoring and Leading Change

What does knowing include?

- Knowing about the subject – theory, methods, Programmes of study,
- Attainment targets, Ofsted and other expectations.
- Knowing about practice – what’s expected, what actually happens.
- Knowing about resources – what you have in school, what you need, what’s available, how to get them.
- Knowing about attainment – attainment in school, how this compares with what is expected.

What does supporting include?

- Supporting colleagues with planning, defining a curriculum policy, and drawing up a curriculum outline, identifying a scheme of work.
- Supporting teaching – demonstrating good practice, working alongside colleagues, providing advice.
- Supporting with information and opportunities for involvement – governors, non-teaching staff, parents and children.

What does monitoring include?

- Monitoring attainment – identifying trends, making comparisons, knowing about different groups, using benchmarks, setting and reviewing targets.
- Monitoring plans – comparing plans with expectations, checking for clarity of intended outcomes and checking for differentiation.
- Monitoring children’s work – sampling.
- Monitoring teaching – observing, providing feedback, reporting on findings.

What does changing include?

- Building on existing good practice
- Overcoming any weaknesses
- Striving for continuous improvement

Subject leaders are immersed in a cycle of monitoring, self-assessment and action.