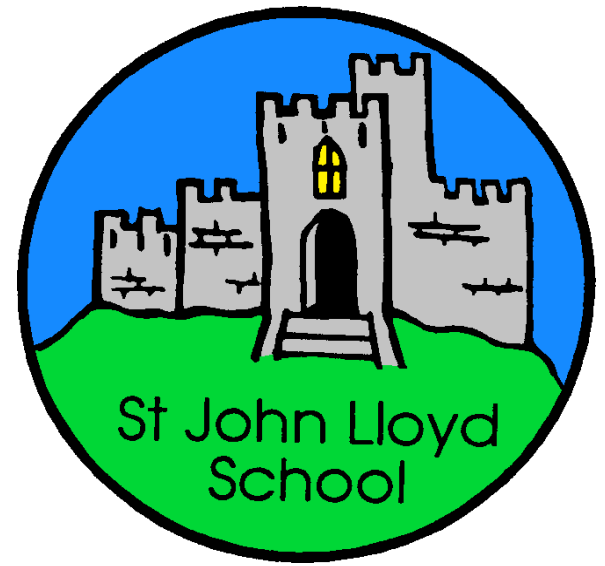


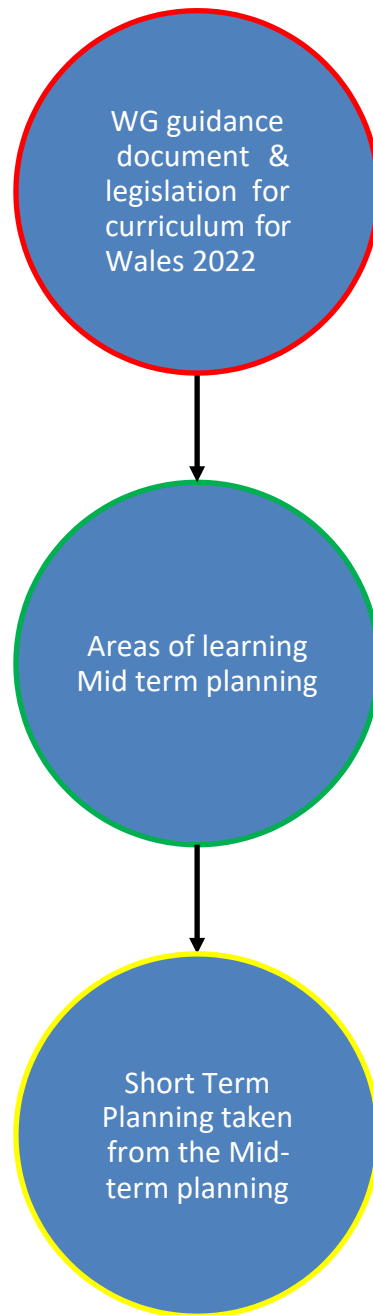
SJL
Teaching
policy for
the
Curriculum
for Wales



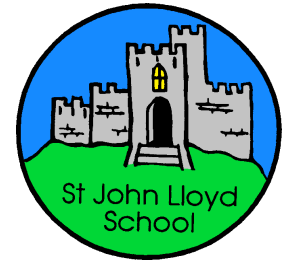
At St John Lloyd RC Primary school, we believe in the concept of lifelong learning, learning to live and living to learn with Jesus by our sides, and in the idea that both adults and children learn new things every day. We maintain that learning should be a rewarding and enjoyable experience for everyone; in short, it should be fun. Through our teaching, we equip children with the skills, knowledge and understanding necessary to be able to make informed choices about the important things in their lives. We believe that appropriate teaching and learning experiences help children to lead happy and rewarding lives. We believe that people learn best in different ways. At our school, we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.

Through our teaching, we aim to:

- Place Christ at the centre of all learning;
- Enable children to become confident, resourceful, enquiring and independent learners;
- Foster children's self-esteem, and help them to build positive relationships with other people;
- Develop children's self-respect, encourage them to understand the ideas, attitudes and values of others, and teach them to respect other people's feelings;
- Show respect for a diverse range of cultures and, in so doing, to promote positive attitudes towards other people;
- Help children grow into reliable, independent and positive citizens;
- Use the indoor and outdoor environment to its full potential for the child development and ensure that choice for the children is encouraged and planned for;
- Develop sustained and shared thinking which encourages negotiation, consultation and team building strategies; • Share ideas and develop creativity;
- Ensure that all provision both indoors and out is planned to develop experimental learning and has an investigative approach focus;
- Encourage adult directed initiatives which will not stifle child development within that planning;
- Plan for ARR that will incorporate assessment for learning strategies where additional learning needs are sensitively managed and the curriculum planning will reflect assessment of learning;
- Modifications of equipment and resources for disabled pupils will be considered and support given whenever needed. The organisation will keep this consideration at the forefront of planning at all times;
- Develop schemes of work where all skills will be inherent in the teacher's planning;
- Plan educational visits that will support and extend the language development experiences of ALL PUPILS;
- Develop transition arrangements for pupils at Nursery, Year 2 and Year 6;
- To include opportunities for bilingualism.

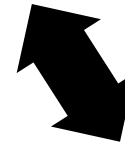
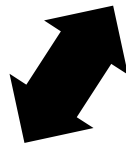


Agreed pedagogical principles for teaching and learning @ St John Lloyd RC Primary



Meet the needs of all learners to challenge & support

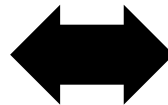
- *All teachers to carry out collaborative active research and make a 'pledge' to provide a curriculum that is accessible for all to achieve (linked to ALN bill)
- *All short-term planning must include differentiated activities with differentiated success criteria



Employ a blend of teaching approaches

Teaching approaches to be used @ SJL ;

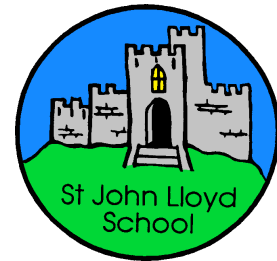
- *Direct Teaching
- *Real life experiences
- *Question based learning
- *Collaborative learning – group and paired work.
- *Modelling & scaffolding
- *Engage-Explore- Develop-Reflect (lessons structure)
- *Mini plenaries – Think, pair & share
- *Continuous provision
- *Technology in the classroom



Prompt learners to think about and reflect upon their learning

Use of;

- *Peer & self-assessment opportunities – 2* wish
- *Pupils to explaining their understanding of their learning using thought bubbles
- *Use of 'air share' platforms to praise and reflect on their learning
- *Metacognitive & Cognitive strategies



Cross-curricular skills of literacy, numeracy and digital competence

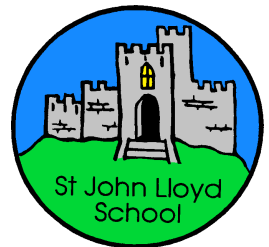
A strong focus on early language acquisition

Our curriculum will have...

Opportunities to be reflective and seek to engage in ongoing professional learning

Opportunities to engage with parents, carers and the wider community as partners in learning

Topics/ Themes EY-Y6



St John Lloyd Curriculum

CYCLE A

CYCLE B

Humanities AOL

- Swinging 60s (Y5/6)
- Mythical Monsters (Y5/6)
- Vile Victoria (Y3/4)
- Invasion (Y3/4)
- Fire, Fire! (Y1/2)
- Long, Long Ago (EY)

Science & Technology AOL

- Rocking Rollercoasters (Y5/6)
- Rapid Rivers (Y5/6)
- Vivid Vibrations (Y3/4)
- All Aboard (Y1/2)
- On The Farm (Y1/2)
- Beside The Seaside (EY)

Health & Wellbeing AOL

- Cooks & Critics (Y3/4)
- Wonderful Me (Y3/4)
- What Makes Me Happy (Y1/2)
- Superheroes (Y1/2)
- Delicious (EY)
- Myself (EY)

Expressive Arts AOL

- Artist Attitude (Y5/6)
- Light Alive (EY)

Sustainability

- Reduce, Reuse, Recycle (Y5/6)
- Forest Friends (EY)

Cynefin (ALL YEAR GROUPS)
*One Planet

Diversity & Identity

- Go Global (Y3/4)
- Around and About (Y1/2)

Cynefin (ALL YEAR GROUPS)
*Tiger Bay & The World

LITERACY & NUMERACY SKILLS

Humanities AOL

- We Are At War (Y5/6)
- Rambling Roman (Y3/4)
- Fairy Tales (Y1/2)
- Jurassic Journey (EY)

Science & Technology AOL

- Into The Future (Y5/6)
- Magic & Mayhem (Y5/6)
- Creatures Great & Small (Y3/4)
- Petting Zoo (Y1/2)
- At The Bottom of The Garden (E/Y)

Health & Wellbeing AOL

- Medical Marvels (Y5/6)
- Sports Superstars (Y5/6)
- Alert..Stop..Danger (Y3/4)
- Who Am I? (Y1/2)
- Myself (E/Y)

Expressive Arts AOL

- Creative Crafters (Y3/4)
- Lets Fly A Kite (Y3/4)
- Flash (Y1/2)
- Splish Splash (E/Y)
- Mucky & Messy (E/Y)

Sustainability

- Into The Woods (Y3/4)
- Woodland Adventure (1/2)
- Whats In Here? (E/Y)

Diversity & Identity

- Wonderful Wales (Y5/6)
 - Africa Adventure (1/2)
- Cynefin (ALL YEAR GROUPS)
*Marques Of Bute
*Who Makes The Rules?

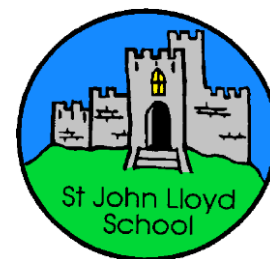
EY (3-5yrs)

Cycle A	Cycle B
MYSELF	MYSELF
LIGHTS ALIVE	MUCKY & MESSY
DELICIOUS	SPLISH SPLASH
LONG LONG AGO	JURASSIC JOURNEY
FOREST FRIENDS	AT THE BOTTOMS OF THE GARDEN
BESIDE THE SEASIDE	WHAT IS IN HERE?

INFANT 6-7yrs

Cycle A	Cycle B
WHAT MAKES ME HAPPY	WHO AM I?
FIRE, FIRE!	FLASH!!
SUPERHEROES	FAIRYTALES
AROUND AND ABOUT	AFRICA ADVENTURE
ON THE FARM	PETTING ZOO
ALL ABOARD!	A WOODLAND ADVENTURE

**WELSH & Cynefin Weeks in addition



CYCLE A – Juniors 7-9yrs

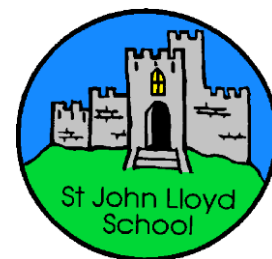
Literacy Focus (Y3/4 & Y4)	Theme /Topic
Who is this? (Bug Club) / Newspapers/leaflets	GO GLOBAL!
Haunted Histories (Ghost of Queen Victoria) / At the ropery	VILE VICTORIA
Firework makers daughter/Explanations	VIVID VIBRATIONS
Persuasive writing/ Tasty Treats (Bug Club)	COOKS & CRITICS
Invasion / Falling sky	INVASION
Non-chronological /Poetry	WONDERFUL ME

CYCLE B – Juniors 7-9yrs

Literacy Focus (Y3/4 & Y4)	Theme/ Topic
Spider wick Chronicles / Persuasive	INTO THE WOODS
Christophe's story / Traffic Jam (Bug Club) (Newspapers)	ALERT...STOP... DANGER!!
Future Transport by Air/ Watching Comets (Bug club)	LET'S FLY A KITE
Myths & legends	RAMBLIN ROMANS
Adverts (film 6 media) / Poetry	CREATIVE CRAFTERS
The Quigleys –'Wild Life' / How do lobsters stay young (Bug Club)	CREATURES GREAT & SMALL

**WELSH & Cynefin Weeks in addition

**Y3 follow transition Evolve Y3



Cycle A – Juniors 9-11yrs

Literacy Focus	Theme/ topic
The Iron Man/ Fantastic, Funny Frightening	ROCKING ROLLERCOASTERS
Report writing/ Instructional writing / Shakespeare/ Moon landings	SWINGING 60s
Millions	REDUCE, REUSE, RECYCLE
Gulliver / Poetry	RAPID RIVERS
Lion Witch and the Wardrobe	MYTHICAL MONSTERS
Film & Media - Magic Circus/ Real Life Artists (Bug Club)	ARTIST WITH ATTITUDE

Cycle B- Juniors 9-11yrs

Literacy Focus	Theme/ topic
Storm breaker	INTO THE FUTURE
Shakespeare/ poetry/ debate/ Dead Sick (Bug Club)	MEDICAL MARVELS
Carriers war/ Friend or Foe/ Boy in the Stripped Pjs	WE ARE AT WAR!
Harry Potter	MAGIC AND MAYHEM
Kensuke's Kingdom / Welsh Myths & Legends	WONDERFUL WALES
Biographical writing/ report / How to be a sports star (Bug Club)	SPORTS SUPERSTARS

**WELSH & Cynefin Weeks in addition

How do we plan for learning experiences to ensure a broad & balanced curriculum?



**Mid-term planning for
Curriculum for Wales @
SJL explained**

What matters statement e.g. this is a Humanities

2022 Humanities - What Matters Statement - Our natural world is diverse and dynamic, influenced by physical processes and human actions (geography)

4 principles of learning- colour coded

Ambitious Capable Learners
 Enterprising & Creative Contributors
 Ethically Informed Citizens
 Healthy Confident Individuals

Progression Level P1 = Black P2 = Red P3 = Blue	Area 2022	Activity	Year Group	Thematic topic	Planning for natural world
<p>*I can recognise where places are and how they are distinct from and similar to each other.</p> <p>Progression levels P1 = EY – Y1/2 P2 = Y2-4 P3 = Y5-6 P4 = Y7+</p> <p>Pupil Tasks/ activity – For example this P1 task has both ambitious & ethical purposes as the driver</p>	Natural World	<p>Talk about the features of a town – what are there? School, church, park etc – children to set up their own town. Encourage them to use different resources available for roads, houses outdoors Children discuss in groups the homes that they live in.</p> <p>K&U – what is this? Chn to look at a seed. Can they explain what it is? Discuss that a plant lives part of its life underground and sometimes we do not see what is growing there What does a plant need to grow? (power point). Chn to plant their own seed and care for it over the coming weeks. Read story of the Enormous turnip and sequence the pictures</p> <p>LLC K&U – who lives in the Park? Read Percy the Park Keeper 'one Snowy Night'. Discuss the different animals and where they live – look at power point with photos of nests, burrows, holes etc</p> <p>LLC K&U - Chn to design their own map of a park. Mind map the key features e.g. Percy's hut, playground, pond, big tree etc Chn to decide on the key as a group and then to use it to design their own park independently.</p> <p>LLC- Hidden in the sand tray, the chn find a mysterious bottle. The bottle looks old and a label says – 'Open me'. Inside the bottle there is a letter. Who is the letter from? What does the letter say? Where did the bottle come from? What shall we do next? Provide opportunities for the chn to: - make maps and plans detailing where the map was found.</p>	EY	<p>Myself</p> <p>Holes spaces and hiding places</p> <p>Forest Friends</p> <p>Forest Friends</p> <p>The Beach</p>	<p>*opportunities to develop a curiosity about and an appreciation of the natural world</p> <p>*opportunities to experience a sense of awe and wonder, and to reflect upon the natural world and their connection to it.</p> <p>Thematic Topic this example is</p>

