

Stone St. Mary's Curriculum



Fulfilling our vision to ensure that we are

‘Caring Growing Shining Together’



Caring

The Good Samaritan



Growing

Jesus the Vine – ‘I am the
vine and you are the
branches’



Shining

Salt and Light – ‘the salt
of the earth and the light



Together

We think about how these stories can underpin our thinking and help us to ensure that we are living out our vision in school, at home and within our community.


Our Christian Values overarched by **Love** are

Community Trust Respect Forgiveness Wisdom Hope



Stone Saint Mary's C.E. Primary School

Fearless risk takers
Independent Learners
Knowledge rich pupils
Leaders and collaborators



Introduction

Our curriculum, based on the National Curriculum, encompasses every part of the children's day. It covers classroom learning, playtimes, enrichment and personal development opportunities and much more! At Stone Saint Mary's CE Primary School, we are committed to ensuring our pupils develop into independent and fearless learners, are able to collaborate fully with each other alongside feeling loved, cared for and valued. Our fulfilling, inclusive and diverse curriculum builds on procedural knowledge underpinned by our Christian values of community, hope, respect, forgiveness, trust and wisdom, all underpinned by our overarching value of love.

Statement of Intent

The breadth of our curriculum is designed with three goals in mind:

- To give all pupils appropriate experiences to develop as confident, resilient, articulate and positive future citizens.
- To provide a coherent, structured, academic curriculum that leads to sustained mastery for all and a greater depth of understanding.
- To ensure all children's personal, social, emotional and spiritual needs are met and that they have opportunities to reflect on and celebrate themselves and empathise and celebrate with others.

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Our Curriculum Drivers

As a school we have adapted Rosenshine's Principles of Instruction and created our own Stone's Toolkit which drives our curriculum. From this we use four key phrases which help shape our curriculum and help the children to develop a range of knowledge and skills.

Fearless risk takers

Fearless learners have gumption, a have a go attitude and are always looking for ways to improve. They are not afraid to try new things.

Independent learners

Independent learners have the confidence to explore, investigate and immerse themselves in their learning.

Knowledge rich pupils

Knowledge rich pupils have acquired invaluable knowledge which allows them to make links relating new knowledge to old, forming networks of schemas.

Leaders and collaborators

Leaders and collaborators recognise and explore all available opportunities for their future lives, work well as a team and inspire others.

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Cultural Capital and Experiences

Cultural capital is the background knowledge of the world pupils need to infer meaning from what they read and experience. It is the currency for social mobility and the acquisition of this will allow pupils to transcend their economic-given status whilst repairing divisions in society caused by gaps in knowledge. Specifically, cultural capital is powerful knowledge. It includes vocabulary which, in turn, helps pupils to express themselves in a sophisticated, mature way. At Stone Saint Mary's CofE Primary School, the way in which cultural capital is acquired and developed is multi-faceted. We give pupils access to carefully considered areas of knowledge through our breadth of curriculum design. Pupils are able to develop their knowledge of many topics. The continuous provision also plays a part in the development of each and every one of our pupil's procurement of cultural capital and further opportunities continue to be reviewed, enhanced and added.

50 Things to do before leaving Stone

At Stone St Mary's CE Primary School, we have introduced '50 Experiences Before I Leave Stone St Mary's.' This list of enriching experiences/activities helps children to enjoy and build vital life skills before they reach 11 and transition to secondary school. Children will be given the opportunity to participate in these 50 experiences which will help build some of their favourite episodic memories of primary school.

Click on the number to discover what these are.

50

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Statement of Implementation

Our curriculum design is based on evidence from cognitive science; three main principles underpin it:

- Learning is most effective with spaced repetition.
- Interleaving helps pupils to discriminate between topics and aids long-term retention.
- Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition, we use the key pedagogical approaches of Kagan Collaborative Learning and Building Learning Power to help children to learn the curriculum and develop new skills.

As a school we understand that knowledge is sticky. New knowledge sticks much more readily when we have related existing knowledge. As our minds build knowledge, they form it into schemas, or networks of knowledge, and we integrate new material into our existing schemas.

All of this means that we have thought very carefully about the content we teach and the order in which we teach it, to give our pupils the very best chance of building it into secure, robust schemas which will form the foundation of what they will go on to learn in the future.

Cognitive science also teaches us that knowledge speeds up thought. As we learn, different pieces of information get “chunked” together to reduce the demand on working memory. Cognitive science is that knowledge enables creative and critical thinking. What we often think of as transferable skills tend to be built on deep foundations of domain-specific knowledge, giving us plenty to think critically about and enabling us to spot patterns and draw intelligent

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Statement of Implementation Continued

We have created a curriculum that is immersive, coherent, progressive and appropriately sequenced to enable our pupils to develop subject specific and procedural knowledge to prepare pupils well for the next stages of their education.

The curriculum builds progressively from learning in the Foundation Stage. The milestones (1, 2 and 3) that are built into our curriculum, allow the children to embed their knowledge. These milestones are aligned with the National Curriculum and indeed go beyond the National Curriculum requirements. We have mapped out key procedural knowledge for each subject across each milestone (a 2-year cycle). Choosing this approach enables our children to develop meaningful links and opens their eyes to a world beyond their immediate locality. It also builds their cultural capital, preparing them with essential knowledge for their future success. Planning in this way ensures all children have access to a full curriculum which progresses in skills and knowledge across the year – we know that during each milestone every indicator is covered at least twice, so children have the chance to work at a Basic, Advancing and Deep level.

The curriculum implementation emphasises the importance of developing the depth of children's learning. In essence, this means providing children with an increased cognitive challenge, allowing them to apply their knowledge independently in a range of contexts rather than moving them on needlessly when they have not truly mastered it.

Some of our content is subject-specific, whilst other content is combined in a cross-curricular approach. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content.

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Statement of Impact

The impact of our curriculum is designed so that by the end of each milestone, the vast majority of children have sustained mastery of the content and a greater depth of understanding. To ensure children are on course to reach the expectations of our curriculum, we carefully track their progress to ensure they remember key concepts and become fluent in them.

At Stone Saint Mary's CofE Primary School we work together to provide an exceptional curriculum and enrichment opportunities that have a real impact on both academic and personal development. Our Christian Values are interwoven into our curriculum, enabling our children to develop personally, emotionally and spiritually.

We believe that every child should be encouraged to achieve their highest standards possible, in an atmosphere where all success is celebrated. Our children enjoy school and have the confidence to grow in responsibility, resilience, and independence, leaving as flourishing citizens, equipped for the next stage in their education and for a journey of lifelong learning.

The impact of the school's curriculum can be seen through talking with the children and the learning they produce, as well as outcomes for all groups of children within the school. Everything we do is with the child in mind, and strong relationships are built between children and staff which create an atmosphere for learning which is conducive to success.

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Curriculum Milestones

All foundation subjects have Curriculum Milestones, which can be found on the subject pages on our school website. These have been created using the National Curriculum and children are working to achieved all milestones as a basic, advanced or deepening level.



Music Curriculum Milestones



| Connecting Stone | Big Idea (NC links) | Year R | Years 1 & 2 | Years 3 & 4 | Years 5 & 6 |
|---|--|--|--|---|--|
| notation  | Understand musical notation. | Recognise basic symbols to show simple notes. Use simple notation to create basic rhythms. | Copy, play and compose music combining sounds. Identify, choose and adapt non-standard symbols to represent musical notes. | Identify, choose and write standard musical notes (crotchet, quaver, minim). Copy, play and compose a piece of music with notes displayed. Count, play and predict how many bpm in a piece of music. | Identify, choose and write standard musical notes (semi-quaver, semi-breve). Recognise, play and compose music using EGBDF and FACE on the musical stave. Listen to, replicate and devise simple time signatures. |
| instruments  | Identify, explore and understand the use of musical instruments. | Be able to name percussion instruments and select for purpose. Be able to select a percussion instrument for a purpose. Be able to explore sounds using body percussion. | Play, choose and appraise a range of tuned and untuned instruments. Identify, explain and assess different uses of musical instruments. | Explore, select and play tuned instruments with increasing accuracy. Categorise, distinguish and comment on instrument families. Explore, compare and experiment with different instruments and their effects. | Imitate, improvise and compose music on keyboards or chosen instruments. Explore, compare and criticise the effect of different types of instruments on a piece of music. Examine, experiment with and devise musical compositions through the use of technology. |
| performance  | Perform effectively using a variety of musical media. | Learn and perform a range of songs. Copy a rhythm and beat and know the difference. Be able to follow a simple melody. | Copy, adapt and reflect on voices used expressively to create sequences with long and short sounds. Identify, imitate and create changes in pitch. Interpret, implement and conduct hand signals to show when to sing or play an instrument. | Prepare, practise and execute playing, singing and performing in solo and ensemble context with accurate pitch. Imitate, play and compose notes on an instrument with care so that they are clear. | To investigate, play and compose a variety of musical styles confidently. Explore, perform and evaluate performing with controlled breathing while sustaining a drone or a melodic ostinato. Experiment with, imitate and perform music using instruments skilfully. |
| genre  | Explore, listen to and compare a range of genres. | Experience a range of musical genre. Understand that there are different types of music. | Identify, comment on and appraise a piece of music using different instruments from different genres. | Identify, associate and compare the history of music and changes over time. Categorise, articulate and predict instruments used in a piece of music for a specific purpose. | Examine, compare and debate on musical genres giving reasons for preference. Duplicate, innovate and compose a piece of music inspired by a preferred genre of music. |
| appraisal  | Appreciate, critique and review a wide variety of musical media. | Explore and comment on the impact of music on emotions. Describe likes and dislikes of a piece of music. | Listen to, investigate and appraise a range of live and recorded music. Distinguish, describe and question what the composer is trying to convey. | Listen to, identify and comment on music from different cultures, traditions and musicians. Question, evaluate and explain the impact of lyrics on a piece of music. Summarise, appraise and evaluate music using musical vocabulary. | Listen to, evaluate and appraise a wide range of music and comment on instruments and melodic shape. Describe, summarise and reflect on how lyrics often reflect the cultural context of music and have social meaning. |

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Connecting Stones

Stone's Connecting Stones help children to link and connect ideas to build their knowledge and link this knowledge to a category (schema) to help embed it into their long term memory.

Computing



multimedia



E-safety



technology



coding



data handling

PE



ball skills



health & wellbeing



tactics



movement



values

Music



appraisal



performance



genre



instruments



notation

PSHE



myself



difference



aspiration



health



relationships

RE



Community & Living



God & Believing



Thinking & Reality



Religious Sources

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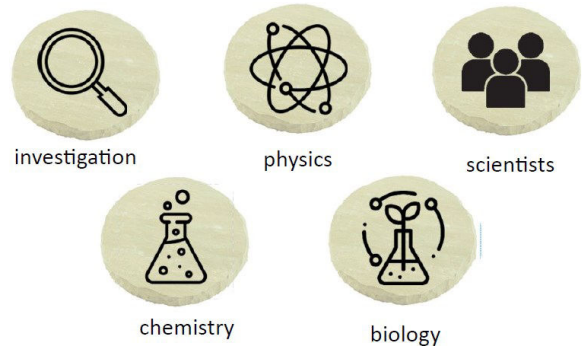
Connecting Stones

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DT



Science



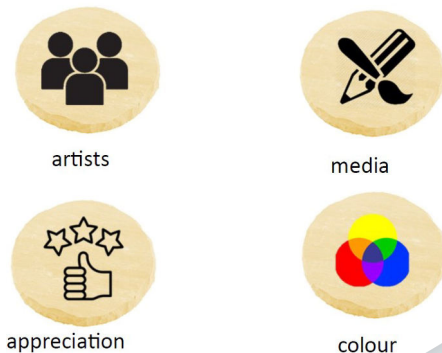
Geography



History



Art & Design



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Curriculum Breadth/Long Term Plans

All phases have long term plans/overviews for all subjects within their phase. These can be seen on class pages on our school website. Some foundation subjects are taught every other week rather than in blocks as hundreds of studies have demonstrated that spaced practice/repetition, helps pupils learn better. Specifically, it helps them to retain information for longer periods of time.



Design & Technology Coverage Overview Milestone 1



| Week | Terms 1 & 2 | Terms 3 & 4 | Terms 5 & 6 |
|------|--|--|---|
| 2 | Design & evaluation Year 1: Flight Craft Year 2: Boats | What are suitable materials? Year 1: Houses Year 2: Clothing | Mechanisms Year 1: cart Year 2: moon buggy |
| 4 | | | |
| 6 | | Mechanisms Year 1: cart Year 2: moon buggy | Food technology Year 1: create a healthy snack Year 2: create a balanced meal |
| 8 | | | |
| 10 | | | |
| 12 | | | |



History Coverage Overview Milestone 1



| Yr1 Week | Yr2 Week | Terms 1 & 2 | Terms 3 & 4 | Terms 5 & 6 |
|----------|----------|---|---|--|
| 2 | 1 | Historical figures Year 1 - Rosa Parks Year 2 - Emmeline Pankhurst | Significant events Year 1 - Great Fire Of London Year 2- The Plague | Periods of History Year 1 - Tudors Year 2 - Victorians |
| 4 | 3 | | | Dinosaurs Year 1 - comparing periods of time Year 2 - Evidence/Mary Anning |
| 6 | 5 | | | |
| 8 | 7 | Significant events Gunpowder plot Year 1 - story Year 2 - cause & conflict | Periods of History Year 1 - Tudors Year 2 - Victorians | This is me Changes in our life Year 1 - timeline Year 2 - recount |
| 10 | 9 | | | |
| 12 | 11 | | | |
| | | | | |

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Medium Term Plans

All Year Groups produce a termly medium term plan. Where focussed Connecting Stones and key curriculum coverage is identified.



Year 4 Medium Term Planning Term 5

BLP Muscle Focus: making links and noticing



Christian Value: Trust, Loyalty, and Honesty



| Key Texts | Knowledge Outcomes | Key Vocabulary | Sticky Knowledge and Links |
|---------------------------|---|--|---|
| English | Reading - Michael Rosen Revise language features of poetry, innovate poems, performance poetry (recap) Debates - The boy in the dress by David Walliams Planning for and against, debate using formal and informal language, base arguments around facts and <u>opinions</u> | rhythm, metaphor, imagery, line breaks, personification, simile, alliteration, onomatopoeia, repetition agree, disagree, strongly, in my opinion, <u>firmly</u> , consequently, widely believed, it has been found/discovered/proven, on one hand/on the other hand | Apply techniques to perform poetry successfully, including breathing, reading with musicality and beat and taking note of punctuation. Balanced debate has both for and against points, we can disagree if we can debate our opinion with facts and evidence to prove our point of view. |
| Maths | Decimals Equivalent decimals to fractions, dividing 3 digit numbers by 10 and 100, representing numbers on place value grids, making wholes with tenths and hundredths, partitioning decimal numbers, compare order and round decimals Money Represent money using decimals, convert between pounds and pence, compare, estimate, and calculate with money (amounts) Problem solving with money | fractions, equal, shared, exchanging, one, tenths, hundred, partition equivalent, decimal point, place <u>value</u> pounds, pence, notes, amount, total, estimate, compare, convert, decimal notation, value | Decimals are one type of number which has a whole number, and the fractional part is separated by a decimal point. Convert between pounds and pence - 100p in a £1 Know the value of the amount before and after the decimal <u>point</u> |
| Physical Education | Swimming Front, back crawl and breaststroke Water safety Rounders Introduce bowling and striking the <u>ball</u> | Poolside, technique, treading water, front crawl, back stroke, breaststroke, breathing, <u>glide</u> batting, fielding, catching, throwing, retrieving, base, overarm, underarm, umpire | Swimming is a lifesaving sport and that being able to float is essential if you get into difficulty in the water. We catch the ball with two hands and can move to various locations to receive the ball. We use one hand when batting and agility to change direction when going round bases. |
| Music | Music from around the world - Asian Music Develop an understanding of the history of music and changes over time. Identify instruments used in a piece of music and explain their purpose. | musical style, pipa, tangram, shamisen, gagaku, erhu, <u>guzheng</u> , dan <u>pipa</u> , dan <u>beju</u> , <u>bagu</u> , <u>veena</u> | Diverse cultures have their own music style and use music for celebration and commemoration. |
| Computing | Creating Media - Photo editing Create different effects with different technology tools including text. Create modify and present documents for a particular purpose (text, graphics, and sound). Explore new media and use photos, video, and sound to create atmosphere when presenting. | image, edit, digital, crop, rotate, under, save, adjustments, effects, colours, hue, saturation, sepia, vignette, retouch, clone, combine, paste, select, composite, alter, background, foreground, undo, <u>font</u> | How to use an image editor to make changes Ethics around retouching photographs |

| | | | |
|----------------|---|---|---|
| Science | Plants - Life and Growth Investigate life and growth of a variety of plants. Understand the life cycle of flowering plants. Ask relevant scientific questions. Set up practical comparative enquiries. Light - Shadows Explain what light and dark is. Understand, explain, and describe the reasons for and the effect of shadows. Understand that light is reflected. | plants, life, warmth, light, temperature, growth, reproduction, stalk, stem Light source, shadow, black, solid, cast, light, ray, travel, Shadows are formed when light cannot pass through an object. Shadows change position depending on the time of day. | The life and growth of a plant depends on its growing conditions. A plant has a variety of parts, and each one has its own function. A life cycle can tell us how flowering plants can reproduce repeatedly. Shadows are formed when light cannot pass through an object. Shadows change position depending on the time of day. |
| Art | Modern Art - Cubism Replicate some of the techniques used by a range of artists, craft makers and designers. Create original pieces that are influenced by studies of others. | cubism, modern art, Picasso, Braque, Dali, Cezanne, self-portrait, influencers, bold, portraiture, abstract, angles, geometric | Picasso, Braque, Dali, Cezanne were all cubist artists. Cubism is a style of art that is decorated with simple geometric shapes. |
| DT | Structures - Modern Buildings Begin to generate, develop, model, and communicate ideas through discussion and annotations. Select best suited material with some reason for <u>purpose</u> . Prepare materials accurately and safely. Measure and mark out accurately materials to the nearest appropriate measure. Apply appropriate techniques when working with a range of materials. | construction, structure, assembly, modern, architecture, sketching, measure, accuracy, cm, m, mm, length, diameter, sustainable, recyclable | Modern architecture is based upon evolving technologies and new <u>materials</u> . Marking and measuring accurately is essential to create a well-structured model. |
| RE | Hindu Dharma (Part 1) BIG QUESTION - What does it mean to be a Hindu in Britain today? Foundation and key beliefs of Hindu Dharma Karma, reincarnation, lifestyle, Hindu Gods, worship, and festivals | Hindu Dharma, Northern India, founder, earliest, Aum, beliefs, karma, Trimurti (Brahma, Vishnu, Shiva), Mandir, mantras, Vedas (holy book), Holi | Hindu Dharma originated in Northern India and is the world's third most popular religion. Aum is the symbol of Hindu Dharma. |
| PSHE | Relationships Understanding roles and responsibilities of families and the effect of love and loss. Managing friendship and relationships through appropriate negotiation. Being a global citizen. | jealousy, desire, threaten, love, loss, denial, fighting, grief, overwhelmed, accepting, memories, souvenir, special, negotiate, compromise, betrayal, getting on, falling out, girlfriends, boyfriends, celebrating, commitment | Having a boyfriend/girlfriend is a special relationship for when I am older. Identify someone I love and express why they are special to me. How to show love and appreciation to the people and animals who are special to me. |
| French | French Pets Pet names. Transport Transport names. | chat, chien, lapin, poisson, souris, hamster, serpent voiture, bus, camion, moto, vélo, métro, train, navire | Common French names for pets and transport |

| | | | |
|-----------------------------------|---|--|--|
| Learning Journey Geography | Mountains Identify several types of mountains and how they were formed - dome, fault-block, volcanic and fold. Use maps, atlases, globes, and digital mapping to locate and describe <u>features</u> . Describe geographical similarities and differences between countries. | mountain range, mountainising, mountainous, tectonic plates, source, dome, fault block, volcanic, fold, formation | That the source of a river is often found on a mountain. There are several types of mountains such as dome, fault-block, volcanic and fold. They are all formed differently. Mountains around the world range in size. |
| History | Impact of Windrush Suggest causes and consequences of some of the main events and changes in history. Express an opinion on whether a person or event had a positive or negative impact on life in Britain. Explain that an event can have more than one cause. Explain different historical events which incorporates the evidence as a reason. | Windrush, immigration, discrimination, empire, Caribbean, racial, <u>migrant</u> , passengers, voyage opportunities, residence, citizen, pioneers name | Windrush is relating to the people who emigrated from the Caribbean to Britain on the British ship 'The Empire Windrush' in 1948. |

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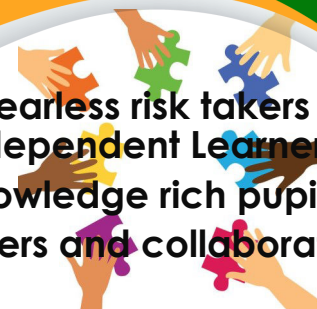
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Timetables

All of our timetables can be found on the class pages of the web-site. They give an idea of curriculum coverage but they are flexible in when lessons are taught.



Year 5 Timetable 2023/2024

| | | | | | | | | |
|-----------|---|--|-------|-------------------|---------|---------------------------|------------------|-------------|
| Monday | Worship Guided Reading (Flooding) | English | | Flexible Playtime | Maths | Lunchtime (12:15 - 13:15) | PE | |
| Tuesday | Guided Reading (Flooding) | English | | | Maths | | Music | Computing |
| | Class Worship | | | | | | | |
| Wednesday | Maths | English | | | ART/DT | | MFL | KS2 Singing |
| Thursday | KS2 Worship | Maths | | | English | | Science | PSHE |
| Friday | Celebration Worship | English/Whole Class Guided Reading | Maths | | RE | | Learning Journey | |



Reception Timetable 2023/2024

| Time | Monday | Tuesday | Wednesday | Thursday | Friday |
|-------|--|---|---|---|--|
| 8.30 | Early morning activities (EMW), registration, Hello, Days of the week, Visual Timetable & wake and shake | | | | |
| 9.00 | Guided Reading and Phonics Catch Ups | | | | |
| 9.20 | Busy fingers & Brain Break | | | | |
| 9.25 | Literacy/Topic: Adult directed input | PE | Literacy/Topic: Adult directed input | Maths: Adult directed input | PSED (Jigsaw Jenie) |
| 9.40 | Phonics: Adult directed input | | | | |
| 10.00 | Worship with Mr Clarke | Class Worship | Singing Worship | Key Stage Worship | Class Worship |
| 10.15 | Snack / Child Initiated Planning (C-I-L) | | | | |
| 10.30 | Child Initiated Learning Time | | | | |
| 11.25 | Tidy up time & Reflection of C-I-L | | | | |
| 11.30 | Mastering Number | | | | |
| 11.40 | Song/ Story time /getting ready for lunch | | | | |
| 11.45 | Lunch | | | | |
| 12.55 | Register/Mindfulness | | | | |
| 1.10 | Maths: Adult directed input | Literacy/Topic: Adult directed input | Maths: Adult directed input | Literacy/Topic: Adult directed input | RE: Adult directed input |
| 1.30 | Child Initiated Learning Time | | | | |
| 2.30 | Tidy up time & Reflection of C-I-L | | | | |
| 2.40 | Extra counting/phonics | Extra counting/phonics | Extra counting/phonics | Extra counting/phonics | Child Initiated Planning for next week |
| 2.45 | Story | | | | |
| 2.55 | End of day rewards | | | | |
| 3.00 | Home time & tabletop activities | | | | |

Please note History and Geography (Learning Journey) and DT and Art are taught on alternative weeks.

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Academic Vocabulary

Academic vocabulary exposes students to word origins, multiple meanings of words, and references to abstract concepts that relate and connect directly to targeted content areas. Avril Coxhead devised a list of academic vocabulary which we have carefully allocated into year groups in order that children have an understanding of these words before leaving primary school. Examples can be seen below. The full list can be viewed on our school website.

| Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|---|---|---|--|----------------------------------|
| area authority available create data environment estimate individual involved response role similar | approach assessment benefit consistent definition evidence identified issues major period research section significant source | context established factors financial function indicate method required specific structure | analysis assume contract distribution interpretation legal occur process | concept economic export labour policy | constitutional formula income percent principle procedure theory variable | derived legislation sector |

| Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|--|--|---|--|--|---|--|
| accompanied appreciation chart dramatic plus random uniform vehicle | appendix automatically complement currency eventually guidelines highlighted | abandon crucial inspection intensity manipulation minimised paragraph practitioners theme | ambiguous bias detected prospect radical reinforced restore revision schedule tension | clarity conformity exhibit exploitation inevitably termination thereby widespread visual | accumulation commodity contemporary contradiction implicit predominantly via virtually | arbitrary denote deviation displacement fluctuations induced infrastructure nuclear offset |

| Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-----------------------------|----------------------------------|---|---|---|--|---|
| assembly enormous odd | collapse convinced ongoing | likewise persistent straightforward undergo whereby | colleagues compiled nonetheless reluctant so called | encountered forthcoming integrity panel posed | depression invoked levy notwithstanding | adjacent albeit conceived inclination intrinsic |

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Subject Specific Vocabulary

Each Subject Lead has compiled a list of key subject specific vocabulary each year group will teach. The vocabulary will help children to achieve the milestones within their phases.



Stone St Mary's C. E. Primary School RE Subject Specific Vocabulary

| Term | Year R | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------|---|---|---|---|--|--|---|
| 1 | God Christian Community Bible Church Pray | loving forgiving Christians God charity | creation Genesis Creator Harvest Universe Unique | promises agreement covenant faith vows trust | design commandments temptation wonder majesty sin | omnipotent omniscient omnipresent pews stained glass altar eternal holy | Evolution Contemporary Controversy Conflict Interpretation Cosmology |
| 2 | Nativity Christmas candle religion special celebrate | Bethlehem worship Gospels Advent incarnation crib thanksgiving | incarnation Father son Christingle Miracle gratitude | baptism Gospel Trinity Holy Spirit Incarnation | Trinity Holy Spirit Gospel Incarnation Prophecy Messiah | rescuer prophecy saviour transfiguration anointed transformation | empathy choices betrayal denial restorative justice |
| 3 | Jesus miracle Bible parable | forgiveness Gospel thankful good news tax collector world changer influencer friendship peace | belief special The Golden Rule Humanist ceremony Humanism | religion Monotheistic Sikh Guru Nanak Waheguru Guru Guru Granth Sahib 5 ks | charity empathy courageous advocacy clergy hypocrisy social justice | anointed justice freedom identity morals theological obedience covenant | wonder awe value optimism Atheist Agnostic Humanity Flourishing Spirituality |
| 4 | cross Easter Easter Sunday Palm Sunday Good Friday Hosanna | Holy Week Easter sadness hope risen symbol | salvation sin crucifix Holy week Forgiveness suffering | Gurdwara Seva Langar Vaisakhi Mela | reconciliation denial betrayal resurrection suffering Maundy Thursday Ritual Fall Last supper crucifixion | Eucharist sacrifice justify martyr epitaph passover | sacrifice judgement consequences justification atonement |
| 5 | faith Jewish Muslim Allah Torah Quran trust | Judaism Mezuzah Shabbat Menorah Havdalah candle Siddur Kiddish cup Challah loaf Tallit Kippah Rabbi | Allah Islam Muslim prophet mosque Quran 5 pillars | Pentecost Ascension Holy Spirit tongues comforter Disciples | Hinduism Brahman dharma reincarnation moksha Mandir shrine | Prophet Makkah Saudi Arabia Pillars Tagiyah Hajj | architecture charity poverty wealth impoverish affluence |
| 6 | festival symbols wisdom belief | Synagogue Chanukah Holy Arc Torah scrolls eternal light Bimah Siddur | pilgrimage Eid-ul-fitr Ramadan prophet Mohammed | Humanism fulfilling traditional traits celebrant value reason discussion ceremonies | Hinduism Brahman dharma reincarnation moksha | Hadiths Salat Sawm Shahadah Zakah | Gospels Miracles justice unjust injustice confessional reconciliation holiness commitment domain |

We think about how these stories can underpin our thinking and help us to ensure that we are living out our vision in school, at home and within our community.

Our Christian Values overarched by Love are

Community Trust Respect Forgiveness Wisdom Hope



Stone Saint Mary's C.E. Primary School

Fearless risk takers
Independent Learners
Knowledge rich pupils
Leaders and collaborators

Curriculum Terms

| | |
|--------------------------|---|
| Information | Isolated facts provided or learned about something or someone. |
| Schema | Schema is a conceptual system for understanding knowledge. When you learn information, you organise it into units that are connected. Schemas function as mental filing cabinets, streamlining the encoding, storage, and retrieval of information within our memory. |
| Knowledge | When the isolated facts can be connected in schema, it builds knowledge. |
| Milestones | Attainment goals (end points) for the end of a two year period. |
| Connecting Stones | Stone's Connecting Stones help children to link and connect ideas to build their knowledge and link this knowledge to a category (schema) to help embed it into their long term memory. |
| Retrieval grids | A practice that involves our children recalling knowledge they have previously learnt in the past and bringing it back to the front of their minds. |
| B.A.D. | Teacher assessment of learning. Teachers will assess the milestones taught at a basic, advanced or deep understanding. Basic (lower order skills), Advancing (middle order skills) and deep (higher order skills). |

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Research

Our curriculum design is based on evidence from cognitive science;

- * Learning is most effective with spaced repetition.
- * Interleaving helps pupils to discriminate between topics and aids long-term retention.
- * Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.
- * Building Learning Power.

Click on the words for further reading explaining these theories in more detail.

Spaced Repetition in Learning Theory
Retrieval Practice Learning Theory
Interleaving Learning Theory
Building Learning Power

Rosenshine formulated ten key principles, which he argued underpin any effective approach to instruction in lessons. At Stone we use these principles as part of our every day instruction and learning.

Click on the words below for further reading, explaining Rosenshine's Principles of Instruction in more detail.

Rosenshine's Principles of Instruction

We



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Kagan

Kagan involves a range of different ways that our children can learn together (structures).

The structures require every child to take part frequently in every lesson. They are fun, engaging and our children love taking part. It means that children cooperate with each other and that every child can make a contribution to the lesson.

Using Kagan is an extremely successful teaching strategy in which small groups of children (usually groups of 4) collaborate together towards a learning goal.

Kagan structures also enable the use of partner and whole class learning. Each child in a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.

Here at Stone we've found Kagan to benefit our children's social and academic progress. As well as embracing inclusivity, our children have grown in respect, determination and resilience. Here are what some of our children have to say about Kagan:

"We do Kagan in reading and answering questions. It helps us because the children and teacher help us learn! You have a mat on your table." (Year 2)

"Kagan helps us work together and our friends teach us new things." (Year 4)

"It helps us develop our speaking and instead of just talking to our friends, it helps us make new friends." (Year 5)

Click on the words for further reading explaining these theories in more detail or visit our school website.

KAGAN COOPERATIVE LEARNING

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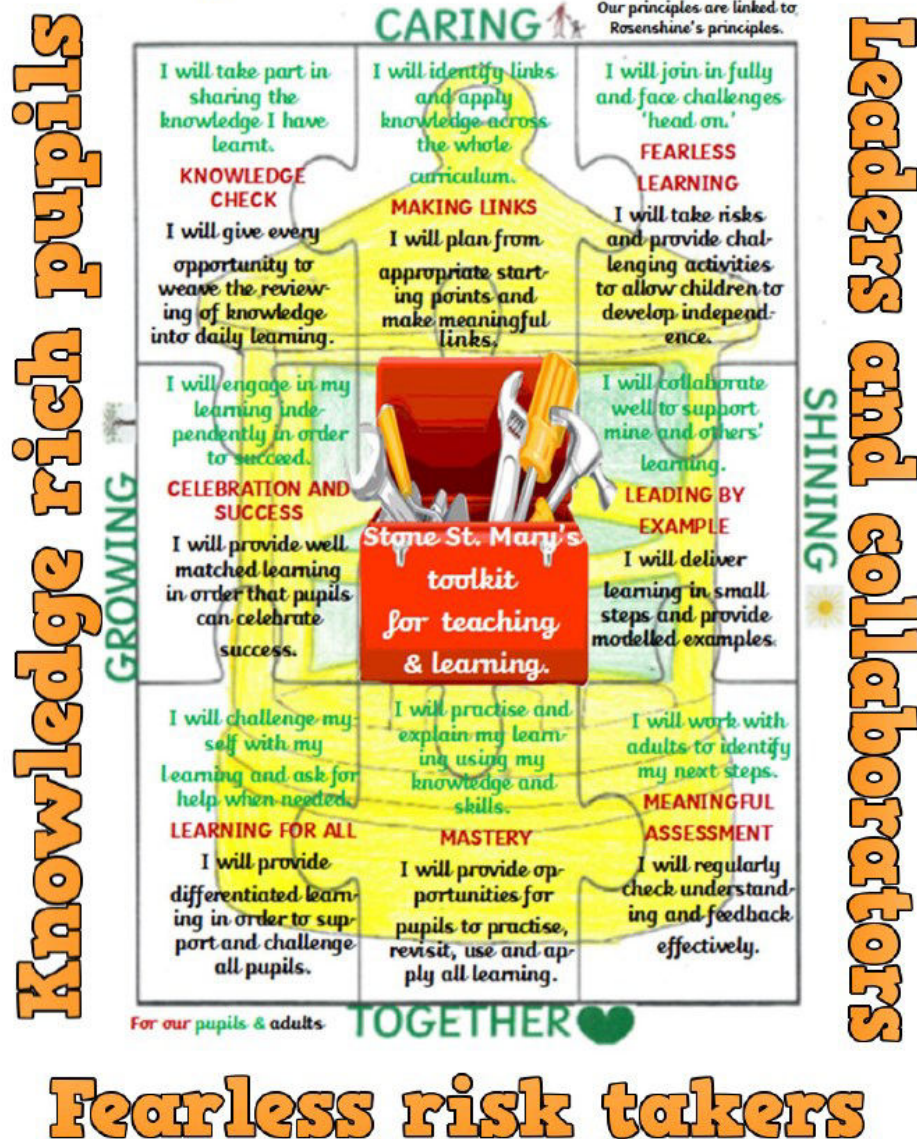
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Stone's Teaching & Learning Toolkit

We have created Stone's Teaching & Learning toolkit based on Rosenshine's Principles of Instruction. The green indicates what the children will do and the black indicates what the teacher will do to improve learning. These are displayed and referred to in all classrooms.

Independent learners



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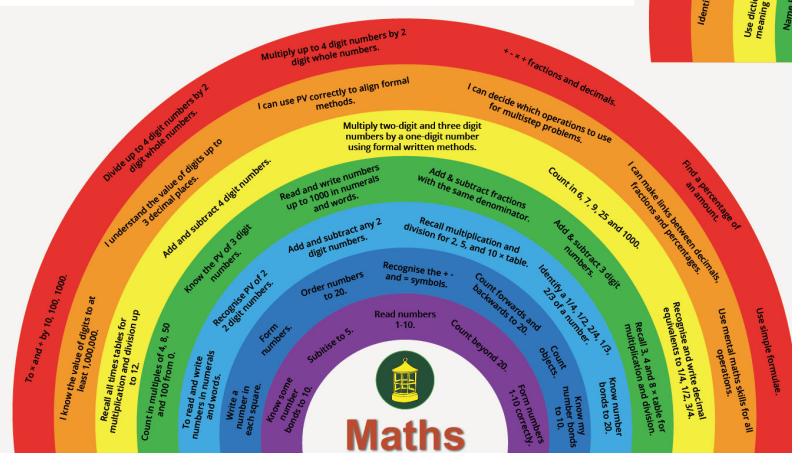
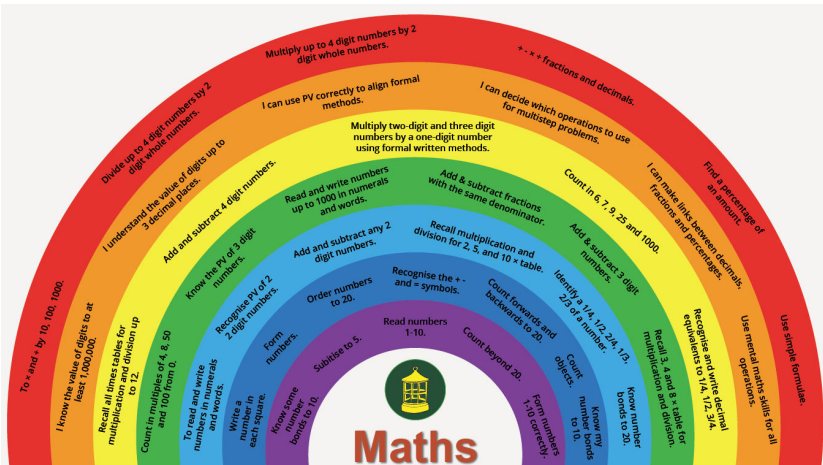


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Stone's Rainbow Expectations

We have created expectations for Years R—6 for Reading, Writing and Maths. These are displayed and referred to in all classrooms.



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