

At St Gabriel's we provide a creative curriculum which is supported by the 'Cornerstones Curriculum.'

### **What is the Cornerstones Curriculum?**

Written to support the requirements of the 2014 Primary National Curriculum, the Cornerstone Curriculum is a creative and thematic approach to learning and understanding. The Cornerstone Curriculum ensures that our children receive a comprehensive coverage of the expectations of the new Curriculum.

At St Gabriel's we believe that children learn most effectively when they are engaged and interested in a topic. We also highly value developing children's imagination and curiosity about the world. The Cornerstone Curriculum encourages children to actively use and apply their knowledge and understanding of each topic in a variety of contexts. Each of these topics is known as an Imaginative Learning Project (ILP). Each ILP covers new aspects of the new National Curriculum across a number of subjects. The ILPs challenges children to solve problems, apply themselves creatively and to build upon their previous knowledge and understanding. Each ILP is written to ensure that children engage fully with a rigorous essential skills framework that links closely to end of year expectations in all subjects.

### **How does the Cornerstones Curriculum work?**

Each of the Imaginative Learning Projects is divided into four sections: Engage, Develop, Innovate and Express. At the 'Engage' stage, children gain memorable first-hand experiences, such as going on a visit, inviting a special visitor into school or taking part in a special event. At the 'Develop' stage, children improve their knowledge and understanding of the topic. At the 'Innovate' stage, children apply skills, knowledge and understanding in real-life contexts. At the 'Express' stage, children become the performers, experts and informers.

For further information about the Cornerstones Curriculum, please follow this link to their website:

[www.cornerstoneseducation.co.uk](http://www.cornerstoneseducation.co.uk)

## **English Curriculum Statement**

Our English curriculum is organised into a number of key areas: Spoken Language, Reading, Writing and Spelling, Punctuation and Grammar. Whilst the English curriculum is delivered through specific timetabled lessons, the knowledge and understanding shared is referred to and developed in other curriculum areas.

### Reading

For those children who are developing early reading skills, we follow the synthetic phonics approach. As children progress through the school, 'Guided Reading' sessions are a daily opportunity for children to practise key reading skills and engaged with reading focussed activities. An appreciation of reading is developed through the sharing of books as a class, having the opportunity to borrow and read books from the library and taking part in events such as the [Summer Reading Challenge](#).

### Writing

Key writing skills are taught during Literacy / English lessons. Often the writing stimulus for a unit of work will be taken from the Cornerstones Curriculum and / or will be an engaging, high quality reading text. Throughout the year, the children will have the opportunity to work with a range of genres; cross – curricular links are made wherever possible. To meet the requirements of the Spelling, Punctuation and Grammar Curriculum, class teachers plan daily focus sessions so that the children can develop an understanding of different key elements. The class teachers follow a whole school programme to ensure that previous knowledge is built upon and enhanced each year.

Progress and attainment are monitored in termly Learning Reviews, following a termly Assess and Review Week.

## **Maths Curriculum Statement**

Our mathematics curriculum equips pupils with tools that include logical reasoning, problem-solving skills, and the ability to think in abstract ways.

During the Early Years Foundation Stage Curriculum, maths forms part of many interactive learning experiences. Pupils develop their knowledge and understanding of mathematics through play, exploration and discussion. Children work with shapes and begin to learn their properties, use language to give positional clues and compare quantities, identify and recreate patterns. They learn to count, read, write and order numbers to 20 using songs and rhymes, which is extended to 100 and beyond during The National Curriculum in Key Stage 1.

During Key Stage 1 children are taught in a variety of either mixed or ability class groups as appropriate for their main maths lesson. Additionally, they learn about shape and space, through practical activities which build on their understanding of their immediate environment. They develop their use of mathematical language, using it to talk about their methods and explain their reasoning when solving problems. Progress and attainment are monitored in termly Learning Reviews, following a termly Assess and Review Week.

During Key Stage 2, children are again taught in mixed or ability groups for their daily maths lesson. They move from counting reliably to calculating fluently with all four number operations. Children will use a wider range of mathematical language, diagrams and statistical charts. They learn to tackle a problem with mental methods in addition to using any other approach, always supported with help and encouragement. They extend and secure their use of mathematical language, using it to talk about their methods, explain their reasoning when solving problems and applying it during investigations. Progress and attainment are monitored in termly Learning Reviews, following a termly Assess and Review Week.

## **Religious Education**

Our school follows the curriculum strategy – Learning and Growing as the People of God - provided by the Archdiocese of Birmingham for teaching RE in a Catholic primary school.

### **Year 1**

Unit A – Creation

Unit B - Families and Celebrations

Unit C - Prayer

Unit D - Advent

Unit E - Christmas

Unit F - Jesus Teacher and Healer

Unit G - Forgiveness

Unit H - Lent

Unit I - Holy Week

Unit J - Easter

Unit K - Pentecost

Unit L - Sharing Jesus' Life

Unit M - Following Jesus Today

## **Year 2**

Unit A - Old Testament Stories

Unit B - Sharing in the Life of Jesus

Unit C - Advent

Unit D - Christmas

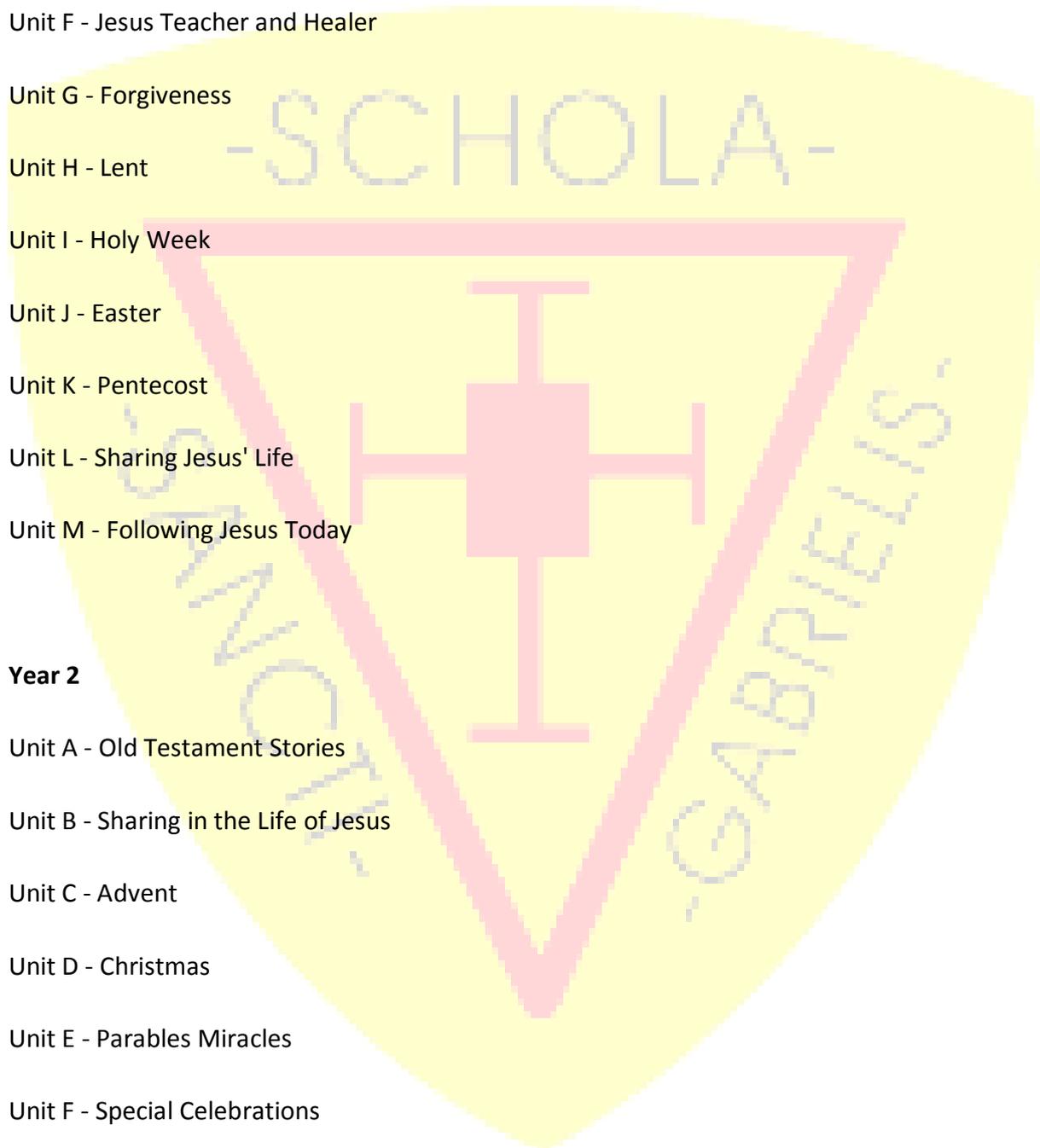
Unit E - Parables Miracles

Unit F - Special Celebrations

Unit G - Lent

Unit H - Holy Week

Unit I - Easter



Unit J - Pentecost

Unit K - Our Church

Unit L - The Mass

**Year 3**

Unit A - Belonging

Unit B - Reconciliation

Unit C - Advent

Unit D - Christmas

Unit E - We Listen to God's Word at Mass

Unit F - Lent

Unit G - Prayer

Unit H - Holy Week

Unit I - Easter

Unit J - The Eucharist is a Thanksgiving to God

Unit K - Pentecost

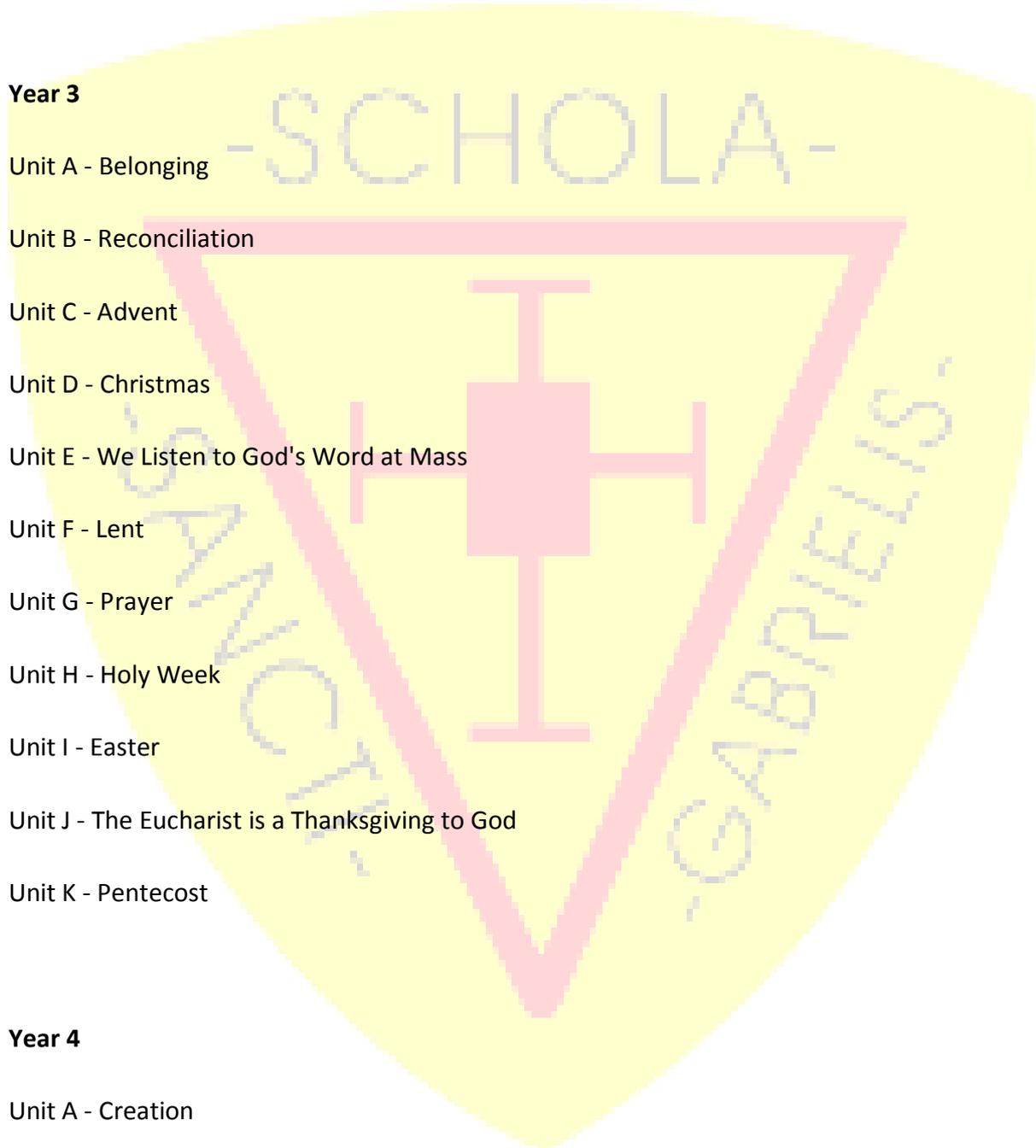
**Year 4**

Unit A - Creation

Unit B - Jesus Teaches Us How to Pray

Unit C - Advent

Unit D - Christmas



Unit E - Jesus Light of the World

Unit F - Old Testament: Moses - King David

Unit G - Lent

Unit H - Holy Week

Unit I - Easter

Unit J - Pentecost

Unit K - Sharing in the Life of Christ

Unit L - Special Roles and Responsibilities

**Year 5**

Unit A - Creation

Unit B - Miracles and the Sacrament of the Sick

Unit C - Advent

Unit D - Christmas

Unit E - Baptism

Unit F - Parables and Sayings of Jesus

Unit G - Lent

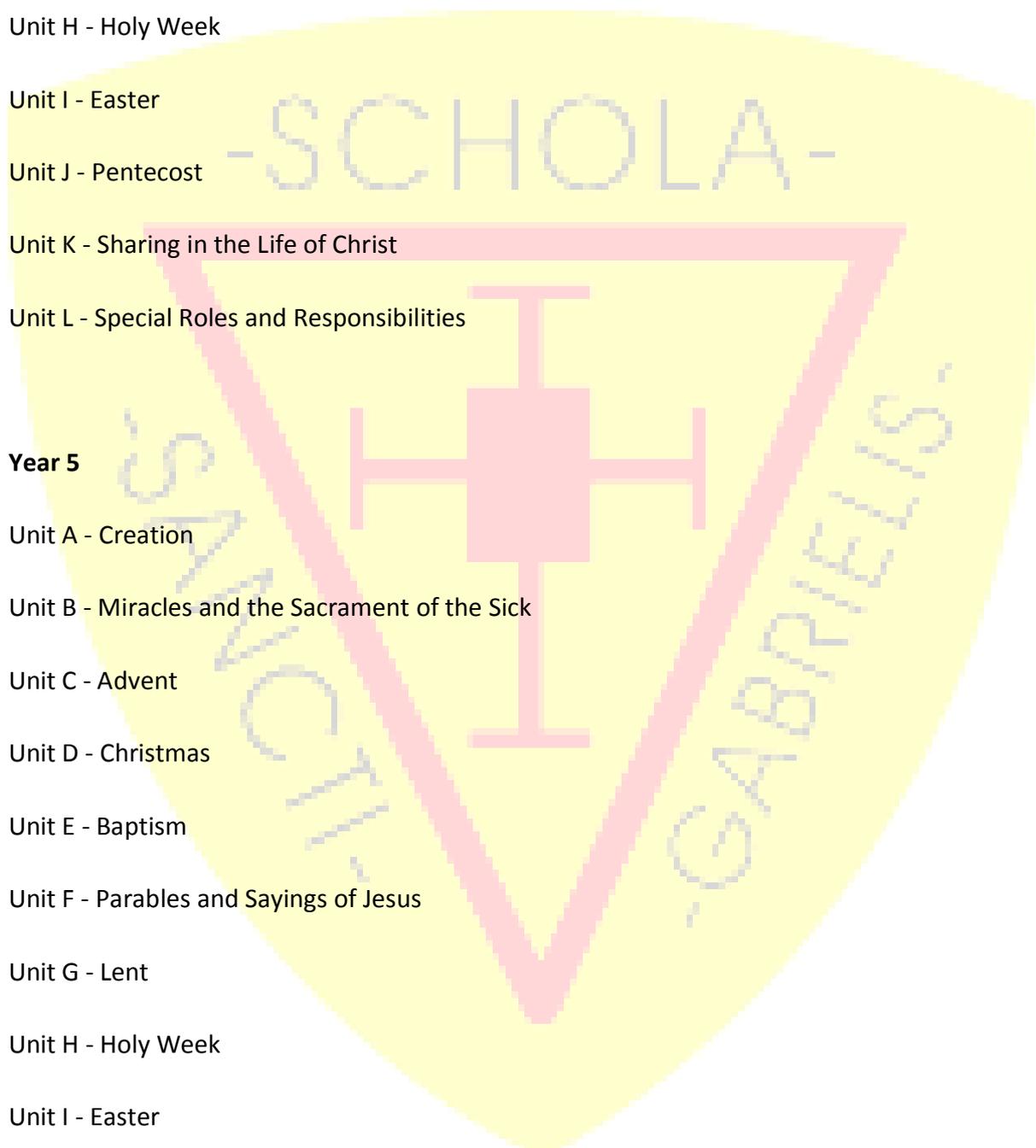
Unit H - Holy Week

Unit I - Easter

Unit J - Pentecost

Unit K - The Work of the Apostles

Unit L - Marriage and Holy Orders



## Year 6

Unit A - The Story of the People of God

Unit B - Followers of Christ

Unit C - Advent

Unit D - Christmas

Unit E - Baptism and Confirmation

Unit F - Lent

Unit G - Prayers

Unit H - Holy Week

Unit I - Easter

Unit J - Pentecost

Unit K - Belonging to the Church Community

Unit L - Celebrating the Life of Mary and the Saints

The thematic approach enables RE to be taught through other subject areas as links in learning provide the children with opportunities to make connections. There are also numerous opportunities for extended writing in RE and to enhance RE learning through the use of ICT resources.