



**The Romero
Catholic Academy**
Nurturing the Talent of Tomorrow

Romero: Our Curriculum Journey

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Romero Curriculum
Journey Begins

Inspection Update

- Curriculum and progress
- Developing knowledge and understanding, not memorising disconnected facts
- Curriculum design and sequencing
- Vocabulary
- Skills
- Social justice

- **What should our curriculum be?**
- **How do our children like to learn?**
- **What do we consider necessary for children to learn?**
- **What should our curriculum not be?**
- **What can we do to help prepare our children for their future lives?**
- **What aspects of the local environment should children learn about as part of their curriculum?**



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Audit: What is
working well?

Curriculum Audit Findings:



- **EYFS Early Excellence is working to support each school with enhancing the environment. There is a need to develop shared vision for outdoor environment.**
- **Staff feel most confident with the teaching of RE, English and Maths**
- **Staff are least confident with MFL, D&T and Music**
- **Staff recognised that further development is required to support Art, History, Geography, Computing and Science**

- All schools have judgement of at least Good with 3 schools outstanding. Schools have benefited from comprehensive RE Reviews across Romero.
- Catholic Life is a strength
- RE Strategy fully embedded.
- Next Steps: Schools to become confident with new RE Assessment and prepare for new strategy.

All schools now use Maths No Problem, 3 schools have come on board this year.

Next Steps:

- Ensure opportunities to develop fluency across the schools
- How do staff ensure MNP meets the needs of all learners? (SEND and More Able)

English



- All schools confident in the teaching of English. High quality CPD delivered.
- Most schools have purchased core texts for units of work in each year group. Links have been made to theme.
- Texts vary across schools as does the approach to the teaching of reading.

- The programme for Science differs greatly across the Academy, with a range of schemes and plans that have been developed in house.

Thematic Curriculum



- All primaries teach Humanities, Art, Music and D&T through a theme based approach – with heavy focus on skills.
- Each school has spent a considerable investment in time implementing this approach in 2014/5. Skills are taken from Chris Quigley, other schools used skills framework from Sian Darke (Consultant) Skills set is very similar.
- All schools agreed this is now time to review current provision.



Romero Reflects



First Steps

- Romero Curriculum Working Party in place
- Agreement to focus on Theme in the first instance
- Theme comprises of History, Geography, Art, D&T, where appropriate Music.
- Use Chris Quigley to ensure progression of skills in each of the foundation subjects.
- Each term there will be a clear subject driver. E.g. History or Geography
- Same themes to be taught over each year (no rolling programmes)
- Adapt English Planning to work where appropriate with Theme



First Steps

- Science and Computing to be taught discretely
- Digital Literacy to be included in Theme planning
- Focus on the use of subject specific vocabulary
- Although skills are taught – clear focus on subject specific knowledge for each theme.
- Develop the use of Knowledge Organisers to develop teachers and pupils understanding (CW to support)

Curriculum Working Party in Action



What will be the purpose/underlying principals which will drive our curriculum?

Have we thought carefully about the sequencing of the curriculum?

Have we clearly outlined the Intent for our curriculum in each subject?

How will Catholic Life weave through curriculum? (including opportunities for social justice, vocation etc)

How will we implement the curriculum?

How will we monitor and evaluate?

Theme Overview KS1

Term	Year 1	Year 2
Autumn	Me and My World	The Great Fire of London
Spring	Marvellous Monarchs	The United Kingdom
Summer	Coventry	Explorers

Theme Overview KS2

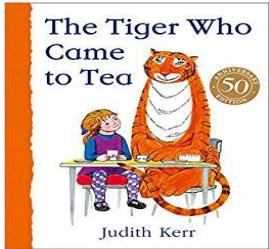
Term	Year 3	Year 4	Year 5	Year 6
Autumn	Egyptians	Greeks	The Tudors	The Great Wars
Spring	Europe	Rainforest	Africa	Active Earth
Summer	STEM Construction (Romans)	STEM Water (Geo)	STEM Industrial Revolution	STEM Enterprise (Geo)

English



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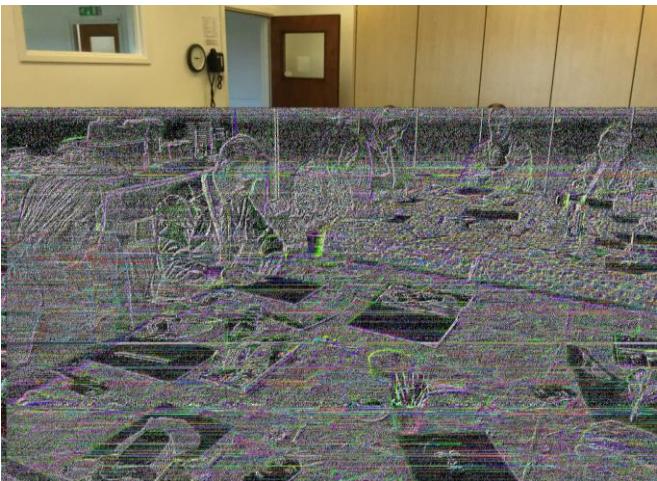
English Overviews



Autumn Term – 'Me and My World'	
Text focus	Synopsis
Autumn 1 - Narrative text – 'The Tiger Who Came to Tea'	<p>A wonderful story about believing in the unexpected and magical. When a tiger turns up on the doorstep one day, the little girl and her mother just welcome him right in and offer him tea. He sits neatly at the table and eats his way quietly through every scrap of food in the house and every drop of drink, too. Then, just as politely, he takes his leave. When Dad comes home, there's nothing left for him so he takes the whole family out for supper.</p>
	<p>Reading through to writing</p> <p><u>Learning journey 1 (aprox 1 week) – Writing outcome; labels and captions</u> <u>Read</u> – Introduce book cover – ‘What do you wonder?’ children generate questions about the front cover. Read and learn the text. Retell it with actions. Explore the text through drama. <u>Skills (linked to text)</u>– Focused teaching around application of phonics, letter formation, say a sentence, building sentences, finger spaces, capital letters and full stops. Challenge for GDS: introduction to a wider range of vocabulary and adjectives. <u>Writing outcome (application of skills)</u>– Modelled focus on what captions and labels are based on the front cover of range a texts. Writing outcomes – Independent application labelling illustrations from the story. Challenge for GDS: Captions to accompany illustrations of different parts of the story, introduction to adjectives to describe.</p> <p><u>Learning journey 2 (aprox 2 weeks) – Writing outcome; A letter</u> <u>Read</u> – Modelled letter – teacher inviting their animal / toy to a picnic / restaurant (trip opportunity) at school. Explore its features. Learn the text orally. <u>Skills (linked to text)</u>– Focused teaching around application of phonics, letter formation, say a sentence, building sentences, finger spaces, capital letters and full stops. Challenge for GDS: introduction to a wider range of vocabulary and adjectives. <u>Writing outcome (application of skills)</u>– Children write a letter to their animal toy to invite them to come for a picnic (or restaurant trip) at school. Challenge for GDS: Security with punctuation first and foremost.. Reference to story 'I hope you don't make a big mess like the tiger in the story...questions they would like to ask..</p>
	<p><u>Learning Journey 3 –(Short burst writing / assessment opportunity) – CHILDREN WILL HAVE HAD PICNIC / VISITED A RESTAURANT WITH THEIR TOY ANIMAL – Writing outcome: Recount</u> Explore teacher model of recount, recap on key skills, plan own recount, write own recount.</p> <p><u>Learning journey 4 – Writing outcome; a short story (retell)</u> <u>Read</u> – learning, orally rehearsing, VIPERS activities. <u>Skills (linked to text)</u>– Focused teaching around application of phonics, letter formation, say a sentence, building sentences, finger spaces, capital letters and full stops. Challenge for GDS: introduction to a wider range of vocabulary and adjectives., conjunctions, commas in lists. <u>Writing outcomes (application of skills)</u>– Children retell the short story of 'The Tiger Who Came to Tea'. Challenge for GDS: addition of range of vocab</p>

Implementation

- Curriculum Working Party – presentation in each school
- Planning shared with all members of staff
- Planning surgeries for year groups
- Moderation and sharing of good practice
- Quality CPD provided – impact clear
- Additional planning time dedicated to teachers
- Sharing of plans and resources electronically – reduce workload
- External Consultant – validation
- Refine



Romero Art School

We are a multi-academy company comprised of the following individual schools/academies



**Corpus Christi
Catholic Primary School**
Walking in Christ's footsteps, opening hearts and minds



**Good Shepherd
Catholic Primary School**
One Fold, One Family, Walking with Christ



**Sacred Heart
Catholic Primary School**
Pray, Reflect, Learn and Grow to Mirror the Love of Jesus



**Ss Peter & Paul
Catholic Primary School**
Learning and loving on our journey with Jesus



**St Gregory's
Catholic Primary School**
Learning and Growing in the Service of God



**St John Fisher
Catholic Primary School**
Through Christ, we live, love and learn in our caring community



**St Patrick's
Catholic Primary School**
With Jesus we love, grow and succeed



**Cardinal Wiseman
Catholic School**
Omnia pro Christo



**Blue Sky
Teaching School Alliance**
Part of The Romero Catholic Academy



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