

St Vincent's Primary School



Mill Hill, London, United Kingdom





A little bit about St Vincent's

Our school has 300 children ranging from 4 -12 in a 1.5-year group arrangement. Children come from the parishes of Sacred Heart in Mill Hill and St Anthony's in Edgware.

Children come from a diverse range of socio-economic backgrounds, speak 17 different languages and hail from 26 different ethnic groups.

The curriculum we present and promote to the children endeavours to reflect these differences by providing opportunities to explore the different countries, languages and customs our children are part of through the projects they investigate. We have looked closely at the context of our school, the backgrounds of the children and life for a child growing up in North London. We have used the underlying principles of our Catholic Faith and the example of our namesake St Vincent to create a set of values which lie at the heart of our curriculum.

It is of great concern to us that children in our area are affected by issues such as knife crime, gangs, self-harm and eating disorders when they enter the secondary school system. The rise in Mental Health related issues is noticeable within our school community and issues such as internet safety and the enormous impact across society of social media are at the forefront of our minds when planning our curriculum. With the current world wide concerns relating to Covid 19 and inequalities relating to race, gender and economic background we feel that it is our duty to prepare the children for the next stage in their education through a focus on building independence, resilience and communication skills linked to the following values:

- ▶ We are compassionate, caring and loving.
- ▶ We are respectful of the dignity and wishes of the individual.
- ▶ We are stewards of our environment and one another.
- ▶ We believe in practical, hands-on, hard work and we learn from our mistakes.
 - ▶ We do not judge others
 - ▶ We build relationships based on trust.



Project Based Learning - What is it?

- ▶ At St Vincent's we deliver a rich, varied and meaningful curriculum to the children which fully complies with the statutory requirements of the National Curriculum and Early Years Foundation Stage Curriculum. We have chosen to follow a "Project Based Learning" approach which enables us to foster meaningful connections in the children's learning journey towards an ultimate goal. This approach differs from topic based learning or other styles of creative curriculum.
- ▶ Project Based Learning is a teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.
- ▶ PBL requires critical thinking, problem solving, collaboration, and various forms of communication. To answer a Driving Question and create high-quality work, students need to do much more than remember information. They need to use higher-order thinking skills and learn to work as a team. (PBLworks.org)
- ▶ The establishment of a driving question for each project linked to our Vincentian Values means that children are focused on real life problems while keeping Christ's message of loving God, our neighbour and ourselves at the centre of all we do. Staff strive to develop qualities in the children such as perseverance, resilience, courage and effective communication skills to ensure that children are prepared for the challenges they will face later in life.
- ▶ All projects planned for and undertaken are driven by an aspect of our Vincentian Values. Key questions for investigation are highlighted to the children and the National Curriculum and EYFS curriculum requirements are mapped out in relation to these questions; this ensures that there is full coverage of the statutory curriculum and the children have a breadth of knowledge and skills upon which to build when they leave Primary Education.
- ▶ It is our aim that children will be able to look back on their time at St Vincent's knowing that they had tried to make a practical, positive difference to the world. They will be able to remember specific outcomes and products that they were involved in producing for the greater good, and know that this was because ultimately that is what it means to be a Christian and a Vincentian.



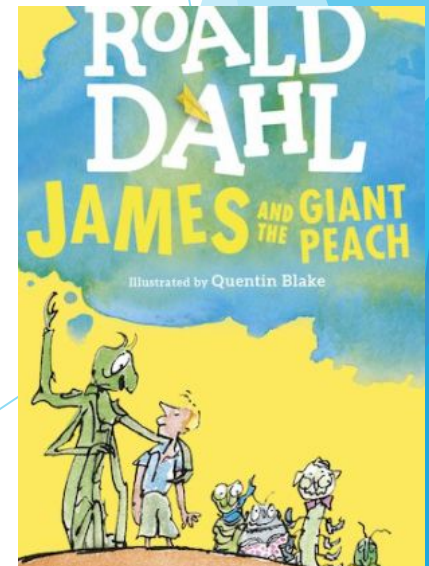
Year 3 and 4 Project - autumn term

- ▶ **Vincentian Value:** We believe in practical hands on hard work and we learn from our mistakes.
- ▶ **Driving Question:** What do we need to help us grow?



Project Summary

- Through the Vincentian Value of believing in practical hands on hard work and learning from our mistakes, we will look at the role of the author Roald Dahl with a particular focus on the book, 'James and the Giant Peach'. The children will be investigating resilience and what it means to grow as a person, physically and mentally. We will also explore what living things need to grow and how we have grown as a community. We will research and compare British settlements to see how children's rights have developed over time, how communities have developed and what it takes to progress as a society. The children will grow their own vegetables and evaluate what their vegetables need to grow and reflect this knowledge in their own lives and that mistakes and hard work are part of our journey. As part of the UTOPIA Erasmus+ project, linked to their cross curricular and outdoor learning, the children will develop skills for 21st Century life to enable them to build a better future for themselves embedding their learning, morals and curiosity into their lives (both personally and virtually) as well as being taken into their community. Roald Dahl's life will also help the children's understanding of growing as a person and they will identify how his life impacted his growth and success. We will also investigate living things and we will discuss their living conditions and evaluate what they need to grow. James from James and the Giant Peach embarks on a journey to New York so the children will develop map skills and knowledge of other countries. This will also get them to explore the difficulties James finds on his journey and what resilience and skills we need on the journeys we take in life. As part of this project, we will also explore the UN Convention on the rights of the child and analyse the importance of these for us today. The children will empathise with James by trying to see things from his perspective and link them to the UN rights of the child. At the end of this project, the children will showcase a song and dance online/in person that tells a story of struggles but how we can overcome things individually and together.





A little more information about: James and the Giant Peach UN Convention on the Rights of the Child

James Henry Trotter lives with his two horrid aunts, Spiker and Sponge after his parents were killed in a horrific accident. He hasn't got a single friend in the whole wide world. That is not, until he meets the Old Green Grasshopper and the rest of the insects aboard a giant, magical peach!



The United Nations Convention on the Rights of the Child, or UNCRC, is the basis of all of UNICEF's work. It is the most complete statement of children's rights ever produced and is the most widely-ratified international human rights treaty in history.

The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults and governments must work together to make sure all children can enjoy all their rights. Every child has rights, whatever their ethnicity, gender, religion, language, abilities or any other status.

The Convention must be seen as a whole: all the rights are linked and no right is more important than another. The right to relax and play (Article 31) and the right to freedom of expression (Article 13) have equal importance as the right to be safe from violence (Article 19) and the right to education (Article 28). We are the only organisation working for children recognised by the Convention.

The UNCRC is also the most widely ratified human rights treaty in the world – it's even been accepted by non-state entities, such as the Sudan People's Liberation Army (SPLA), a rebel movement in South Sudan. All UN member states except for the United States have ratified the Convention. The Convention came into force in the UK in 1992.



Utopia (Erasmus+ KA201 project):

Cross Curricular Teaching & Learning

Community based learning

21st Century skills

Outdoor Learning



19/11/2021



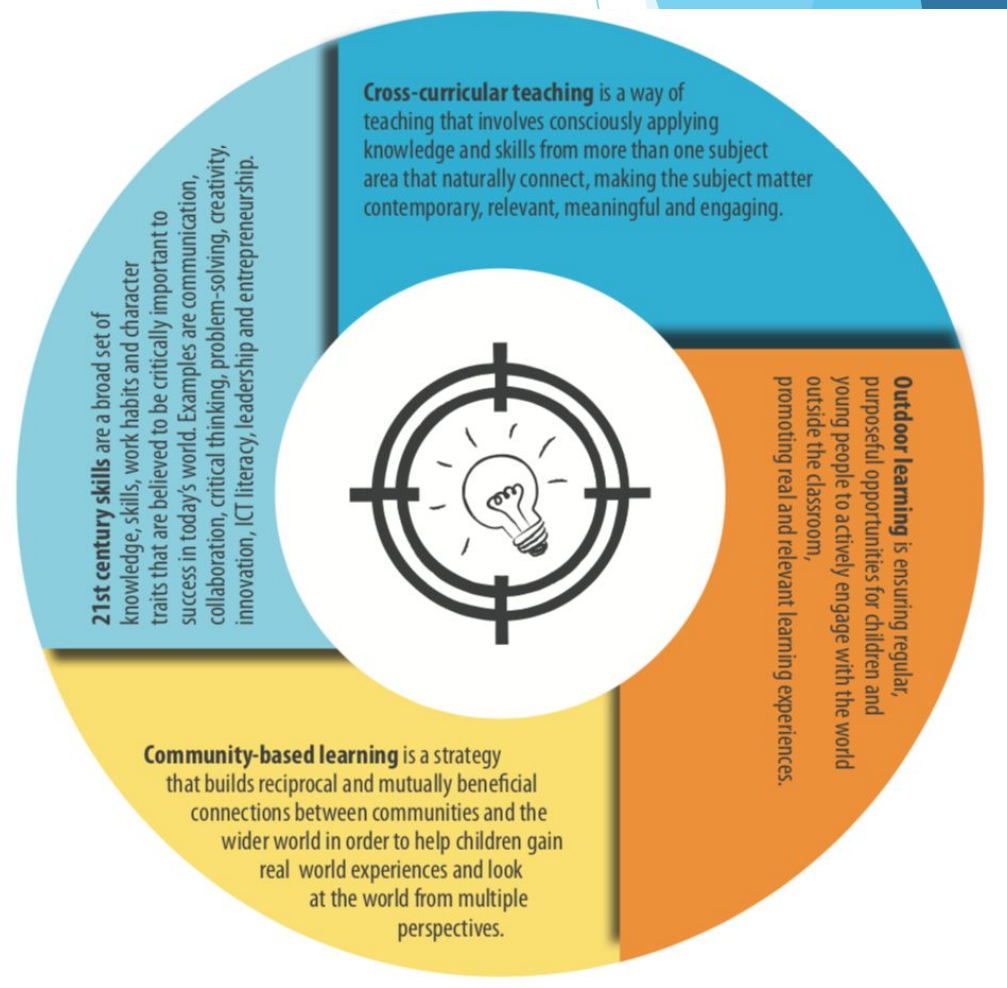
As part of LKS2's project, we have been reading James and the Giant Peach. James becomes friends with different insects who are part of the invertebrate family. We have been looking at classifying invertebrates. Today, we went outside on an invertebrate hunt to see what insects we could identify in our school. We found out that more than 80% of living things on the planet, and 98% of animals, are invertebrates. We looked at insects, annelids, protozoa, crustaceans, molluscs, arachnids and echinoderms. Our school mainly had insects such as annelids and arachnids.





Guidance through some of the project overall in the next few slides and how it links to UTOPIA.

Can you see the links?



Date Wednesday 15th September

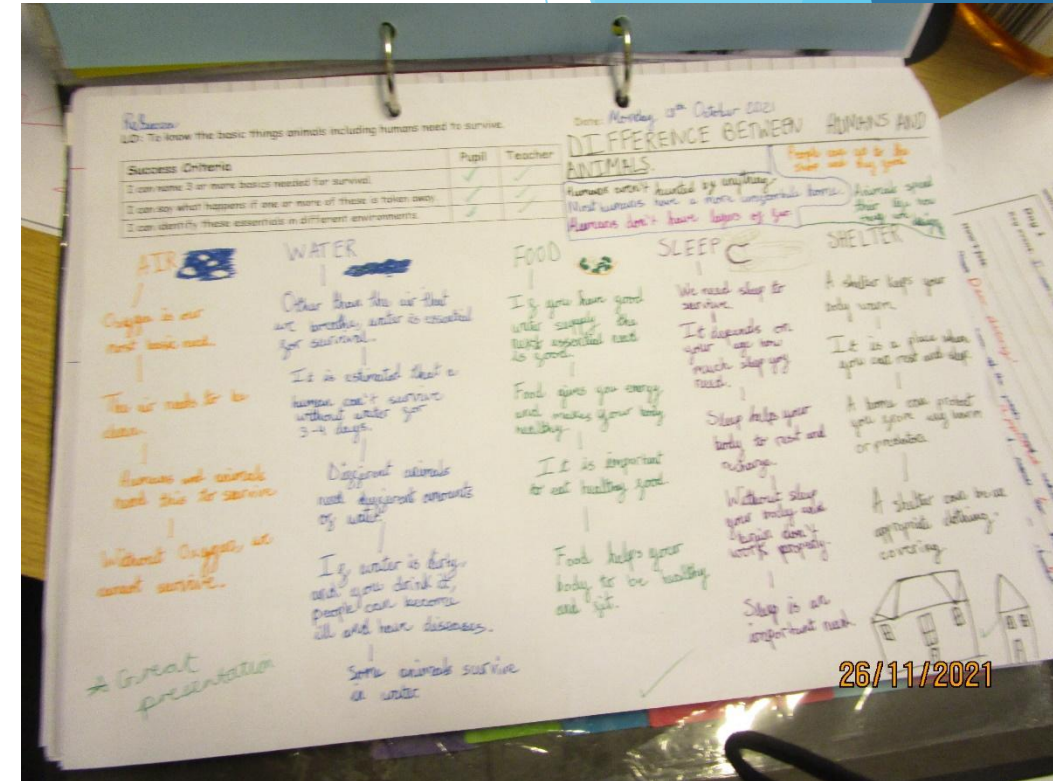
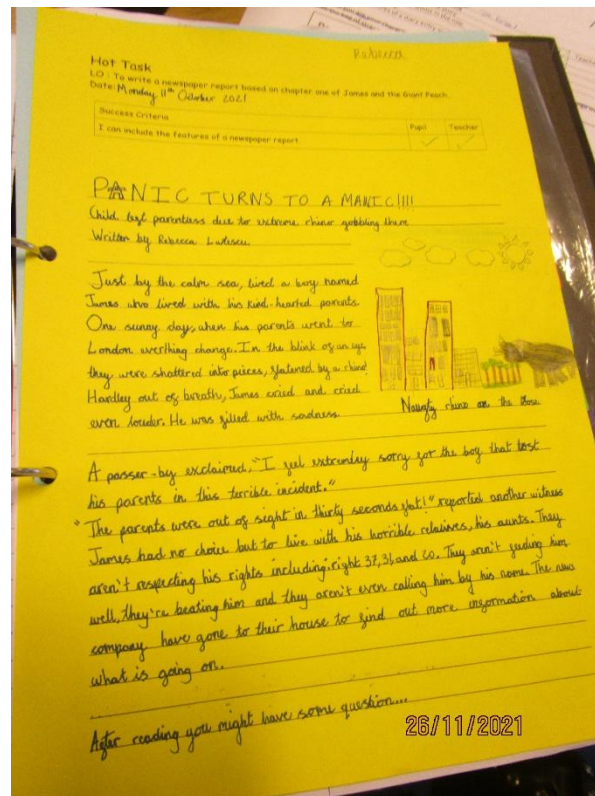
A photograph of a playground scene. In the background, there is a wooden playhouse with a gabled roof. To the right, a child is climbing a red rope structure. A yellow date stamp '12/09/2002' is located in the bottom right corner of the image.

26/11/2021

26/11/2021

26/11/2021

26/11/2021



Name: Rebecca Date: Tuesday 17th October 2021

LO: I can generate living things in a range of ways.

Success Criteria

- I can sort living things into groups
- I can generate evidence to sort living things
- I can sort living things into a Venn diagram

Pupil	Teacher

→ How do we respire?
We breathe in oxygen and exhale

26/11/2021

LO: I can identify invertebrates.

Date: Tuesday 16th November 21

Success Criteria

- I can answer the questions in a key by looking closely at invertebrates.
- I can use a key to name the invertebrates I have found.
- I can identify invertebrates by looking at their characteristics.
- I can explain how I have used evidence to do this.

Pupil	Teacher

Invertebrate Identification

Draw a labelled diagram of the invertebrate

26/11/2021

Name: Rebecca Date: Monday 15th October (Friday month)

LO: To write a newspaper report based on black history month

EQUALITY TO BLACK PEOPLE

Treat everyone the same no matter what as we are all children of God.

Some people don't respect black people. Black people aren't treated the same as white people.

Although we celebrate Black History month we are trying to celebrate it all year. Black history started in America in 1876. We are trying to help the black people to be protected from discrimination.

Some children from ST. Vincent Catholic primary school have been learning about black people that have achieved jobs that not only white people can do but black people too. "Zoe exclaimed, 'We have understood that we are all children of God and everybody should be treated the same...'"

Fernando reported that "there isn't a difference between white people and black people. We should learn more about this situation in schools and take it seriously. We have heard about black authors, actors, singers, police, astronauts and athletes."

There should be more people that are being inspired by everybody. Last year there was an incident where George Floyd was killed due to the police. We should learn from this and know that this is wrong. If you are black you can achieve anything.

26/11/2021

Name: Rebecca Date: 15th November 2021

Key Questions

Does it have many joints?

Can it fly?

Does it swim in water?

Does it have a big body?

Can you think of other animals that could...

26/11/2021

Name: Rebecca Date: 15th November 2021

LO: I can identify invertebrates by observing their similarities and differences.

Success Criteria

- I can generate questions to sort animals
- I can use questions to sort animals in a key
- I can see similarities and differences between vertebrates
- I can use these to identify vertebrate groups

Pupil	Teacher

Living things

Categories

Bacteria

Organisms

Animals

↓

Vertebrates

↓

There are give different groups of animals...

mammal (fish) reptile (bird) amphibian

sheep dog

26/11/2021

Name: Rebecca Date: Monday 15th October

LO: To understand how to keep myself safe

Success Criteria

- I can read James & the Giant Peach independently
- I can record what James' living conditions were like
- I can discuss how to keep myself safe
- I can create a Class Charter based to Articles from the UN Convention on the Rights of the Child & our Vincentian Values

Pupil	Teacher

James's living conditions

Needs and wants

James's needs:

WATER AND FOOD

MEDICINE

FRESH AIR

TOILET

James's wants:

Toys

pets

friends

HOW TO KEEP MYSELF SAFE

ON THE internet

26/11/2021

Name: Rebecca Date: 15th November 2021

LO: I can identify invertebrates by observing their similarities and differences.

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Pupil	Teacher

Living things

Categories

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↓

Vertebrates

↓

There are give different groups of animals...

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sheep dog

26/11/2021



Off to the Forest we went!









01/12/2021



01/12/2021



01/12/2021



01/12/2021



We are now trying to grow our own plants in three different living conditions to see the impact...



Mindmaps - to link our project and their learning.

