



## St. Lawrence CE Primary School Curriculum Policy Statement 2019

At St. Lawrence Primary School our school vision, intent and implementation are at the heart of everything we do. Our teaching follows the National Curriculum statutory documentation but through cross curricular and creative teaching contexts we engage all our learners and design a curriculum that builds on children's prior knowledge, provides first hand learning experiences, supporting children to become creative and critical thinkers. We use our St. Lawrence Values (Listening & Learning, Respecting & Caring, Trusting and Forgiving, Helping & Supporting, Smiling & Inspiring) to promote positive attitudes to learning which reflect the skills and values needed to promote responsibility for learning and develop interpersonal skills that will lead to future success.

### Our School Vision & Intent

Through '*The St Lawrence Way*' we will engage, excite, empower and inspire all to ***be the best they can be with God*** equipping them for today, tomorrow and the future.

### Motto

***"Being the best we can be with God"***

*'For I know the plans for you,' declares God, 'plans to prosper you and not harm you, plans to give you hope and a future.'* Jeremiah 29:11

### Our Key Values

Through '*The St Lawrence Way*' we will explore our vision, intent and Christian values.

The guiding principles that we teach the children to live their lives will be underpinned by the core Christian values of Perseverance, Courage, Respect, Justice, Trust, Forgiveness, Generosity, Service, Friendship and Compassion.

***Listening and Learning*** = Perseverance and Courage

***Respecting and Caring*** = Respect and Justice

***Trusting and Forgiving*** = Trust and Forgiveness

***Helping and Supporting*** = Generosity and Service

***Smiling and Inspiring*** = Friendship and Compassion



## Mission and Implementation

**Our mission and implementation will be driven through the 'St. Lawrence Way' and we will.....**

- Design an ambitious curriculum that: recognises children's prior learning, providing first hand **learning** experiences, allowing the children to build resilience and become creative, critical thinkers who will go on to be lifelong learners.
- Recognise every child as a unique individual. We teach the children to be tolerant and accepting of one another whilst understanding and **respecting** difference and diversity, knowing that all have been created in the image of God.
- Provide **inspiring** enhancement opportunities that engage children in their learning, encouraging investigative and enquiring skills where there are no limits to curiosity and there is a thirst for new experiences and knowledge.
- Promote lifelong Christian values by **helping and supporting** our children to contribute successfully to their local community and the wider, increasingly complex national and global community is an integral part of our curriculum offer.
- Foster a Christian community whereby everyone feels valued and has a strong sense of belonging building upon strong, **caring** relationships that are based on mutual respect; demonstrated through courtesy, forgiveness and reconciliation.
- Value the community to which we belong by **listening** to adults and creating opportunities for the pupil voice to be heard, providing support for good mental health and the wellbeing of all in our Christian community and is central to the ethos of our school.
- Instil core Christian values through our collective acts of worship by **trusting** our children to make positive choices, supporting the strong moral sense of right and wrong, having a very positive impact on pupils' outcomes and behaviour.
- Raise aspirations and engender a sense of personal pride in achievement, providing purposeful and relevant learning opportunities ultimately helping every child to find their strengths and interests by promoting a **smiling**, happy culture for the children.



# The Curriculum

## ENGLISH

*Intent - Promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through wide-spread reading for pleasure.*

### Implementation

### Key Areas of Focus

#### SPOKEN LANGUAGE

We encourage our pupils to speak clearly and confidently and articulate their views and opinions. We teach them to express themselves orally in an appropriate way, matching their style and response to the audience and purpose. Children develop the skills of participating effectively in group and class discussions with regular 'Talk Time' sessions built in to the curriculum to discuss a particular theme or topic. Through our 'Hooked on Books' reading curriculum offer supported by the Jane Considine training and materials, children listen and respond to fiction, non-fiction and poetry and use discussion to elaborate and explain their ideas and understanding of the meaning of words and the text.

Children are encouraged to:

- ⇒ Justify ideas with reasons
- ⇒ Ask questions to check their understanding
- ⇒ Develop vocabulary and build knowledge and understanding
- ⇒ Evaluate and build on their own and others' ideas
- ⇒ Give well structured descriptions and explanations
- ⇒ Speculate, hypothesise and explore ideas
- ⇒ Organise their thoughts and ideas prior to writing

#### PHONICS

We provide a high quality, systematic programme for the teaching of Phonics and implement the Ruth Miskin Read, Write Inc. programme as a basis for our delivery for pupils in Reception and Key Stage One. We believe that phonics sessions should be engaging, interactive and delivered at a quick pace. Our sessions include aspects of physical development as well as oral and auditory phonics practice to embed the sounds taught daily.

We recognise that the teaching of phonics will extend into KS2 where necessary and staff are trained to do this when needed to close gaps in reading and writing skills.



## **WRITING**

We place high priority on writing and the skills required to make it a necessary skill for life. We ensure that every opportunity is taken to plan for cross curricular links and contextualise the learning so that writing contexts are meaningful and purposeful. To ensure there is a seamless link between reading and writing, teachers plan a 'text based approach' which uses one main text to teach reading and writing form. As a school we have adopted the Jane Considine 'Write Stuff' approach for the teaching of these skills as they progress through each year group as outlined in the National Curriculum progression documents.

Through our thematic approach to writing children are encouraged to:

- Develop the stamina and skills to write at length
- Use accurate spelling and punctuation, these skills will be taught in discrete teaching sessions as well as part of the shared modelling within the JC model.
- Write in a range of ways for different purposes so that pupils understanding of the purpose and organisation of writing is fully embedded.
- Write and respond in order to support their understanding and consolidation of what they have heard or read.

The curriculum of the Early Years Foundation Stage (EYFS) is organised into seven areas of learning and Early Learning Goals (ELGs). The areas that specifically link to English are:

- Communication and Language - including listening and attention, understanding and speaking.
- Physical development in particular the moving and handling aspect of learning and development
- Literacy - Reading and writing.

In the EYFS there is a heavy emphasis on phonics and here at St. Lawrence we use a kinaesthetic approach to the teaching of phonics to support early writing skills. Children are encouraged to develop their confidence by practising the skill of writing in discrete teaching sessions. Through our carefully planned continuous provision opportunities children are encouraged to apply their knowledge and skills in all areas that they are accessing. Real life contexts are made explicit so that children's writing is meaningful and purposeful. Examples of this may include; taking orders in the café role play, making a design of a model in the construction area, writing instructions on how to play a game in the peer game zone.

Teachers consistently monitor children's writing and partake in rigorous cross phase moderation to ensure that there is consistency throughout school. Our curriculum planning and teaching demonstrates a clear balance between skills and content; a wide range of genres to be studied; interesting stimuli that encourage active learning and participation (drama, dance, IT etc) and writing outcomes that have purpose and an audience. Teaching of spelling is embedded into the teaching structure and content of the lessons.

Teachers will assess independent pieces of writing formally against NC objectives termly.



## **READING**

*'Without reading, a child's world shrinks and begins to narrow. Opportunities are limited, doors begin to close and self-esteem crumbles.'* Jane Considine

We are proud to have a whole school love of reading here at St. Lawrence and we place reading at the heart of our curriculum believing that 'reading is the window to the world'. We not only teach children how to read, we nurture a real love of reading. Each day, every class across school partakes in DEAR time (Drop Everything and Read). This is dedicated time for all children to enjoy the books they have chosen and to read without distraction, sharing their progress with the class teacher and teaching assistant. We encourage children to choose books which are interesting and enjoyable but will also ensure that they progress and have a suitable challenge for their age and attainment.

From the very start, children are supported in their reading by participating in discrete daily phonics sessions using the read, Write, Inc (RWI) approach. Phonics is a critical part of our pupils' reading journey and phonological development is the key to enabling children to decode whole words. The use of several different phonetically decodable reading schemes such as Phonics Bug, Pearson, Project X, Oxford Reading Tree support the children so that they can practise word level skills at home. All children at St. Lawrence are asked to continue their reading at home and it is an expectation that they will read at least three times a week as part of their homework. Both children and parents are invited to record reading in the home/school communication books where there are examples of questions to prompt as children read, and the opportunity for children to write about what they are reading or answer questions based on their book.

Guided reading takes place daily in all classes and three of the sessions focus on the Comprehension strand and two sessions are dedicated to the skills of word reading. We have adopted the Jane Considine 'Hooked on Books' Guided Reading approach and this forms the basis of the National Curriculum comprehension strand. Teachers plan and deliver sessions which focus on key questions to challenge children's ideas about the texts they are reading and to develop their abilities to deduce, infer and predict what may happen next. Through out 'Book Talk' approaches we facilitate in depth discussions about texts, fostering pupils' comprehension and analytical skills. The use of the Reading Rainbow supports the teaching of 'Book talk' and is used to direct and shape the focus of the reading session. In order to deepening the moment and support depth of understanding.

Our class reading areas promote the different genres and include Non-fiction texts which enhance pupils knowledge of the real world. Reading helps children to realise their potential and develop empathy, empowering them to move beyond the words and make informed choices about their own lives. Wherever possible, we make curriculum links so that texts that we use fit in with the overarching curriculum theme.



## HANDWRITING

At St. Lawrence Primary we teach children to write in a cursive handwriting style. Its most important feature is that each letter starts on the line and is formed without taking the pencil off the paper, consequently each word is formed in one, flowing movement.

The key advantages to this system are:

- By making each letter in one movement, children's hands develop a 'physical memory' of it, making it easier to produce the correct shape
- Because all the letters start on the line and flow from left to right, children are less likely to reverse their letters which are typically difficult (like b/d, p,q)
- There is a clearer distinction between capital letters and lower case letters
- The continuous flow of writing ultimately improves speed and spelling

At St. Lawrence we aim to teach handwriting so that it becomes an automatic process that does not interfere with creative and mental thinking. We aim to equip children with the dexterity and fluency needed to access the whole curriculum. The handwriting scheme which is a known dyslexia friendly approach covers all the requirements outlined in the National Curriculum document and provides a structured and progressive approach. At the end of key Stage 2 all pupils have the ability to produce fluent, legible and eventually, speedy joined up writing, and to understand the different forms of handwriting used for different purposes.

Different types of print are evident in our school environment as found in the wider world, however, we use cursive font wherever possible to model a good standard of joined script. Our aim is to make pupils proud of how they present their work and take particular care in the cursive and joined up handwriting style.

During the first stages of early writing we teach the children to:

- Hold a pencil in an effective manner for writing
- Understand that letters are written on the base of the line and that all cursive letters 'start on the line'
- Begin to form some recognisable joined up cursive lower case letters, capital letters and numerals
- Write their name independently
- Understand different shaped letter families

To support early writing and the physicality required to have an effective pencil grip we adopt the 'Write Dance' approach as well as 'Dough Disco' to support dexterity in early years. To support number formation we use the TenTown programme. The kinaesthetic approach appeals to the younger children and the rhymes encourage children to memorise the characters.



## MATHEMATICS

*Intent - For every child to develop a sound understanding of the key concepts of mathematics, equipping them with the skills of calculation, reasoning and problem solving that they will need in life beyond school.*

The intent of our mathematics curriculum is to design a curriculum, which is accessible to all and will maximise the development of every child's ability and academic achievement. We strive for our children to develop a sense of enjoyment and curiosity about the subject through the delivery of lessons that are creative and engaging.

We want children to make rich connections across mathematical ideas while they develop fluency, mathematical reasoning and confidence in solving increasingly complex problems. We intend for our pupils to be able to apply their mathematical knowledge to science and other subjects within the curriculum. We want children to realise that mathematics is essential to everyday life; critical to science work; technology and engineering; necessary for financial literacy and for most forms of employment. As our pupils progress, we intend for our pupils to be able to understand the world, have the ability to reason mathematically and have an appreciation of the beauty and power of mathematics.

The aims of the national curriculum for Mathematics is to ensure that all pupils:

- ⇒ become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- ⇒ reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.
- ⇒ can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

At St. Lawrence, we endeavour to provide a varied approach to learning in mathematics that allows for our mixed age classing and the learning styles of our children. Across school, White Rose Hub's guidance is used to inform planning. Children are encouraged to discuss their findings in lessons and verbalise their understanding to peers and adults. Alongside this, in Classes 2 and 3, weekly standalone arithmetic lessons are carried out.

We are beginning to introduce the Maths Mastery research approach led by the SHaW Maths Hub this year, with members of Teaching Staff being involved in workgroups.





## SCIENCE

*Intent - By providing pupils with a rich, practical, skills based science curriculum it will enable them to become enquiry based learners who will wonder, ponder and ask questions about the world around them.*

Science is our way of understanding the world in which we live in. In Science children are taught through immersive experiences of big scientific ideas. The use of secondary sources, exploring the work of major scientists and carrying out investigations are key to our science teaching and essential in nurturing enquiry and understanding.

### **The Importance of Science**

“A high quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world’ future prosperity, and all pupils should be taught the essential aspects of the knowledge, methods and processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.” **Primary National Curriculum England 2014**

### **Aims**

At St. Lawrence we believe that the best Science teaching fosters and develops pupils’ curiosity in the subject and helps them to develop skills and knowledge which in turn will develop their understanding of the world around them.

The National Curriculum for Science aims to ensure that all pupils:

- Develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- Develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
- Are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

As well as these, St Lawrence CE Primary aims to:

- Teach the skills of Science - predicting, questioning, interpreting, recording, observing, concluding and analysing and correctly using the technical scientific vocabulary to express ideas.
- Make cross-curricular links wherever possible and link Science with Mathematical skills when observing links and patterns with their results.
- Teach children the importance of Health and Safety so that they are aware of the need to keep themselves and others safe
- Support pupils’ using and applying the appropriate scientific vocabulary
- Develop knowledge and understanding of important scientific ideas, processes and skills and relate these to everyday experiences alongside the famous scientists who discovered and shared new scientific concepts.





## **National Curriculum Coverage**

Here at St. Lawrence we follow the year-by-year Programmes of Study for Science as outlined in the National Curriculum for Key Stage One and Two. The curriculum coverage is mapped out on our Long Term planning matrix and we ensure that pupils develop a secure understanding of each block of knowledge and concepts in order to progress to the next stage. Due to the nature of our mixed-age classes we are particularly rigorous with our planning of skills for progression, ensuring that there is continuity of progression and a build up of extended specialist vocabulary. Children in Reception will develop their scientific skills of enquiry through project based learning tasks linked to their over arching theme and their understanding will be measured through the Development Matters document within the strand of 'Understanding the World'.

The 'working scientifically' strand of science is embedded within all the blocks of science and not taught as a discrete area so that pupils learn how to use a variety of approaches to answer relevant scientific questions. These types of scientific enquiry will include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources.

Teachers will plan their units using the 'Engaging Science' materials as this science scheme meets the needs of the 2014 National Curriculum and includes 'Points to Ponder' which ask probing questions to prompt scientific thinking and discussion.



## **RELIGIOUS EDUCATION**

*Intent - Support pupils so that they will become independent and responsible members of society who understand and explore big questions about life, to find out what people believe and what difference this makes to how they live, so they can make sense of their own beliefs and the beliefs of others.*

At St Lawrence, our RE curriculum delivers a curriculum which is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. As a result of this, they will become independent and responsible members of a society who understand and explore big questions about life, to find out what people believe and what difference this makes to how they live, so that they can make sense of religion, reflecting on their own ideas and ways of living. We provide our children with opportunities for them to learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these questions. They will be equipped with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities. Our children are encouraged to develop an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews.

### **Planning**

We use the Diocesan revised Scheme of Work for RE 2014 and guidance from the Diocese of Lichfield to assist in our planning.

### **Understanding Christianity**

As a Church of England school, the teaching of Christianity forms the major part of our curriculum. Understanding Christianity gives pupils a coherent understanding of Christian belief and practice and encourages them to explore the significant theological concepts within Christianity as part of developing their wider religious, theological and cultural literacy.

This is reflected in:

- The caring ethos and attitudes encouraged in school
- Our Christian Values, vision and mission statement
- Our daily acts of worship
- Our consideration of all faiths and cultures
- The teaching of RE in class lessons
- Visits made by local clergy and support given by local clergy for the 'Big Questions'
- Using the local church for religious celebrations and festivals
- Using places of worship to enhance the experience of different faiths

The Telford and Wrekin SACRE RE Agreed Syllabus forms the rest of our RE coverage. At St Lawrence, we celebrate differences, diversity and understandings of all religions. Class 1, there is an RE focus on Sikhism, in Class 2, a focus on Islam and in Class 3, a focus on Hinduism.



## COMPUTING

*Intent - Develop children's experience in IT to become confident digital citizens who understand how to use IT effectively and thoughtfully with a deep understanding of how to keep themselves safe online.*

Computing skills are a major factor in enabling children to be confident, creative and independent learners and it is our intention that children have every opportunity available to allow them to achieve this. Through teaching Computing we equip children to participate in a rapidly-changing world where work and leisure activities are increasingly transformed by technology. Technology is changing the lives of everyone.

It is our intention to enable children to find, explore, analyse, exchange and present information. We want children to know more, remember more and understand more in computing so that they leave primary school computer literate.

The national curriculum for computing aims to ensure that all pupils:

- ⇒ can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation.
- ⇒ can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems.
- ⇒ can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.
- ⇒ are responsible, competent, confident and creative users of information and communication technology.

At St. Lawrence, computing is seen as both a resource and a learning tool. It prepares children for life outside of and beyond school. We teach computer science as a skill in itself and also as a tool for learning. Our computing curriculum supports and enhances the delivery of all subjects and we specifically teach the skills of:

- ⇒ Computer Science
- ⇒ Information Technology
- ⇒ Digital Literacy
- ⇒ E-safety
- ⇒ Network and the Internet
- ⇒ Coding
- ⇒ Digital ICT



## **PSHE & CITIZENSHIP**

*Intent - To embed a foundation of life skills so that pupils' have an awareness and understanding of themselves, their background and their country alongside the diversity of people in their community and globally to better establish strong and healthy relationships and beliefs across their life.*

At St Lawrence, our PSHE provision comes from 'The Cambridgeshire Primary Personal Development Programme'. Our aim is to enable children to become 'good citizens', recognising and managing relationships and key transitions in their lives and their role in the wider world. The scheme provides school with all the up to date resources needed to deliver a comprehensive PSHE curriculum from EYFS to year 6. The programme follows the 6 keys strands listed below, and topics such as Rights, Rules and Responsibilities, Anti-bullying, Drug education, Sex and Relationships Education and Healthy Lifestyles are taught through these:

- **Citizenship**
- **Healthy and Safer Lifestyles**
- **Myself and my Relationships**
- **Economic Wellbeing**
- **Enrichment**
- **Life Education**

School has a particular focus on developing good happy healthy relationship. In our curriculum we consider all faiths, gender, sexual orientations, LGBT relationships to engender the British Value of understanding tolerance and respect where all families are equally important. This work is supported by Future in Mind training for staff to support pupils' wellbeing.

## **SMSC**

At St Lawrence we recognise the importance of the Social, Moral, Spiritual and Cultural development of all children and hence school has a responsibility to ensure that our school curriculum provides opportunities for all children to develop these skills. The development of Social, Moral, Spiritual and Cultural understanding threads throughout our school curriculum and is evidenced in everything we do. The development of SMSC supports our school ethos 'Be the best you can be with God'. At St Lawrence, we uphold the values that produce children who will be positive citizens in a forever changing world.'

Parents have the right to withdraw their children from these lessons, in consultation with the school.



### **British Values**

The British Government believes that, 'British society is founded on fundamental values and principles, which all those living in the UK should respect and support. These values are reflected in the responsibilities, rights and privileges of being a British citizen or permanent resident of the UK. These values are democracy, the rule of law, individual liberty, mutual respect and tolerance of those of different faiths and beliefs. Pupils will encounter these principles every day within school through our promotion of spiritual, moral, social and cultural understanding. We have a democratically elected School Council and House Captains whose representatives meet to share pupils views and who are involved in key decision making throughout school. Pupil voice is very important at St Lawrence and our Safety Ambassadors look out for children demonstrating our British Values, duly rewarded them in our Friday School Council Assembly.

### **Relationship and Sex Education**

The Relationships and Sex Education Policy is being developed through consultation with members from the whole school community. All children's questions are answered accurately and appropriately according to the age and maturity of the children. Opportunities are provided to discuss the scheme of work and resources.

Parents have the right to withdraw their children from these lessons, in consultation with the school.

### **Other approaches used in school**

To support mental health and well-being of the children, in each class, we are adopting the Calm Brain approach by Dr Taylor.

All staff have been trained on the Commando Joe approach to learning and this supports work on collaboration, resilience and respect underpinning the ethos set out in our values and mission.

We have a close partnership with Wrekin Forest Schools, who work on site at St. Lawrence in our designated forest school site. All children from EYFS to Year 6 have access to the forest school area and take part in lessons and activities in line with our long term planning themes.



## **HISTORY**

*Intent - Develop skills of researching and evaluating evidence, teach knowledge of past events and civilisations and concepts of chronology to encourage pupils to consider how the past has influenced the present, and how a variety of elements influenced people's actions.*

### **The Importance of History**

"A high quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time." **Primary National Curriculum England 2014**

### **Aims**

The National Curriculum for History aims to ensure that all pupils:

- Know and understand history as a coherent, chronological narrative, from the earliest times to the present day; how people's lives have shaped this nation and how Britain has influenced and has been influenced by the wider world
- Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies
- Gain and deploy a historically-grounded understanding of abstract terms
- Understanding historical concepts
- Understand the methods of historical enquiry, including how evidence is used rigorously
- Gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short and long term timescales

At St. Lawrence we believe in a progressive thematic approach to History. Our aim is that children will know more, remember more and understand more. Children will develop an understanding of, and enthusiasm for, historical concepts of chronology, enquiry and research. These will underpin all aspects of our history teaching, including an emphasis on local history and the impact that national and global events have had on our local area.





## **GEOGRAPHY**

***Intent - Develop children's understanding of their place in the world whilst inspiring and igniting their curiosity about the contexts and diversity of the wider world.***

### **The Importance of Geography**

"A high quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time. " ***Primary National Curriculum England 2014***

### **Aims**

The National Curriculum for Geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places, including their defining physical and human characteristics and how these provide geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world
- Are competent in the geographical skills needed to:
  1. collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  2. interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and geographical information systems
  3. communicate geographical information in a variety of ways, including through maps and writing at length

At St Lawrence, our aim is that children will gain confidence and have first-hand practical experience of applying their geographical skills through fieldwork. Through our topic based approach, geography approach, we aim to equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.



### **Our Foundation Subjects**

All Foundation Subjects will be taught through the themed topics below. Objectives in each subject have been carefully matched to each theme to ensure complete coverage of the National Curriculum. Our topics will engage, excite develop and nurture the skills needed to successfully progress through the primary curriculum.

<b>2019-2020</b>	<b>Class 1</b>	<b>Class 2</b>	<b>Class 3</b>
<b>CYCLE A</b>			
<b>AUTUMN</b>	Me and My Place in the World	Around the World in 80 Days	Significant Journeys
<b>SPRING</b>	Bears, Bears, Bears	Stone Age	World War Two
<b>SUMMER</b>	African Adventures	Habitats	Anglo Saxons and Vikings
<b>2020-2021</b>	<b>Class 1</b>	<b>Class 2</b>	<b>Class 3</b>
<b>CYCLE B</b>			
<b>AUTUMN</b>	Life of a Famous Monarch	Romans and Greeks	Rainforest
<b>SPRING</b>	To Infinity and Beyond	Under the Sea	Ancient Wonders of The World
<b>SUMMER</b>	Food, Glorious Food	The British Isles	Local History - Preston!
<b>2021-2022</b>	<b>Class 1</b>	<b>Class 2</b>	<b>Class 3</b>
<b>CYCLE C</b>			
<b>AUTUMN</b>	BACK TO CYCLE A	BACK TO CYCLE A	Ancient Egypt
<b>SPRING</b>	BACK TO CYCLE A	BACK TO CYCLE A	Europe
<b>SUMMER</b>	BACK TO CYCLE A	BACK TO CYCLE A	Islamic Civilisations



## **PHYSICAL EDUCATION**

***Intent - Encourage enjoyment in movement and to develop physical fitness, teamwork and participation and establish healthy choices which become a lifelong habit.***

The intent of our PE curriculum is to deliver a curriculum which is accessible to all and that will maximise the development of every child's ability and achievement. They should participate in, learn about and understand how to use and apply their knowledge to impact upon their own physical activity, participation and healthy lifestyle.

A high quality PE curriculum will develop physical literacy and will allow children to learn about themselves, the importance of a healthy lifestyle, self-expression and concepts such as fair play and respect. It also contributes to the development of a range of important cognitive skills such as decision making and analysis, and social skills such as teamwork and communication.

Physical education encourages pupils to be active and supports them in their understanding of how to participate safely and effectively. They understand the barriers to participation and work to overcome these for themselves and others.

Our PE curriculum is inclusive and ensures that children of all abilities can access the range of activities we offer and that they are physically active for sustained periods of time in order to encourage them to lead healthy, active lives. There are also opportunities for children to take on leadership roles in which they can build character and embed values such as fairness and respect.

Every child receives two hours of PE a week. During the weekly P.E. sessions all children participate in a range of physical activities including: gymnastics, dance, skills and games, athletics, outdoor activities and swimming (at KS2).

We have a range of extracurricular P.E. clubs and opportunities for intra-school competitions. These opportunities allow for the further developing of the skills and values that we strive to embed in the children through our curriculum design and delivery.

The national curriculum for physical education aims to ensure that all pupils:

- ⇒ develop competence to excel in a broad range of physical activities
- ⇒ are physically active for sustained periods of time
- ⇒ engage in competitive sports and activities
- ⇒ lead healthy, active lives.



## ART

*Intent - Delivery of a curriculum which is accessible to all, maximising creative potential through the teaching of new skills. Appreciating the diverse work of the arts and the different styles associated with artists.*

Here at St. Lawrence, we offer children ways to artistically express their ideas and feelings and communicate them to others using a variety of media. The children consider the style and work of artists; masters and modern works, the elements of Art and will visit an art gallery to experience public artworks on display. Pupils at St. Lawrence will create and communicate their thoughts and ideas through the medium of art, using techniques to create different effects using a range of media and artistic skills.

### The importance of Art

“Art, craft and design embody some of the highest forms of human creativity. High-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.

As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.” **Primary National Curriculum England 2014**

### Aims

The National Curriculum for art and design to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques
- Evaluate and analyse creative work using the language of art, craft and design
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

As well as these, St Lawrence CE Primary aims to

- maximise the development of every child’s ability and academic achievement in this area by teaching new techniques and skills
- Through ‘Talk Time’ approaches children will have opportunities to discuss great works of Art by leading artists and sculptors.
- Personalise learning opportunities so that children can develop their own unique styles and preferences of art
- Appreciate the work of great artists, architects and designers in history and have exposure the wealth of art work that is apparent in the wider world.



## Curriculum Coverage

Here at St. Lawrence we follow the Programmes of Study for Art as outlined in the National Curriculum for Key Stage One and Two. The curriculum coverage is mapped out on our Long Term planning matrix and we take a whole school approach to our Art Curriculum using the progression documents and focusing on one Art technique each half term, personalising it to our class theme.

The techniques of Art will be covering are:

- Drawing
- Painting
- Printing
- Collage
- 3D
- Textiles
- Digital

As a school we have mapped out the techniques and skills we will be covering each term. As a school we will focus on the same strand (see table below) each term and we will be able to monitor clear progression from Reception to Year 6.

	Autumn	Spring	Summer
Cycle 1	3D Form	Painting	Collage
Cycle 2	Printing	Textiles	Digital



## DESIGN TECHNOLOGY

*Intent - Create opportunities for pupils to combine practical skills with an understanding of aesthetic, social and environmental issues and functions to produce high quality products and systems.*

Design and Technology prepares children to take part in the development of today's rapidly changing world. The subject encourages children to become autonomous and creative problem-solvers, both as individuals and as part of a team. It enables them to identify needs and opportunities and to respond by developing ideas and eventually making products and systems.

Through the study of design and technology, they combine practical skills with an understanding of aesthetic, social and environmental issues, as well as functions and industrial practices. This allows them to reflect on and evaluate present and past design and technology, its uses and its impacts.

Design technology encourages children to consider how things work and how they are constructed. The intent is for children to explore products and systems and apply design to create high quality products. Design and technology helps all children to become informed consumers and potential innovators.

Creative thinking encourages children to make positive changes to their quality of life.

Children at St. Lawrence have opportunities to:

- ⇒ design products and systems
- ⇒ construct 2D and 3D work in a variety of mediums
- ⇒ explore food technology with a link to healthy eating
- ⇒ appreciate the need to use tools correctly and safely
- ⇒ evaluate their design and finished product
- ⇒ modify their design when necessary
- ⇒ Develop vocabulary and Oracy skills.

The national curriculum for design and technology aims to ensure that all pupils:

- ⇒ develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- ⇒ build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- ⇒ critique, evaluate and test their ideas and products and the work of others.
- ⇒ understand and apply the principles of nutrition and learn how to cook.





## **MUSIC**

*Intent - Create an engaging and inspiring music curriculum that promotes a love of music and singing across a broadened curriculum so that pupils' develop as musicians, increase self confidence, creativity and have a sense of belonging.*

Music plays an important part in the life of St. Lawrence C.E Primary School. Here at St Lawrence, pupils are engaged and inspired by music, developing a love of music and their talent as musicians.

### **The Importance of Music**

“Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.”

### ***Primary National Curriculum England 2014***

#### Aims

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

As well as these, St Lawrence CE Primary aims to:

- expose children to a variety of music
- play instruments, both percussion and pitched (recorder)
- appreciate music
- perform before an audience
- sing confidently
- record their compositions
- compose creatively
- develop confidence in their own performance and ability

Children at St Lawrence are invited to join the after school choir and are given opportunities to perform to an audience through the year. Each class are given the option to be taught to play a musical instrument.



## National Curriculum Coverage

Here at St. Lawrence we follow the year-by-year Programmes of Study for Music as outlined in the National Curriculum for Key Stage One and Two. To personalise our curriculum, we use T.A.C.T (The Arts Centre Telford) planning documentation along with 'Play it' in KS1 where children are taught, from an early stage, about notation.

The 'play and perform' strand of music will be embedded by weekly sessions where the children at St. Lawrence will be given the opportunity to learn a musical instrument, our chosen instrument is the recorder.

On a weekly basis, the children at St. Lawrence are exposed to music from a variety of genres and weekly singing assemblies are held for children to be immersed in a range of different music. Through our 'Culture Pathways to ...' another country children learn about different music styles and variations from different parts of the world, this supports our ethos about understanding and **respecting** difference and diversity.

In KS2, pupils are invited to attend out of school singing competitions such as 'Big Sing' and 'Young Voices' where they are able to showcase their talent and build self confidence.

The 'create and compose' strand is accessed by the software '2compose'. Children acquire the skills to create and compose their own pieces, whilst improving their knowledge of the organisation of written music.

Children at St Lawrence are invited to join an after school choir and are given opportunities to perform to an audience through the year.

The work in oracy that we do through 'Talk Time' is embedded in our music curriculum, where children are given the opportunity to discuss their likes and dislikes and share their musical appreciation.



## **MODERN FOREIGN LANGUAGES**

*Intent—inspire children to have an interest in speaking a second language, and to develop an interest in other cultures and develop their own self confidence.*

### **The Importance of Languages**

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupil to express their ideas and thoughts in another language and to respond to its speakers, both in speech and in its writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries."

**Primary National Curriculum England 2014**

### **Aims for Key Stage Two**

The National Curriculum for languages aims to ensure that all pupils:

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes, and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seeking clarification and help
- Begin to speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Describe people, places, things and actions orally and in writing
- Understand basic grammar appropriate to the language being studied

Children here at St. Lawrence learn about different traditions and cultures through our 'Culture Pathways to ....' another country sessions including the language most widely spoken in that country. We endeavour to introduce and support cultural diversity by teaching children about the global world and differences beyond that of the local community, this supports our ethos about understanding and respecting difference and diversity.

We have decided as a school to teach Spanish as we have a Spanish speaking member of staff who is exemplary in her practice.



## **SEND & DISABILITIES**

*Intent—ensure full inclusion and progress for all pupils with SEND through an ambitious personalised approach.*

When children are identified to be in need of additional support and their needs determined, extra provision is provided as appropriate. Parents are informed and encouraged to work in partnership with the school to support their child's school experiences. Close links are made with relevant outside agencies to provide extra support where necessary. See SEND School Offer

At St. Lawrence Primary School we provide teaching and learning which enables all children to gain access to a broad, balanced and appropriately differentiated curriculum which is ambitious for all. We strongly believe in the role of Quality First Teaching and Curriculum Entitlement for all children.

### **Aim**

Our aim is to ensure all children are supported in order that they may work confidently towards reaching their full potential. The Principles of the SEN Code of Practice 2014 set out the following guidance:

- A child with special educational needs should have their educational needs met
- The views of the child should be sought and taken into account during any decision making
- The early identification of children's needs and intervention to be put into place to support them
- A greater choice and control for young people and parent's support
- Collaboration between Education Health and Social Care services to provide support
- High quality provision to meet the needs of children with SEN
- Become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education (5:1)
- To become confident individuals living fulfilling lives



## **ABLE PUPILS**

*Intent—for able pupils to secure a broad and deep learning to challenge and support their particular strength*

At St. Lawrence we aim to provide a curriculum that is appropriate and inclusive, catering for all the needs and abilities of our children and is ambitious for all. We plan our teaching and learning in such a way that we enable each child to reach for the highest level of personal achievement and this reflects in our school motto 'being the best we can be'. We recognise and support the needs of children in our school who have been identified and 'gifted' and 'talented' according to national guidelines.

Gifted and talented children are those who have one or more attributes / abilities developed to a level significantly ahead of their year group (or with the potential to develop those abilities).

The term 'gifted' refers to those pupils who are capable of excelling in academic subjects such as English, Science, and History. 'Talented' refers to those pupils who may excel in areas requiring visio-spatial or practical skills such as games and PE, drama, dance or art.

The terms gifted and talented do not only refer to those pupils who are demonstrating abilities. It is recognised that those who are gifted and talented, for a number of reasons, do not always show their ability. Just as there are children who have learning difficulties and need a particular type of support in order to reach their potential so there are also gifted and talented children who also need help to achieve their potential.

Our main focus is to improve provision for able children in day-to-day teaching and learning. There are three basic ways of meeting the needs of able, gifted and talented children; mastery, enrichment and extension.

- **Mastery** - how a child can apply the curriculum in more complex and in-depth, cross-objective, multi-modal methods. It demonstrates how skilfully a child can apply their learning. Mastery is not just knowing a fact, but it is using that fact in increasingly more complex situations. Reflection & Mastery is not just being able to say what they have learnt, but being able to teach it to someone else. A deeper understanding of those skills taught is essential and the ability to transfer skills through the curriculum.
- **Enrichment** - consists of broadening a child's education. This can consist of enabling a child to study aspects of topic that there would not normally be time to study.
- **Extension** - occurs when children are encouraged to develop more sophisticated thinking and reasoning skills.



## Creating Lifelong Learners

At St. Lawrence we understand that our pupils need to have a curriculum enriched with essential 'Learning for Life' experiences. These experiences not only make learning fun and memorable but allow pupils to gain and apply knowledge, develop skills and understanding in a visual, auditory and kinaesthetic way. Our aim is to develop the whole child supporting their Social, Emotional, Spiritual, Physical and Intellectual needs so that they can go into the world equipped with the essential skills for life.

These experiences are scattered through the Key Stages and aim to build confidence and enhance all the rest of the work of the school.

Here is a list of experiences we would like children to be part of during their time here at St. Lawrence.

- ⇒ Visit an art gallery
- ⇒ See a professional stage production in a theatre
- ⇒ Work with a professional artist
- ⇒ Learn to play a musical instrument
- ⇒ Perform in front of an audience
- ⇒ Meet an international visitor
- ⇒ Visit places of worship
- ⇒ Join a residential visit away from home
- ⇒ Make and eat a healthy meal of your own design
- ⇒ Teach another person a skill
- ⇒ Run a business venture
- ⇒ Take part in a competitive sports event
- ⇒ Be an active citizen in the community
- ⇒ Sponsor a charity overseas
- ⇒ Support a local community charity
- ⇒ Donate food sources for a local food bank