

Curriculum Implementation Statement

READING

At St. Peter's, we fully recognise that, *'through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually.'* (The National Curriculum for England 2014)

As such, we work hard to promote a life-long love of reading through offering pupils the opportunities to study a wide range of texts and genres. Pupils are given daily opportunities to read in class and are encouraged to discuss and recommend books and authors. Each class has their own author(s)/text(s) to study throughout the year as well as a range of poems. Teachers read aloud in every class, acting as role models and promoting reading for pleasure. Each class has its own library area, supplemented by loans from the local library service, which supply high-quality fiction and non-fiction books every term.



Reading at home is encouraged also. In Foundation and Key Stage One, children take home a reading journal in which both parents and staff can comment on progress. In Key Stage Two, children will keep a record journal of their own personal reading journey and to reflect on what they have been reading. Parents are encouraged to sign/comment in these and staff can comment on progress also.

Pupils enjoy high-quality, engaging texts throughout English lessons and the wider curriculum.

They are taught to read fluently and understand a wide range of texts through:

- *a minimum weekly group/guided reading session for every child in Foundation Stage and Key Stage One*
- *additional weekly 1:1/ small group reading sessions for target pupils in FS, KS1 and KS2*
- *daily phonics/spellings sessions for pupils in Foundation Stage and Key Stage One*
- *exposure to a wide range of quality literature*
- *opportunities for independent, paired and shared/group reading*
- *weekly group reading sessions with a specific focus*
- *regular written comprehension activities with discussion (Y1 –Y6)*
- *text-based writing opportunities and links with the wider curriculum*
- *the use of technology to enhance reading experiences*
- *reading, reading activities and comprehension exercises as homework*
- *participation in celebration events relating to authors/books*

WRITING



At St. Peter's, we believe that writing is essential to thinking and learning and that, *'teaching pupils to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence.'* (The National Curriculum for England 2014)

Pupils are taught to:

- *develop the skills and stamina to write at length*
- *spell and punctuate sentences with increasing accuracy*
- *use an increasingly wide range of grammar correctly*
- *use an increasingly wide vocabulary*
- *communicate ideas effectively with a clear awareness of audience and purpose*
- *expand the range of their writing*

Our practice includes:

- *planning purposes for writing which require pupils to write in a wide variety of forms and for a variety of purposes*
- *modelling, sharing and reading good pieces of writing*
- *planning extended writing opportunities*
- *teaching pupils to plan, write, re-draft and present/publish their work*
- *explicitly teaching the spelling rules and patterns in accordance with the requirements of The National Curriculum for England 2014 (Y1-Y6) and assessing through tests in school*
- *providing daily phonics/spellings sessions in Foundation Stage and Key Stage One*
- *teaching handwriting skills through the use of the cursive script (YR to Y4)*
- *celebrating new vocabulary and helping consolidate spelling found in reading and writing through using 'Word Books'*
- *promoting throughout school high standards of presentation in all written work*
- *providing constant access to dictionaries/thesauruses and word banks to support writing*

SPEAKING AND LISTENING

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

Opportunities include:

- *talking/discussion partners*
- *group and class discussions*
- *listening to, reciting and responding to rhymes, poems, songs, stories and non-fiction*
- *role play*
- *drama*
- *presentations and debates*
- *assemblies and performances*
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Science

Science is both a body of knowledge that represents current understanding of natural systems and the process whereby that body of knowledge has been established and is being continually extended, refined, and revised. Both elements are essential: one cannot make progress in science without an understanding of both.(Duschl, Schweingruber and Shouse, 2007).

At St. Peter's C.E. Primary School, we want our children to be curious, creative, inquisitive and determined. We want them to be curious enough to look at their own bodies and the world that surrounds them and begin to question, '*what, how and why?*'; inquisitive enough to become habitual in asking searching questions that lead to a deeper understanding, creative enough to conceive methods and measures that will lead to answers and determined enough to meet and overcome the many pitfalls and misconceptions they will face along the way.

Through effective science teaching, we will build up in our children a body of key foundational knowledge and concepts that will encourage them to recognise the power of rational explanation and develop in them a sense of excitement and curiosity about natural phenomena. They will be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes (DfE, 2013a).

Our aims echo those found in the National Curriculum Framework Document (DfE, 2013b). We aim to ensure that our children:

- 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.

Teachers plan exciting and engaging lessons that focus on developing their children's scientific knowledge and their ability to 'work scientifically'. Science, in Key Stages 1 and 2, is taught as a discrete subject, but wherever possible, links are made with other classroom subjects. Coverage and progression is ensured by following the topics found on our school's curriculum map. Teachers plan exciting and engaging lessons that focus on developing their children's scientific knowledge and their ability to 'work scientifically'. Science, in Key Stages 1 and 2, is taught as a discrete subject, but wherever possible, links are made with other classroom subjects.

Coverage and progression is ensured by following the topics found on our school's curriculum map.



- Medium term planning is completed for each term and made available on the staff share server by the second week of each term.
- Key Stage 1 plan for 1 ½ hours of science per week (or an equivalent number of hours in blocks);
- Key Stage 2 plan for 2 hours of science per week (or an equivalent number of hours in blocks);
- Planning is in line with the school planning policy;
- We combine scientific study with work in other subject areas where possible. (Cross-curricular links.);
- ICT should be integrated into planning when possible including use of laptops, data loggers and database software etc.
- We have planned the topics in science so that they build on prior learning;
- We ensure that there are opportunities for children of all abilities to develop their skills and knowledge in each unit, and we also build progression into our lessons shown clearly through the assessment guidelines provided by the science coordinator, so that the children are challenged as they move up through the school.

Maths

We aim to develop a culture of deep understanding, confidence and competence in maths – a culture that produces strong, secure learning and real progress. Teaching implements a C.P.A. (concrete, pictorial, abstract) approach using White Rose planning units, inspired and informed by world-class research and global maths experts.

We develop children's conceptual understanding enabling them to apply their skills to reason and problem-solve. Pre and post unit tasks are included at strategic points to gauge understanding and retention of key Maths concepts. In addition to our 5 Maths lessons, we practice arithmetic daily (4-a-day) to embed strategies for effective calculation. By building confidence, resilience and a passion for maths, we endeavour to present the subject as an exciting adventure that everyone can enjoy, value and master!

Religious Education

We have very strong links with our church, St Peters, which is located in the centre of Newton Le Willows. On a regular basis, our Canon leads collective worship in school. Our teaching of Religious Education is prescribed through the Diocese of Blackburn Quest Scheme of Work 'and takes place once per week for a minimum of one hour. Lessons are concerned with three main areas including spiritual development, religious literacy and understanding Christianity. Children will be given opportunities to

- Think theologically and explore the great questions about life, death, meaning and purpose
- Develop a sense of themselves and their place in the world.
- Become active citizens serving their neighbour

Music

Children at St. Peter's are regularly given the opportunity to sing songs, make music, and move to it. They are taught how to, and experiment with, manipulating different sounds; singing simple songs, recognise patterns within music and matching movements to music. Children are encouraged to listen to a variety of different musical pieces in order to develop their listening skills. *"Opportunities and encouragement are provided for sharing their thoughts, ideas and feelings through a variety of activities in... music and dance"* (DfE, 2017)

Planning throughout school is taken predominantly taken from the Charanga scheme of work. Children are given opportunities to listen to music, perform music and compose music which can be written down using simple non-standard and standard music notation.

We actively look for opportunities for our children to perform outside of our school environment, whether that be in local carol concerts or Christmas switch-on, or in mass choirs including the Liverpool Peace Proms and Manchester Young Voices.

Physical Education

Here at St. Peter's we take pride in our sporting achievements. We aim to promote a healthy lifestyle and physical activity at every opportunity. With a wide range of afterschool clubs that cater for the whole of the school community we provide opportunity for our children to try new sports and games supporting and building upon those covered by the nation curriculum. Through these opportunities children learn to observe the conventions of fair play, honest competition, good sporting behaviour not only as an individual participant but as a member of a team or even as a spectator.

As part of the curriculum, our pupils attend swimming lessons in years 2-6. In Key Stage 2, pupils attend residential courses for outdoor activities in years 4 and 6.

Our extra-curricular clubs are very popular. Each night after school we host at least one after school sports club for different ages and genders to promote our children to try new sports or improve in those they already partake in. The clubs include football, cricket, tennis, multi- skills, rugby and many more. During break times, children have a range of activities available to them. These are rotated daily so each child has opportunity to use each of the areas at least twice within a week. We have a caged area for ball sports, basketball hoops, skipping ropes and a trim trail amongst numerous other pieces of equipment.

Outdoor play and physical development plays an important role in our EYFS setting. Our reception children have access to a dedicated outdoor area that promotes the fundamentals of good physical development.

Geography

Geography lessons, at St. Peter's, aim to inspire in pupils a curiosity and fascination about the world which will stay with them throughout their lives. Our pupils learn about diverse places, people, resources and environments, with a deepening understanding of the earth's key physical and human processes and of the formation of landscapes and environments over time. Children develop a good knowledge of their own local community and its links to the wider world.

History

History lessons, at St. Peter's, aim to provide pupils with a thorough understanding of the past of both Britain and the wider world. Children develop an understanding of our rich, local history and are able to make connections between the past, present and future. We aim to ensure that all pupils understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. We believe that history should be open to critical interpretation and aim to inspire pupils' curiosity to know more about the past. We aim to equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Early Years Foundation Stage

At St Peter's, our foundation stage classes follow the Early Years Statutory Framework. This framework provides prime and specific areas of learning that we must cover in our curriculum:

Prime Areas:

- PSED
- C&LD
- PD

Specific Areas:

- Maths
- Literacy
- UTW inc. RE
- EAD



All areas are equally important and delivered through a balance of adult led and child initiated activities. Throughout the week at St Peter's, children will work with an adult to complete guided reading, writing, maths and other activities. In addition to this, there are a range of challenges throughout the provision, indoors and outdoors. Phonics is delivered daily, primarily through the use of Letters & Sounds.

The requirements of the EYFS are covered through play based activities which are rooted in themes that span from both the children's interests as well as incorporating local history and the wider community. We then take these interests and develop them in order to introduce new concepts, skills and experiences.

The environment plays a key role in supporting and extending children's development and learning. The EYFS classrooms are organised to allow children to explore and learn securely and safely both indoors and outdoors. A vital aspect in the development of essential knowledge and skills is the use of continuous provision. The classrooms are set up in such a way that children are able to find and locate equipment and resources independently. In doing this, we support children to develop key life skills such as independences, innovation, creativity, enquiry, analysis and problem solving. Further to this, St Peter's Foundation Stage frequent local educational places of interest to develop the children's learning further.

S.E.N.

At St. Peter's, all children are encouraged to develop and learn successfully, within a stimulating learning environment, in order to achieve their full potential. We identify additional needs of individual children in partnership with parents/carers and outside agencies and through on-going teacher assessment. Appropriate provision is made for children with a Special Educational Need (S.E.N.) through a broad, balanced, relevant and differentiated approach to the National Curriculum, utilising all available resources. What is provided is not something different, but a more carefully planned and appropriately resourced version of the learning opportunities available to all. Every teacher is a teacher of every child or young person, including those with additional needs.

Curriculum Impact Statement

Verification of the impact that our curriculum is having on the children as learners is routinely evaluated and closely monitored by senior, middle and subject leaders. The school development plan drives our focus and action planning ensures the curriculum is refined continuously as it develops.

The continuous monitoring of the curriculum and the impact it has on progress and attainment in all subjects, ensures that delivery is relevant to the needs of our school and its context. The emphasis on excellence ensures that children's work is something they can be proud of and thus they become the driver of their own focus. Our assessment cycle , use of tracking systems and pupil progress reviews ensures that children are monitored continuously and bespoke intervention is provided when appropriate. Pupil outcomes at the end of Year 6, show that children are prepared for the next stage of their learning journey in 'body, mind and spirit.'