



**Enriching lives every day; enabling our school community
to learn, achieve and flourish through living
'life in all its fullness'**



Curriculum Intent, Implementation and Impact:

Curriculum Intent:

At St Peter's, we provide a bespoke curriculum to all children in our school community. We look for exciting, interesting and meaningful opportunities that allow children to learn, achieve and flourish. Thus contributing to, living 'life in all its fullness.'

The foundation of our curriculum is our school vision – Enriching lives every day, enabling our school community to learn, achieve and flourish through living 'life in all its fullness.' This is enhanced by our school values of Excellence, Nurture, Respect, Innovative, Compassion, Hope (ENRICH). Our curriculum is then underpinned by developing children's understanding of sustainability, diversity and innovation – reflecting our local environment, our rich local heritage and development areas and local culture. These act as central themes or in our curriculum and develop cultural capital. A strong emphasis of oracy runs through our curriculum. Children learn to speak, talk, debate and discuss to a variety of audiences. We learn through talking and about how to talk. We strive to ensure that our curriculum is progressive, stimulating and relevant. Covering and going beyond the DFE National Curriculum.

At St Peter's, each subject is taught as a subject in its own right, with its own disciplinary knowledge, skills and particular methods of study. Although, we will exploit links between subject areas where they exist. Oracy is taught across and within subjects. We believe that each individual child should be recognised as a unique individual, a gift from God and fearfully and wonderfully made. We therefore openly celebrate our differences and learn about each other.

Our children leave the school with a strong sense of belonging in our community, where they have the confidence and skills to make decisions, speak to an audience, be self-evaluative, make connections between areas of learning and be well equipped for the next stage of their education.



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Curriculum Implementation

Leaders, staff and children contribute to the school's curriculum. Every subject or area of learning has clear expectations so that staff know the intent behind the subject, the cumulatively sufficient knowledge that is to be taught, any specific ways about how it will be implemented and what knowledge and skills children will develop to be successful (Impact).

Our curriculum is designed with our children at the heart of it so that they engage with subject specific skills within each subject. It is important that new learning builds on prior learning and that we teach and then continue to recall knowledge, so that it becomes embedded in children's long term memory.

We are developing the range of enrichment activities that we feel all children should experience. Each year, our curriculum continues to grow, develop and adapt so that we give children the best experience we can.

Curriculum Impact

The wellbeing, social, moral, spiritual and cultural values we instil in children at St Peter's help to ensure that pupils leave with a strong sense of what is right, what is wrong and an ability to make informed decisions in the best interests of themselves and others around them.

When our children move on to secondary education not only will they understand their role in society, they will have a sense of purpose and belonging in our community and the wider world and be able to engage in it.

Our children will be equipped with a skillset that will support their transition and build upon the educational attributes that have been instilled in them on their journey through St Peter's.

As a result, of an effective curriculum where children have learnt more, our pupils will know more and will be able to do more. The impact of the school's intended and effectively implemented curriculum is evidenced in the progress that pupils make through their time at St Peter's and in their end of year outcomes.



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Checklist for all:

Through our Geography curriculum, which begins in the Early Years

How the subject is enriched

How the subject is designed

Use 'children' rather than students or pupils

<https://trinityceprimary.co.uk/subjects/>

Phonics

We know that Phonics plays a crucial part in all children learning to read well and quickly. In turn being a fluent reader underpins outcomes in all other areas of the curriculum. We want children to develop a love of reading. To do this, they need to develop their decoding strategies efficiently and quickly. We teach synthetic phonics through the validated Essential Letters and Sounds (ELS) scheme. The principals of ELS are based upon:

- The delivery of whole class, high quality first teaching with well-structured daily lesson plans
- The use of consistent terminology by teachers, children and parents
- The use of consistent resources that support effective teaching
- Repetition and reinforcement of learning
- Regular and manageable assessment to ensure that all children 'keep up' rather than catch up

Through this scheme children will learn:

- All GPCs (grapheme-phoneme correspondences)
- The skill of oral blending
- The skills of segmenting and blending to decode and encode words
- HRS words (harder to read and spell)

The teaching of phonics starts in EYFS and continues through Year 1. The phonics screening check at the end of Year 1 identifies any children who will need phonics teaching in Year 2 or beyond.

We believe that it is important that children apply their phonic knowledge through reading carefully matched decodable books and through carefully planned writing activities in other parts of the curriculum.

Reading

Writing

Writing is a crucial part of our curriculum at St Peter's. Throughout their time in school, beginning in the Early Years, we want our children to develop a love of writing and to be able to express their thoughts and ideas



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clearly and creatively through the written word. Our aim is to encourage children to be independent writers who are able to write confidently using the essential skills of grammar, punctuation and spelling.

The writing journey begins with carefully selected, high quality texts and each unit builds on six key learning links (Relate, Read, Rip, Rehearse, Write and Review). Yearly overviews for each year group provide a balanced variety of opportunities for the children to write in different forms, for different purposes and for different audiences. Children are encouraged to use and transfer their age-related skills across all areas of the curriculum and write freely and creatively to produce extended pieces of writing.

At St Peter's, the children take pride in their work and develop a fluent, cursive handwriting style through the use of the 'Teach Handwriting' scheme.

Mathematics

The 2014 National Curriculum for Mathematics aims to ensure that all children:

- Become fluent in the fundamentals of Mathematics
- Are able to reason mathematically
- Can solve problems by applying their Mathematics

At St Peter's, these skills are embedded within Maths lessons and developed consistently over time. We are committed to ensuring that children are able to recognise the importance of Maths in the wider world and that they are also able to use their mathematical skills and knowledge confidently. We want all children to enjoy Mathematics and to experience success in the subject, with the ability to reason mathematically. We are committed to developing children's curiosity about the subject and take opportunities for cultural capital which reflect our ambition beyond the national curriculum.

We have deliberately designed our curriculum to engage learners in a process of strategic decision-making. Our mathematics curriculum therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject. Mathematics is an interconnected subject in which pupils need to be able to move fluently between a variety of representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but our pupils make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. We encourage our pupils to apply their mathematical knowledge to science and other subjects. We ensure that our curriculum is sufficiently ambitious and supportive for all children to succeed. Our mathematics curriculum is equally weighted to develop fluency and reasoning and problem solving. However, we recognise that if robust assessment shows that specific cohorts/groups of children need this to be weighted differently we will make the necessary adjustment to our curriculum offer.

History



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We believe that History supports our children to gain an understanding of the world and an appreciation of other cultures. It can be a driver for change and is fundamental to our understanding of how the world has changed. It allows us to learn from the past to help shape the future. Our history curriculum is progressive, broad based and goes beyond the scope of the National Curriculum.

Beginning within Early Years historical understanding is developed through an understanding of the world and the concepts of the past and present. This knowledge is then further built on through Key Stage 1 and 2 preparing our children for their progress to Key Stage 3 History. Through our focus on other significant historical events we endeavour to teach children to understand the complexity of people's lives, including those of the present, the process of change, the diversity of societies and beliefs, whilst celebrating these differences. We aim to offer a curriculum which is reflective of our multi-cultural school and ensure topics and key figures studied celebrate the contributions from diverse aspects of society.

Following an enquiry-based approach to historical study, supported by high-quality artefacts we plan to:

- Deliver an engaging and exciting curriculum that helps develop a love of History and inspires children to want to know more.
- Encourage children to make connections between what they are learning and what they already know.
- Provide children with an understanding of chronology and how time periods interact with each other.
- Provide children with an opportunity to connect to the past through topics studied.
- Support children to articulate their understanding of what they have studied and share their understanding.
- Provide children with a curriculum that challenges and encourages them to become critical thinkers.
- Create a culture where children love to learn and are keen to take this love further.

Computing

We want our children to demonstrate excellence in Computing by nurturing their creativity, problem solving and computational thinking through an exciting curriculum. It is recognised that our digital world is ever evolving and that children are key to informing our subject design so that it incorporates their digital lives in a safe and progressive way.



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Our offer provides examples of discrete Computing lessons, Education for a Connected World and cross curricular learning e.g. Mathematics, Science, DT English, Music, and Art. We want children to learn, achieve and flourish by using technologies in creative ways in our modern world.

Through high quality resourcing, adaptable planning, and a practical approach, we plan to cover the 3 strands of Computing (Computer Science, Information Technology and Digital Literacy). These will be all be underpinned by online safety: ensuring that children are empowered, resilient and able to affect positive culture change within our setting and the wider community.

The strands that we cover, starting in the Early Years, are:

Computer Science -the core of Computing where pupils are taught how digital systems work and use this knowledge to program. Pupils learn the principles of computation and information.

Information Technology -the application of using their computer science knowledge to create programs, systems and content.

Digital literacy-to use and develop their ideas through IT; use technology safely, respectfully and responsibly; and understand computer networks including the internet.

Allowing children to access a range of software and hardware will enable them to become active members of the future workforce.

MFL- French

At St Peter's it is our mission to promote and celebrate a love of languages across the whole school. It is our belief that by learning a new language we are celebrating and welcoming a range of diversities and multi-cultural communities. EYFS and Key Stage 1 children are exposed to our chosen language- French, through the use of displays and key vocabulary used throughout the day. French is taught weekly, in Key Stage 2 by all class teachers. Children take part in fun and practical activities introducing new vocabulary and grammatical rules while building upon prior learning.

Speaking, Listening, Reading and Writing activities are carefully planned into the sessions, to ensure the children can access all aspects of the French language. Their learning is based on themes which interest them, such as holidays, hobbies, food and families.

Science

The science curriculum at St Peter's fosters children's curiosity about themselves and the world around them. Through a broad and exciting programme of study, children take part in exploring a variety of topics from the EYFS to the end of Key Stage 2. Beginning with the world around them, Reception children investigate through a topic-based approach



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which builds on their interest about themselves, animals, seasons and their environment. From Key Stage 1 onwards, St Peter's aims to develop and secure every child's love of the subject through scientific knowledge and conceptual understanding, processes and methods of science and the uses and implications of science now and in their future. We focus on working scientifically, using practical resources and developing skills in data interpretation.

In conjunction with the aims of the National Curriculum, our Science teaching offers opportunities for children to:

- develop scientific knowledge and conceptual understanding through the disciplines of Biology, Chemistry and Physics;
- review previous learning and will have the opportunity to share what they already know about a current topic;
- 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;
- explore, question, predict, plan, carry out investigations and observations as well as conclude their findings;
- Use a range of methods to communicate their scientific information and present it in a systematic, scientific manner, including I.C.T., diagrams, graphs and charts;
- Develop a respect for the materials and equipment they handle with regard to their own, and other children's safety;
- Further support children's learning with educational visits and visitors to school;
- Develop an enthusiasm and enjoyment of scientific learning and discovery;

Topics and sessions based around plants, animals including humans, habitats, materials, forces, light and sound, electricity, states of matter and earth and space, ensure every child has extensive opportunities to discover a whole world of information and develops questioning and research skills based around children's natural curiosity about who they are and the world around them.

Design and Technology

Design and technology is a practical and inspiring subject at St Peter's which encourages creativity, problem-solving and thinking skills, resilience and imagination. Based on real-world problems, we encourage children to draw on their knowledge of other subjects, such as maths, science, art, nutrition and computing to enable them to become successful and enterprising young citizens who have the practical skills and confidence to make a difference. From the very start in Early Years, through the Expressive Arts and Design element of the curriculum, children are encouraged to explore texture, design and function creatively through a variety of media and develop DT problem solving skills through investigation and play. In DT sessions further up the school, children learn how to take risks, challenge themselves and work as a team to design, create and build.

Our Design and Technology curriculum offers opportunities to:



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- Develop expertise and provide opportunities to engage with practical, creative and technology-based resources to build an understanding based on real-life situations needing solutions.
- Learn the crucial skills of trial and error, peer and self-reflection and how to make alterations to their work to improve outcomes.
- Be fully immersed in the design-make-evaluate process.
- Explore and evaluate real-life products in detail against their criteria and purpose.
- Respond to a design brief to put the need for the product in context. Where possible, this is linked to another area of their learning or has relevance to the children to inspire their imagination and eagerness to create and problem solve.
- Understand how to keep safe when using equipment and working with food.

Art

The Art and Design curriculum at St. Peter's Academy, Bratton which begins in the early years enables children to communicate what they see, feel and think with the use of form, texture, colour, pattern, different materials and processes. They learn to make informed judgments on aesthetic and practical decisions, exploring a range of artists and designers which help shape their role in the function of art. Our art curriculum develops creativity, sets challenges and equips children with the skills and confidence to explore, invent and create their own works of art. Children are taught to think carefully about what they are making and the tools they are using in a safe way building on these skills throughout each key stage. Children begin using sketchbooks in Year 1 right the way through to Year 6 which are a key resource to assess children's previous learning and progression.

- Pupils will develop imagination and explore their skills using a range of materials and media to achieve a desired outcome
- Improve and master their ability to control materials, medium and technique
- Reflect and be self-critical when sharing their work with others developing increased confidence
- Enjoy and appreciate the visual arts acquiring a sound knowledge of artists, designers and craftspeople
- Equip themselves with the knowledge that becoming a good artist is about the process rather than the end outcome

Squirrel School

Our Squirrel School area is designed to offer a multi-sensory approach to learning, with the aim of improving concentration and the motivation to learn. Our Squirrel School sessions take place on a regular basis in Early Years. All other year groups are encouraged to visit the woodland area, several times per year.

It is our aim that during these sessions, the children are at the centre of the learning, following a child-led approach. Giving the children the opportunities, skills, confidence and freedom to explore, in a natural environment.



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Squirrel School is invested in the holistic development of the children. In order to ensure the progression of the children, as a whole each session includes the development of the following skills:

- Emotional development – giving the children opportunities to reflect, expanding on their emotional vocabulary
- Spiritual development – to encourage the children to have a sense of belonging to the wider world and a connection to nature
- Intellectual development – developing the childrens' knowledge in context of the natural world
- Social development – sharing experiences with a group of children, working together as a team and independently
- Physical development – focusing on the development of fine motor skills and gross motor skills, as well as stamina during all weathers
- Communication and language development – working as part of a team and reflecting upon activities

Oracy

We believe that Oracy underpins all learning that takes place. It can be a driver for change and a way of empowering our children, not just as learners but as members of society as well. Oracy can allow our children to develop their own voice, which they can then use in many different contexts. Oracy is a powerful tool for learning and empowers our children to be effective speakers and listeners.

Through the planning of both exploratory and presentational talk within our classes we plan, design, model, scaffold and structure talk opportunities to enable children to learn the skills needed to talk effectively. This will include:

- Being able to clearly express their thoughts and ideas.
- To understand how to build on the ideas of other people.
- To understand how to link their thoughts to those of other people.
- To challenge the thoughts of others in a respectful manner acknowledging that people can have different views.
- To understand that speaking is about more than just your voice.
- To perform to an audience of varying sizes for different reasons.

Music

Music is a universal language that embodies one of the highest forms of creativity. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. (The National Curriculum)



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At St Peter's Primary Academy, our music curriculum aims to facilitate creativity, self-expression and collaboration. We hope to foster a life-long love of music, opening doors and pathways to opportunities in learning and life. Through immersing the children in the rich diversity of music from across the ages and across countries and cultures, we hope to give them an appreciation of the 'universal language' of music and how this can connect them to others across time and distance. We aim to give them a curriculum that not only reflects the world that they live in now, but that which exists beyond their experience. We intend for our children to be confident musicians and composers through active music making. We nurture their confidence in expressing themselves and their opinions and encourage them to have the resilience to understand that we are all, always learning.

The aims of our music curriculum are to develop pupils that:

- ♣ 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 inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Physical Education

Our Physical Education curriculum is designed so children will develop their competence to excel in a broad range of physical activities, be physically active for sustained periods of time, engage in competitive sports and activities and lead healthy, active lives.

The curriculum will support this through providing a range of different sports and activities to support pupils to become physically confident in a way which supports their health and fitness. Through good physical education, whole school values and a whole child approach, the PE curriculum aims to nurture confident, resilient children who will strive for their personal best. The PE curriculum supports our children in obtaining the values and skills to celebrate and respect the success of others, as well as modestly celebrating their own successes.

KS1 has a focus on fundamental physical skills that will aid in the development of more specific physical skills in KS2, whereby children can apply their knowledge and skills to specific sports and activities, eventually being able to independently select which skills and knowledge will be appropriate for each activity or sport.

Our curriculum enriches their learning through the inclusion of a set of skills that can be traced through the whole journey children will embark on throughout Physical Education at St Peter's, including:



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- Competitive elements; whether improving a personal best, competing against other children in their class or against other classes in whole school tournaments.
- Performative elements; where children will have the opportunity to perform their dances, routines or skills in front of an audience.
- An understanding of how physical activity links to our physical and mental wellbeing.
- An ability to take part in preparing for physical activity; whether setting up equipment or leading a warm-up.
- Evaluating their own and other's performances to improve.
- Improving their communication and collaboration skills and these can be important across all elements of physical activity.

Geography

Our Geography curriculum is designed so that children explore the world, within the UK, Europe and more widely. We include historical people and places of interest and exploit news stories and articles that help bring the curriculum to life. This all develops children's deep understanding of the world and their place in it.

Through our Geography curriculum, which begins in the Early Years, we strive to deepen children's knowledge of diverse places, people, resources and natural and human environments, together with an understanding of the Earth's key physical and human processes. Our broad curriculum is designed to develop knowledge and skills that are progressive, as well as being transferable. Through their time at St Peter's, children develop an understanding of the area around them, in their community.

- Explore a variety of different places around the world, using video, photographs and digital technology to understand the human and physical geography.
- Use a range of maps, atlases and digital mapping.
- Develop skills such as problem solving, analysing data and drawing conclusions, compass and map skills.
- Educational visits, both near and far are provided so that children can carry out field work, apply their geographical skills and appreciate and understand the world around them.

Religious Education



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We believe that our Religious Education curriculum at St. Peter's Academy, Bratton which begins in the early years is designed so that children can explore spiritual growth. It supports us in celebrating our unique, diverse, multi-cultural school. Through our carefully planned RE programme from Understanding Christianity and our locally agreed syllabus SACRE we aim to enable children to explore their own personal experiences and teach them about a variety of religious faiths and their practices. Our children are encouraged to form their own beliefs and develop respect for others. We actively promote positive attitudes and the feelings of kindness, love, tolerance, respect and understanding.

Each year group is taught RE on a weekly basis using a planned programme of work from Understanding Christianity and our locally agreed syllabus SACRE. Our curriculum is designed to suit the age, maturity and needs of all pupils.

Through our Religious Education curriculum we aim:

- to engage pupils in enquiring into and exploring questions arising from the study of religion and belief, so as to promote their personal, spiritual, moral, social and cultural development.
- to provide learners with knowledge and understanding of Christianity and other principal religious traditions and beliefs represented in Great Britain.
- to develop their understanding of the ways in which beliefs influence people in their behaviour, practices and outlook.
- to enable learners to apply the insights of the principal religious traditions to their own search for identity and significance.
- to enable learners to become aware of their own beliefs and values and to have a positive attitude to the search for meaning and purpose in life.
- to encourage learners to develop a positive attitude towards other people who hold religious beliefs different from their own.

A daily act of collective worship is an integral part of our school curriculum. Our planned themes for assemblies and worship cover areas of personal, social, spiritual, moral and cultural development to support our vision statement: Enriching Lives Every day and our Mission Statement: To enable our school community to learn, achieve and flourish through living 'life in all its fullness' and support our school values: Excellence, Nurture, Respect, Integrity, Compassion, Hope (ENRICH). The children learn from a range of different bible stories, Open the Book Church community, Picture News, worship music, The Lord's Prayer, The Grace, prayers and quiet time within a broadly Christian approach. Our programme of worship includes many opportunities for individual reflection, class worship and key stage assemblies, including occasions to celebrate achievements. Throughout the year, ST Peter's come together as a whole school on occasions to mark special services and celebrations such as Harvest Festival, Christingle, Christmas, Easter, St Peter's Day and some are held at our local Wrockwardine Village Church with our Reverend Andy Ackroyd.

Right of Withdrawal



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Parents have a legal right to withdraw their child from all or some aspects of Collective Worship and Religious Education. At St Peter's we hope that our teaching programme and programme of worship, whilst broadly Christian is sensitive to the beliefs and values of all faiths but should any parent wish to exercise their right of withdrawal, they are asked to contact our Principal.

PSHE

The intent of our personal, social, health and economic (PSHE) education is to deliver a curriculum accessible to all which ensures each child feels cherished and understands the special place they hold in our school family. As they grow, it will support them to learn more about themselves and how they can play a positive and successful role within our society, both as a child and as an adult in the future. Woven throughout our PSHE offer is our commitment to enhancing and promoting our core values: Excellence; Nurture; Respect; Integrity; Compassion and Hope. With this firm foundation, our pupils will be able to learn, achieve and flourish through living 'life in all its fullness'.

Our PSHE curriculum is structured so that children experience a wide range of learning through three main areas; living in the wider world, relationships and health and wellbeing. The PSHE curriculum includes events that are recognised on a national scale and responds to local area issues as required. Our curriculum is supported by workshops in upper key stage two and visitors, where possible, from the EYFS onwards. Our curriculum begins with EYFS and follows through to year 6, each year building on prior learning and age appropriate issues.

The three main strands of our PSHE curriculum are as follows.

- Living in the wider world. We learn about belonging to a community, jobs and finances and use of the internet.
- Relationships. We learn about the impact and features of families and friendships. We also learn about safe relationships and respecting ourselves and others.
- Health and wellbeing. We learn about how to lead healthy lifestyles and how to keep ourselves safe. We also learn about growing and changing, with how this affects our bodies.