



# St Christopher Primary School: Curriculum Statement

**Vision:** To be a provider of high-quality education and be known locally and nationally as a school with excellent practice.

**Motto:** Aiming High!    **Core Values:** Kindness    Honesty    Respect

**Aim:** For all pupils to be **well educated** and to **contribute to society in a positive way.**

## Curriculum Aim

At St Christopher we provide a rich and inspiring curriculum for all our pupils. The curriculum is planned to equip every pupil with the strong primary foundation that they require to be successful in secondary education and become a well-educated individual in society. Pupils are nurtured in our school - they become confident learners as well as kind, honest and respectful individuals. At St Chris our curriculum takes pupils on an exciting but comprehensive journey; they are progressively taught planned knowledge and skills, and benefit from experiences across a range of curriculum areas. Our curriculum develops pupils as individuals and as positive contributors to society.

## Curriculum Objectives. Our pupils will .....

Be able to understand and use spoken and written language and communicate effectively through speaking, listening, reading and writing. **(Key Objective)**

Develop a personal understanding of themselves and a mutual understanding of others.

Possess numeracy skills and have an understanding of mathematical concepts and processes in a variety of contexts.

Gain digital skills and be creative in digital technology.

Be informed and inquisitive about their own and other religious beliefs.

Develop creativity and be able to express themselves and their ideas through art, music, drama and dance.

Understand the importance of physical exercise, participate and compete in various sports.

Know about the world around them from the perspectives of geography, design technology, history and science.

## Our Structure and Approach

Our school is organised in three key stages. Foundation Phase (Nursery and Reception), Key Stage 1 (Years 1 and 2) and Key Stage 2 (Years 3, 4, 5 and 6). **Foundation Stage** content is taught through a play-based curriculum which encompasses the characteristics of effective learning. Each half term incorporates direct teaching linked to a number of engaging stories that inspire children to learn and in particular communicate, read and write. Planned knowledge and skills are typically delivered through linked, meaningful activities and stimulating experiences across the indoor and outdoor setting, allowing children to use what they have learned and apply it in new situations. The foundation curriculum covers all of the statutory areas of learning, laying a strong foundation for the curriculum in KS1. It also supports children to approach opportunities with curiosity, energy and enthusiasm. The curriculum in early years focuses learning on knowledge linked to themselves, their lives, and their community. As children journey through school the content gradually broadens to incorporate the wider world.

In **Key Stage One** and **Key Stage Two**, pupils typically learn planned curriculum content within each named subject. Some subjects are taught within a termly project; these projects are driven by History and Geography and typically connect to Art and DT objectives. Although other subjects including Maths and English are taught discretely, cross curricular links are made.

Right across our school the teaching of English is prioritised; it is at the heart of the St Christopher curriculum as we know that it is the curriculum objective that once mastered, will enable pupils to become lifelong learners and achieve our curriculum aim. From a young age our staff use books to widen pupils' vocabulary, develop their language and spark their imagination. When pupils are ready our staff expertly teach the technical aspects of reading including phonics; they then teach pupils how to become competent readers. We take the responsibility of ensuring pupils reach expected milestones very seriously; to achieve this our staff are deployed effectively and pupils are grouped in a variety of ways to accelerate progress. We use both ability and mixed ability groupings - groups are flexible as they are based upon regular assessments.

At St Chris we use bespoke teaching schemes to teach some subjects. We also use carefully chosen commercial schemes and resources - these are always adjusted to enhance our curriculum and to meet the needs of our children at St Christopher.

## Curriculum Resources

<b>English</b> Reading Writing Speaking and Listening Bespoke curriculum maps for English along with a variety of schemes and resources to support implementation. RWI Phonics, Infant and Junior Language, Speechlink, Spelling Shed Fresh Start, The Write Stuff, Spytime	<b>Mathematics</b> Bespoke maths curriculum maps linked to school maths handbook. Write Rose maths, Timetables Rockstars. School developed mental maths programme: Rainbow and Planet Challenges	<b>The World Around Us</b> History Geography Science Computing Languages and DT Cornerstones Switched On Science Twinkl Language Angels	<b>The Arts</b> Art Dance Music Drama Cornerstones Bespoke	<b>Personal Development</b> Bespoke linked to programmes eg: NSPCC Bikeability Jigsaw	<b>Physical Education</b> Bespoke	<b>Faith and Belief</b> Discovery RE
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**Successful Teaching : The St Christopher Approach**

Teach in accordance with the **Policy Sequence**: Ensure the lesson is built upon the previous learning and leads to the next learning. Know the **Subject Knowledge**. **Begin a lesson with a short review** of previous learning and where appropriate refer to marking feedback or provide verbal feedback. Revisiting is key! Where possible put the planned learning into **real life context** eg: money into how we use money in daily life and ensure the children know the subject eg: history. **Present/impart** new material **in small steps** with pupil practice after each step. **Give very clear** and detailed instructions and explanations. Limit the amount of material/information pupils receive at one time. **Think aloud** (talk about your thinking) and model steps. **Provide models of workings** or worked-out problems in the lesson and display for current and future use. Ask a number of **questions** and check for understanding eg: how do you know? **Guide pupils** as they begin to practice – successful teachers spend time in the ‘guiding stage’. Provide time for **independent practice** in the lesson and a chance for them to be successful. Ensure pupils have easy and organised access to **basic resources** to help them eg: dictionaries, speed sounds. **Check** the responses of all pupils.

**SEN Support**

For pupils with special educational needs staff take account of the difficulty experienced by each pupil and they adapt their teaching accordingly. Differentiation of tasks and materials appropriate to the requirements of pupils are put in place. Our school works closely with SEN specialists and use a range of successful interventions to support pupils with their learning including: Lego Therapy, Boomerang, Precision Teaching, 1-1 Tutoring, Race to English , Memory Magic, Alpha to Omega, Write Up, Nessy

**Curriculum Enrichment**

Every week our sports coach and school staff run between 15 and 20 lunchtime or after school clubs. On a weekly basis we have approximately 150 pupils attending at least one club. Clubs change on a termly basis and places for vulnerable pupils are protected. Pupils also have the opportunity to compete against each other and other schools. Regular clubs include: Badminton Netball Tennis Gymnastics Football Rugby Art Cookery Chess Cross Country Running Hockey Dodgeball Drama Art Computing Coding Craft Book Club Choir Dance.

**Visits, Visitors and Memorable Experiences:**

Where possible our staff invite visitors into school to share their own skills and experiences helps hook and therefore engage our pupils in their learning. We use our local area to its potential. For example, use the Allesley Park regularly for community initiatives such as planting, local walks and our cross-country runners use the fields to train. Our staff take pupils to the local library and visit local amenities to make links in learning such as using money and providing services in the community. We have planned trips linked to our projects. We ensure that our pupils have core memorable experiences we believe all pupils should have experienced ...our 11 by Eleven!  
 11 by 11: Coast, Countryside, Mountain, Capital, Museum, Gallery ,Camp, Residential ,Stadium, Theatre, Train/Boat

**Golden Time**

For following the four golden rules, pupils in Y1-Y6 are rewarded with a weekly 50 minute activity that they have chosen. These sessions meet pupil interests and reflect pupil choice;they are designed to be fun but engineered by staff to include as much learning enrichment as possible for mixed ages.  
 Examples: Harry Potter Club, Fimo/Playdough, Retro Gaming, Orienteering, Craft Meets Science, Cookery, Arts and Crafts, Hama Beads, Painting, Board Games, Drama, Circuit training, Origami, Sewing