

"Love one another as Jesus loved us" (John 13 v 34-35)



St. John's C of E (VA) School, Cliviger

'Learn, Pray, Care & Play'

Our church school through its Christian values and caring community seeks to inspire each individual to achieve and grow.

Curriculum Policy

Aim

The curriculum, in its fullest sense, firmly underpins the Vision and Mission statements, from which a culture and ethos is generated that supports the spiritual development of all involved in the community. The school is committed to ensuring that the curriculum is broad and balanced, in order that the needs of all children are provided for, whatever their gifts and talents,. We aim to make provision for academic achievement and spiritual, social, moral, cultural, physical and creative development of our children.

In the daily living out of our Christian faith, we aim to ensure that religious education and spiritual development will permeate every aspect of the curriculum, so that it is explicit and implicit within the taught curriculum. Rooted in a belief in our saviour Jesus Christ, based on the truth of the Bible, and lived out in the daily life of the school, the children are supported, through the curriculum, to grow in faith and deepen their relationships with God and each other.

We believe our curriculum should also prepare our children for a lifetime of learning 60 years into the future - with careers that don't yet exist and technologies we cannot imagine. Our pupils will need to develop the skills required to learn continuously throughout their lifetime. They must develop a love of learning and a thirst for knowledge. This is the aim of our curriculum.

Inclusion

Setting suitable challenges

- We will set high expectations for every pupil. We will plan stretching work for pupils whose attainment is significantly above the expected standard.
- We have an obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.

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- We will use appropriate assessment to set targets which are deliberately ambitious but realistic.

Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils.

- We will take account of our duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment.
- Lessons will be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. A minority of pupils will need access to specialist equipment and different approaches.
- With the right teaching, that recognises their individual needs, many disabled pupils may have little need for additional resources beyond the aids which they use as part of their daily life. We will plan lessons so that these pupils can study every national curriculum subject. Potential areas of difficulty should be identified and addressed at the outset of work and will be addressed through meetings with the SENDCo.
- We will also take account of the needs of pupils whose first language is not English.
- Monitoring of progress should take account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.
- The ability of pupils for whom English is an additional language to take part in the national curriculum may be in advance of their communication skills in English. We will plan teaching opportunities to help pupils develop their English and will aim to provide the support pupils need to take part in all subjects.

The Children

We want our children to be enthusiastic about school and eager to learn. We will recognise this by:

- Children being fascinated by what they have seen, heard, smelled, tasted and felt.
- Children being keen to show us what they have done and who are proud of their achievements through regular Golden Book assemblies.
- Children learning independently – not abandoned, but rather where they are so intrigued by their discoveries that they begin to ask their own questions - taking their learning down a personal pathway.
- Children talking about their learning; sharing ideas and forming their own opinions and theories.
- Children following wonder learning challenges at the start of each lesson to engage them and allow them to journey through the lesson individually.

We believe that our children should be resilient, confident and independent learners. The key skills and personal attributes that they require come under six headings:

1. Confident Readers
2. Numeracy
3. Effective Communicator
4. Creativity
5. Social Skills
6. Thinking Skills

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- **Confident Readers**

- Phonics – has to be taught in EYFS and KS1 everyday – 20/25 mins as a separate session from Literacy (also separate from Guided Reading) until all children have a firm knowledge. Once children in Y2 have completed all phases and passed their Year 1 Phonics Screening they will be taught grammar on a daily basis alongside the Red Rose Phonics Programme.
- KS2 Grammar lessons to be taught everyday using Grammar for Writing as a basis alongside No Nonsense Spelling Programme.
- Foster a love of reading
- Opportunities to choose their own books using the school library and change them when they have been read.
- Engage in shared/whole class reading every day.
- Take part in Guided Reading every week including comprehension questions.
- Use a working wall and displays to promote and demonstrate a range of literature.

- **Numeracy**

- Mental Maths and times tables– to be taught and strategies practised every day.
- Open –ended problem solving to be part of the daily lesson to develop investigative, reasoning and logical skills.
- Use a working wall to demonstrate strategies and show the more able the next step in their learning.
- Opportunities to use maths in the real world including the outdoor environment.
- When appropriate, children should have access to equipment and this should be interactive.
- Children should be able to verbalise the methods and strategies that they are using.

- **Effective Communicator**

- Y1-6 – Extended, assessed or cross curricular writing at least every fortnight.
- EYFS – the Big Talk and extended, assessed or cross curricular writing in the summer term.
- Take part in Guided Writing on a weekly basis.
- An opportunity to edit pieces of writing with a partner or as an individual.
- To write for different purposes and audiences in a range of formats.
- Handwriting linked to No Nonsense Spelling Programme.
- To access speaking and listening through role play and drama.
- To communicate in different situations and to understand the process of presentation.
- Shared writing days for per support.

- **Creativity**

- Key skills to be taught to enable children to have the confidence to explore with different media and in a range of situations.
- Provide the correct stimulus to engage the children.
- Create a culture where everyone's ideas are accepted, respected and developed.
- Children to have the opportunity to regularly engage in outdoor learning.
- Open ended, challenging and practical tasks.

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- **Social Skills**

- To respect the opinion and feelings of others.
- To work as a team and be able to share with and support each other.
- To understand different social situations and adapt.
- To help others.
- To always use their manners.
- Opportunity for all children to be able to share their work and celebrate their success.

- **Thinking Skills**

- To encourage and develop independent thinking
- To 'have a go' and not fear failure.
- To develop questioning and answering skills.
- To retain and build on previous knowledge.

The Teachers

The teachers and other adults who work with the children are pivotal in ensuring that the children in their care succeed. We will do this by:

- Learning alongside children, asking "Wow! Why do you think that happened? Let's find out!"
- Use of 'I wonder' questions in Adventurous Afternoons/RE teaching and planning to help encourage children to research/investigate.
- Instilling confidence by creating an ethos where mistakes are not just tolerated, but an important step in the learning process.
- Encouraging children to aim high and challenge themselves.
- Preparing differentiated learning experiences which meet the children where they are and lead them on to the next step in their learning journey.
- Being flexible to respond to the interests of the children, significant events or commemorations, and the curiosities and questions that the passing of the year brings.

The Classroom

The environment our children work in should support and inspire their learning. We will ensure this happens by:

- Each classroom having learning support displays e.g. number line / alphabet / word walls / wonder? walls / Adventurous Afternoons information etc. (Appropriate to the abilities of the children).
- Each classroom being 'text-rich', including a book / reading area, books which link to themes being covered, displays which include text etc.
- Displays which are full of the children's own work so that they can be proud of their achievements and share their learning. Every child should be able to point proudly to a piece of work on the wall which is theirs.
- Resources which are easily accessible so as to minimise disruption.

The Outdoors

We are surrounded by an incredibly rich outdoor environment. We will ensure that we make the most of it by:

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- Each class having at least two outdoor learning experience every week (over and above P.E.). We need to think of the outdoor space as a classroom and a source of inspiration.
- Links being forged with people in the local area who can help the children to appreciate where they live.
- Teachers to plan elements of their lesson outdoors e.g. mental maths starters.
- Plan trips out to support and enhance the topic they are teaching.

The Areas of Learning

Our curriculum is based on the National Curriculum 2014, and contains the following areas of learning:

Core subjects

English:

- Spoken Language,
- Reading (word reading & comprehension),
- Writing (transcription, handwriting, composition, vocabulary, grammar & punctuation)

Mathematics:

- Number (number & place value, addition & subtraction, multiplication & division, fractions, decimals &
- percentages),
- Ratio & Proportion
- Algebra
- Measurement
- Geometry (properties of shapes, position & direction)
- Statistics

Science:

- Working Scientifically
- Living things & their habitats, Seasonal Changes
- Plants & Animals (including humans)
- Properties & changes of materials & their uses, States of matter, Rocks
- Light, Sound
- Forces & Magnets, Electricity
- Earth & Space
- Evolution & Inheritance

RE:

- Questful RE
- Creative
- Challenging
- Big ideas and the Big Story
- Religious literacy and thinking theologically and engaging in theological enquiry
- 5 major religions covered

Foundation subjects, known to St John's as the Adventurous Afternoons:

Art and design:

Master a range of materials & techniques and study artists, architects & designers.

Computing:

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Information Technology, Digital Literacy, Computer Science

Design and technology

Design, Make, Evaluate, Technical Knowledge, Cooking & Nutrition

Foreign Languages:

Listen & Understand, Speak, Read, Write, Grammar

Geography:

Location Knowledge, Place Knowledge, Human & Physical Geography, Fieldwork

History:

Changes, significant events, significant individuals, Local History, British History

Music:

Sing, Play, Listen, Improvise & Compose, Musical Notation, History of Music

Physical education:

Master movement, team games, dance, competition, adventurous activity.

Personal, Social and Health Education

Healthy Heroes - Economic Wellbeing and Financial Capability, Emotional Health and Wellbeing, Keeping Safe, Being a Risk Taker, Drugs Alcohol and Tobacco Education, Being Healthy, Taking Part, It's OK to tell, Being different, Sex & Relationships Education

Curriculum Information:

- In Literacy and Numeracy the equivalent of teaching 60/50 mins respectively daily – please ensure 5 lessons minimum of Literacy and Numeracy are taught every week.
- RE – at least 1 hour a week this should be done as one block. RE should be given priority in the afternoon planning. In KS2 up to 1.5 hours per week.
- Class Worship – Thursday – 20mins minimum with all elements of worship in it.
- PE – 2 hours per week for all classes.
- PSHE/Global Neighbours timetabled for 30 mins per week
- ICT – discreet ICT lessons and also continuous links across all subjects
- Science – equivalent of 2 hours per week for KS2 – one full afternoon in your planning and not split into two 1 hour sessions and 90mins for KS1
- DT/Art – enhance the curriculum drivers (science, history or geography)
- MFL –all KS2 should be 30 mins per week
- Starting points for planning – National Curriculum, Learning Challenge Curriculum, Kapow, Focus and LPDS EYFS Planning for Learning, year group overviews linked to year group long term plans. These will be used alongside Lancashire Tracker. Here is a sample of what this looks like for Yr1:

"Love one another as Jesus loved us" (John 13 v 34-35)

**Why did the great fire of London start
and how did it affect London?**

DC- Historical significance.

**SC- Family and National
History.**




By the end of this unit what should pupils know?

- Pupils should know where London is and why it is our capital city.
- Pupils should know how London's housing was very different a long time ago than it is now.
- Pupils should know that the way fires were dealt with was very different a long time ago and the significance of why the fire spread so quickly . Must include a visit from firefighters.
- Pupils should know how this has changed how houses are built today. Look at the evidence found from Samuel Pepys diary. Must include re-enacting the fire of London on the Green.

19-43 Tues 1 Oct

19-43

19-43

St John's C of A School Ministry

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Anything in *italics* is a learning opportunity or link that is too good to miss! It shouldn't be any more than a lesson or part of a lesson as it is an enhancer to the driver. **Threshold concepts for repetition highlighted in red.**

Year 1	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
LITERACY NUMERACY	Bug Baby Number: Place Value (within 10) Number: Addition and Subtraction (within 10) White Rose Maths	Lost and Found Number: Addition and Subtraction (within 20) Geometry: Place Value (within 20) White Rose Maths	Bango Number: Addition and Subtraction (within 20) Number: Place Value (Multiples of 2, 5 and 10) 10 to be included	Onager Number: Place Value (within 10) (Multiples of 2, 5 and 10 to be included) Number: Fractions Measurement: Length and Height Volume Measurement: Weight and Volume White Rose Maths	The Rabbit Problem Peter Rabbit Number: Multiplication and Division (Bar models) Multiples of 2, 5 and 10 to be included Number: Fractions Geometry: position and direction White Rose Maths	Paddington Bear Number: Place Value (within 100) Measurement: Money White Rose Maths
SCIENCE	Different animals including <i>Escape</i> <i>Go Chatter: Henry Turner – Bungle</i>	Seasonal Changes Floating and Sinking as Investigation (PS) <i>George James Symcox – Bungle</i>	Everyday materials <i>Be Swine, Be Safe</i>	Everyday materials <i>Be Swine, Be Safe</i>	Identification of Plants Structure of Flowers/leaves Seasonal Change <i>Discovery Bag</i>	
RE ART	1.1 Harvest (Greener Aid) 1.2 Christmas <i>Colour your mark</i> <i>Drawing elements</i>	1.3 Christmas <i>Colour your mark</i> <i>Colouring/red media</i>	1.4 Jesus was Special <i>Structures</i> <i>Constructing a window</i>	1.5 Easter <i>Snakes</i> <i>Jeppets</i>	1.7 Why is Babylon special? Paper plate <i>Sculpture and 3D</i>	1.9 May Day issue: World Willow Wonders <i>Craft and Design</i>
DT					Cooking and Nutrition Fruit and vegetables <i>shape/space</i>	
GEOGRAPHY	Where did the wheels on the bus go? <i>(Link to area of the UK – local and)</i> <i>Place knowledge</i> <i>Locational knowledge</i>	Why can't pangolins live near the equator? <i>(Not/Flash point)</i> <i>Physical geography</i> <i>Natural Causes (Resilience)</i>	Structures Constructing a window <i>Snakes</i> <i>Jeppets</i>	What is the weather like today? <i>Physical geography</i> <i>Edith Cavell</i> <i>(Historical/geog)</i>	Locusts, plagues, harvest and physical – London	

Year 1: Why did the great fire of London start and how did it affect London?

KS1 History: events beyond living memory that are significant nationally or globally. In this unit the focus is on the Victorians.

WOW: Create a number of paper house, place them close together in a safe area and set fire to one of them so that pupils can see the impact

LC1	Where is London and when did the fire happen?
LC2	Why did the great fire of London spread so quickly?
LC3	Who was Samuel Pepys and why was important to help us learn about the great fire?
LC4	How did they try and put out the fire and what would they do today?
LC5	How did artists capture the Great Fire of London?
LC6	Reflection: Children to summarise what they know about the Great Fire of London

Other book to read:



HISTORY		Lists of rig individuals Marine Trench Who were famous when they were and what were their jobs? Link to a famous person – Movie/Therapy Interviews + Knowledge To ask objects with increased accuracy Demonstrate a range of movements qualities with the body.	What has changed since my grandparents were young? How has the past Interpretations + Knowledge Show a sequence of skills of travelling, balancing, rolling and jumping Demonstrate an understand those with some accuracy and show two simple topics in a game	Events beyond Learning History Why did the Great Fire of London start? Chronicological Understanding + Knowledge/Personal view Demonstrate an awareness those with some accuracy and show simple tactics in a game Demonstrate a simple task in a rolling game	
PE	Demonstrate throwing and catching a ball Show the skills of travelling, rolling and jumping into a sequence	Work with a partner to co-ord co-ord characters to react a story Demonstrate a variety of skills using a ball			Use a variety of throwing balls with some accuracy Demonstrate skills in running, jumping, rolling and throwing
PSHE GLOBAL NEIGHBOURS	Caring Relationships/Respectful Relationships Share All I'd Hear/Share All I'd Hear	Mental Wellbeing and Physical Health	Christian Aid - Child Poverty Internet Safety and News Online Relationships	Being Safe Fairness and People who Live for Me	Health Education Living in the Wider World Road Safety
ICT	1.5 Online Games and Exchanging Useful Communications	1.2 Drawing & Sorting Data 1.2 Graphics Data handling	1.2 Pictures Data handling	1.5 News Explorers	1.4 Animated Story Books Arguments + programs 1.4 Digital Stories 1.9 Technology outside school
MUSIC	Animals - pitch Composing Sound - rhythm - Sound Type	Classical music Chromatic notation, Singing and performing Music - music	Weather - recording Songs	Modern pitch George Frideric Handel - Gloria Class assembly	Friend - performance Composing Number - Beat
Confident Readers	Numeracy	Effective Communicator	Creativity	Social Skills	Thinking Skills
Phonics – be taught in KS1 every day – 30 mins as a separate session from Literacy (also separate from Guided Reading) until all children have a firm	Mental Maths and times tables – to be taught and strategies practised every day Open – ended problem solving to take place every	V1.6 - 'Big Write' every fortnight on a Friday. Writing time to go home the Friday prior to be planned by pupils and put on the website with writing targets. EYF5 - the Big Talk and the Big Write in the summer term.	Key skills to be taught to the children to have the confidence to explore with different media	To respect the opinion and feelings of others To work as a team and be able to share feelings with and support	To encourage and develop independent thinking To have a 'go' and not fear failure To develop

All children follow the statutory requirements of the Foundation Key Stage, the National Curriculum for Key Stage 1&2. The pupils are ensured quality access to the whole curriculum so that they may learn effectively, make progress and attain levels in line with, or better than, their prior attainment. Challenging, realistic and attainable targets are set in order to help pupils achieve this. The foundation subjects are taught as part of a half termly topic that involves the teaching of discrete subjects through the engagement of a literacy text to build, repeat and strengthen knowledge. Cross-curricular opportunities are used to enhance children's knowledge and understanding which stem from the key text being covered each half term in literacy.

Learning takes place in a stimulating environment supported by a variety of experiences, including the full use of the whole school environment, educational visits and the expertise and knowledge of the wider community including:

- After School Clubs
- Peripatetic Music Lessons
- Visits
- Residential Visits
- Themed Curriculum Days

Love-Trust-Understanding-Joy-Forgiveness-Respect-Acceptance-Truthfulness

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- Curriculum Enrichment Groups
- Links with high schools
- Visitors from other faiths and use of Burnley Faith Centre

Enrichment support will be offered to our most able pupils in the form of extension groups for English and maths and special days set-aside for science art music and various sports activities. Local high schools also provide extra and additional support with regard to PE and sport.

Citizenship is both planned and spontaneous and is included as part of the PSHE and RE curriculum.

The governors have agreed a policy for sex education and reference needs to be made to the following policies:

- Teaching and Learning Policy
- Single Equalities Policy
- Racial Equality Policy
- Gifted and Talented Policy
- SEN Policy
- Sex Education Policy
- Curriculum Subject Policies.