

St Luke's Curriculum Overview

Reviewed January 2025

Contents

CURRICULUM SUBJECTS	1
EYFS	3
English	6
Sounds-Write Phonics	10
Maths.....	12
Science.....	16
Geography	17
History	20
Art.....	21
RE.....	21
Design and Technology	23
COMPUTING	25
Music	26
PE.....	27

CURRICULUM SUBJECTS

In our school we aim to deliver a broad and balanced curriculum underpinned by our Christian ethos, which is embedded through our promotion of our social, moral, spiritual and cultural aspects of the curriculum and an understanding of Fundamental British Values.

For further information on how elements of the curriculum are delivered please get in contact via the school office.

CURRICULUM STATEMENT

The curriculum at St Luke's places knowledge at the heart of the curriculum.

The knowledge in our curriculum is carefully chosen, sequenced in a meaningful way that enables children to progress incrementally and is highly specialised. Our curriculum is divided into subjects, recognising the identity of the disciplines we study, fostering a love for subject content that will flourish as children move through the curriculum.

Careful and thoughtful planning has allowed a curriculum that weaves important concepts such as fairness, justice, liberty, identity and power through a diverse range of contexts, in both place and time, building examples that children can draw upon as their understanding grows. The knowledge in the curriculum is cumulative, constructing firm foundations from which children can build conceptual understanding and skills over time.

Our curriculum nurtures the minds of children who will think often and deeply. Pupils will be taught meaningful content that builds on their prior knowledge. For many children, particularly those who have not gained it elsewhere, the establishment of that prior knowledge will begin with their very first lesson. Drawing on research-based cognitive science, there are carefully planned opportunities to recall and revisit vital prior knowledge and to strengthen retrieval from lesson to lesson, unit to unit and year to year. The knowledge base encourages children to infer, question, interpret, analyse, argue and reason. Most importantly, our curriculum provides children with the tools they need to participate in their own education that will continue for a lifetime.

For us, a knowledge-rich curriculum is an entitlement for every child, regardless of background.

Our approach to having vertical year grouping is to consider carefully what the children need to have covered by the end of each Key Stage. We are teach a cohesive and exciting curriculum which is well sequenced, cohesive and taught to be remembered. We work with subject specialists to carefully consider our local context both of our exceptional locality and heritage and of a City school with mixed age classes.

EYFS

In Early Years our ethos is to 'nurture hearts and inspire minds', giving our children the best start to life, by providing them with skills, knowledge and understanding in order to thrive today and throughout their life.

Principles of our Early Years curriculum:

We aspire to give children a lifelong love of learning and the tools to succeed.

Effective teaching and learning in the EYFS at St Luke's identifies children's needs and interests and helps them learn and develop in all seven areas of learning.

Children learn best when they are happy, secure and actively involved in their own learning.

Practitioners regularly discuss and review children's learning and development with each other, and with parents, ensuring children are involved and enjoying their learning. These discussions help us to review children's development and ensure that they are prepared for their next step in their learning journey.

Children learn at different rates, every child can progress well, with the right support.

Every child is on their own unique learning journey and can thrive through understanding, questioning and contributing within their curriculum.

Our curriculum intent:

At St Luke's we offer a broad and balanced curriculum, which has three elements:

1. Teaching and learning based on our children's interests.
2. A regular cycle based on a curriculum (framework of specified knowledge), which feeds into each child's entire learning journey throughout our whole school.
3. Our Termly Curriculum, using the PKC as guidance

Learning within the Early Years is inquiry based with directive teaching also playing a key role in children's learning. Play is an essential part of children's learning, this takes place indoors and outside in all weather. Children choose their play through resources, which have been carefully selected to ensure a rich potential of learning and steady progression. There is a balance between child-initiated experiences and adult-guided learning.

Our curriculum supports children to build, broaden and deepen their knowledge, vocabulary and ambitions. Our EYFS Curriculum uses a 'progress model' where skills, knowledge and understanding changes, develops and grows.

Our goals are ambitious and provide an overview of many of the things we would like our children to become. They are adaptable to each individual child. Through support and scaffolding, every child can access the curriculum. We recognise that every child will progress and achieve the goals at different rates, however all children will participate in the curriculum.

How is our curriculum being delivered?

Children access provision indoors and outside, through enabling environments and engaging in valuable interactions with their peers and adults. The balance of activities planned and taught gradually becomes more structured towards the end of Reception to help children prepare for their next step in their learning journey as they move into Year 1.

Experiences and activities are planned carefully and purposefully to enhance children's learning and provision, providing challenging and enjoyable experiences to enable children to develop effectively.

Children make a strong start to phonics in Early Years, through 'Sounds-Write.' Children's vocabulary grows through role-play, discussion, building sentences and using productive questioning. We place a huge emphasis on developing children's love of reading through enticing story and poetry times. Mark making and writing is woven through all provision areas and focused within a mark making and writing area.

Maths is interlinked within all areas of learning. Within provision, children are encouraged to talk about number, shape, space and measures, in order to develop these early mathematical skills. We are currently developing our Maths curriculum with the aid of 'Complete Maths'. Children develop the right growth mindset, by solving problems using concrete resources, pictorial representations and abstract thinking.

In Reception, children will learn and develop knowledge and new skills during daily Literacy and Maths inputs. They will complete adult-guided activities to apply knowledge and skills linked to these inputs.

We provide progressive enhancements to our provision, linking events and religious celebrations throughout the year to our curriculum. PKC Curriculum Map Overview - [found here](#)

Our medium term plans then identify specific linked texts, activities, WOW moments and end points we will be working towards through our provision and adult-guided activities.

Assessment

Assessment is designed to shape future learning. It is ongoing and formative, in the moment and in partnership with children, parents and practitioners.

Through regular observation and assessment we are able to identify a child who is not on track at key mark points within the Reception Year. These children are flagged as a cause for concern and intervention is put into place to support the area of concern. At the end of the EYFS, the Reception class teacher will complete the EYFS Profile for each child.

English

At St Luke's we believe all our children (from EYFS to Y6) are entitled to an ambitious, knowledge-rich English curriculum that ensures they will become fluent readers and writers who are able to confidently access the demands of the secondary school curriculum. Our English curriculum is driven by a canon of culturally important, high-quality texts. This is the stimulus for all our reading and writing. We have chosen texts which lead to the development of the personal and cultural capital of children at St Luke's. We believe that in order for our children leave St Luke's as successful learners, they need to have knowledge of a range of these texts.

Phonics

At St Luke's school, we teach children to decode (read the words on the page) using the Sounds-Write phonics programme. This is a linguistic phonics programme that teaches children 175 sound-spelling correspondences over YR to Y2 and beyond. Rather than moving on to spelling rules, which have many exceptions and contradictions, children learn and apply more sound-spelling correspondences (the extended code) in their reading and writing throughout their time at St Luke's. The linguistic phonics approach looks at the relationship between the spoken language and the written word. Children will study three main skills to enable them to learn to read: blending, the skills of blending letters together; segmenting, separating sounds for spelling; and manipulating, swapping sounds to develop reading accuracy.

Throughout KS2, children study etymology (the origin of words) which enables them to discover the meaning of new words and apply their extensive code knowledge. Phonics lessons in KS2 replace spelling lessons.

All teachers receive extensive Sounds Write training to support them to deliver the linguistic phonics lessons and yearly refresher training. The programme takes the children step-by-step through phonics, introducing them to the 44 different sounds in the English language and their different spellings gradually and systematically. The programme is highly specified, carefully sequenced and code knowledge is revisited so that it is taught to be remembered.

Phonics is taught whole-class and any children who did not fully grasp the learning repeat the lesson / part of the lesson that same day to ensure gaps do not form. Children working below age-related expectations still join in with the whole-class phonics lesson and then receive additional phonics teaching focused on their stage of code knowledge. This approach ensures children catch up quickly and keep up.

Reading

In YR and Y1, children practice reading the words on the page by reading texts that are fully aligned to our phonics programme. These are different to what you might read at home because they are phonically controlled to ensure they are practising previously taught sound-spelling correspondences. It is vital that children develop their code knowledge to automaticity, so they will practice reading from the same decodable text for several days until they are completely fluent. In addition, they listen to texts read to them from our reading canon to ensure they experience a rich reading diet that develops their vocabulary and background knowledge. As their code knowledge

increases, children begin to read aloud texts from the reading canon. When learning to decode, children will take home a phonically controlled text to practise the mechanics of reading, and they

will also take home a language-rich text to share with a family member. Once children have learnt sufficient code, the texts they take home will be selected by them with support from their class teacher.

Being able to read quickly and fluently unlocks comprehension of the written texts. Anything that occupies our attention limits our ability to think; if we have to spend too much time thinking about how to decode the words on the page, we will have reduced capacity to consider the meaning of those words. In order to optimise reading fluency, all children read aloud in whole class reading lessons. This may be individually, through echo reading or repeated reading. All children read the text as secondary readers, while the primary reader is reading aloud to maximise the amount of reading done by every child in every lesson. We pitch the texts above the national reading level for each age group in order to develop children's ability to read effortlessly over large sections of academic text as they progress through the school. We set our expectations high and anticipate that children will meet those expectations.

Reading is more than lifting the words from the page; children need a rich vocabulary and background knowledge to help them understand the words they are reading. Our reading canon has been carefully selected to ensure all children develop a broad and deep vocabulary and background knowledge to develop their reading comprehension. We also read in all curriculum areas to further develop this.

Across the whole school, specific reading techniques are used to ensure that all children join in with reading aloud. These include repeated reading and close reading of sections of text. Additional scaffolding may be required for the slower graspers, for example, the teacher informs the child in advance which part they are expected to read, and children may pre-read the text with an adult ahead of the whole class lesson. Teachers plan in advance which child reads which part of the text in order to push the faster graspers with more complex vocabulary or allowing opportunities for fluency for the slower graspers. As well as whole class reading aloud, there are regular opportunities for 'close reading' and 'art of the sentence' where children are expected to answer questions and write specific sentences about the passage of text they have just read. After writing, the class then have an in-depth discussion about the passage they have just read. Teachers also carefully select vocabulary to teach explicitly and implicitly from the text and children are given plentiful opportunities to pronounce the word and use it orally in a variety of contexts. We give children child-friendly definitions and do not promote guessing definitions. We run our reading lessons in this way in order to expose children to high-quality literature and develop their fluency and prosody, as well as to increase their vocabulary breadth and depth.

Writing

Writing is probably the most complex process that we ask children to perform. A runner does not learn to run a marathon by running long distances at the beginning of their training; they build up slowly and develop their running technique over time. Equally, a pianist must learn and practice scales repeatedly in order to perform complex compositions. In the same way, children need to learn basic grammatical skills to automaticity before they can confidently compose extended pieces of writing to a high standard.

At St Luke's we focus on teaching six text types: recount, report, instructional, explanation, discussion, and persuasive texts. The text types are introduced and revisited in a specified sequence to reduce cognitive load. Additionally, the core grammar knowledge for each phase (KS1, LKS2, UKS2) is specified and carefully sequenced so that children have plentiful opportunities to learn the skills and practice them to automaticity. Once children are ready to apply these skills, they draft extended pieces. The writing outcomes are based on content from the text read and discussed in the whole class reading lessons or from previously taught content in foundation subjects. Again, this is to ensure the focus is on thinking about grammar, punctuation, and vocabulary choices, rather than making up content, which is something children do naturally when we use rich texts. In early years, the focus is on oral language development, however children will be exposed to writing through encoding the sounds they hear in their phonics lessons. There are opportunities for writing within continuous provision, but children will not be expected to write extended pieces until they are developmentally ready.

This planning process begins with identifying the purpose for writing – to entertain, to inform, to persuade or to discuss. The skills needed for each writing purpose are built and the children have time to practice and consolidate this learning. Children are taught explicitly how to plan their writing and extensive time is spent re-drafting, so that all children carefully consider the choices they are making. This ensures that every child can become a competent and successful writer. We believe in improving the writer not improving a single piece of writing. The cycle of drafting, responding to feedback and redrafting is repeated until children publish a piece of extended writing. This enables the taught grammar and punctuation to become embedded, so that children think carefully about their language choices and apply this in new pieces of writing across the curriculum. The true assessment of a child's writing ability comes when teachers observe how they are applying the English learning in other curriculum areas, as well as future English writing.

Handwriting

Fluent handwriting is crucial to allow children to think about what, not how, they are writing. We teach and practise handwriting discretely to the point where children no longer have to think about how they are forming, and later joining, their letters. At St Luke's, we use Debbie Hepplewhite's handwriting script. In YR and Y1, children are taught a printed style in discrete handwriting lessons using a scripted pattern. They repeat the pattern as they are learning the print to ensure letters begin and finish at the correct point. The pattern is used for a short period only until they have learned to form the selected letters to automaticity. In Y2, children are taught Debbie Hepplewhite's joined script.

Assessment

Formative (at the point of teaching) assessment takes place in every lesson through regular quizzing of the children to check their understanding. This includes spelling tests from the statutory word lists and key vocabulary, as well as factual information of the context and knowledge of grammatical functions. Previous learning is revisited in the quizzes to embed the knowledge within the long-term memory.

The children have termly phonics assessments (see phonics approach for details) to check for decoding ability and fluency testing using DIBELS. The research evidence indicates that generic reading comprehension tests assess children's vocabulary and background knowledge more than their reading ability. We therefore do not use generic reading comprehension tests. Reading fluency

tests are a better indicator of children's reading progress. The DIBELS assessments identify whether children are reading at an age-appropriate level and give detailed diagnostic information on key aspects of reading, so that teachers know exactly where and how to give additional support. We assess pupils' writing termly against our KLI (key learning indicators), and moderate within clusters across our trust. Additionally, every year group participates in a system called Assessing Primary Writing once a year, where children's writing is judged anonymously and ranked with other pupils nationally. This supports our professional judgements and shows us how our children's writing compares across the country.

Sounds-Write Phonics

At St Luke's, we use the Sounds-Write phonics scheme to teach our pupils to read, write and spell. The Sounds-Write Phonics scheme is a highly structured and comprehensive scheme, which is used to teach spelling, reading and writing by focusing on the sounds that form the English language. Daily, discrete phonics sessions are carried out to enable our pupils to develop their phonic knowledge and skills to the highest standard.

The Initial Code

The children begin in Reception with the Initial Code, where they develop three key skills: segmenting, blending and phoneme manipulation.

Segmenting – (splitting a word up into its sounds)

Blending – (recognising the sounds in a word and putting them together)

Phoneme manipulation – (ability to change or move individual sounds in a word to make a new word)

Initially, phonics teaching focuses on CVC words, introducing the children to new singular sounds, before moving onto structures that are more complex where the children are introduced to four-, five- and six-sound words of the structure CVCC, CCVC, CCVCC/CCCVCC, before introducing the most common consonant digraphs.

The Extended Code

As the children move into Year 1, they begin the Extended Code where they begin to learn more advanced phonic processes and are taught skills to develop their conceptual knowledge. Conceptual Knowledge teaches that:

Letters are symbols or spellings that represent sounds.

A sound may be spelled by 1, 2, 3 or 4 letters.

The same sound can be spelled in more than one way.

Many spellings can represent more than one sound.

All the remaining common vowel and consonant sound to spelling correspondences are taught until all the common spellings for the forty-four sounds in English have been covered. The Extended Code continues to be taught throughout Year 2, where the children learn more advanced spellings of the forty-four sounds.

Reading

In addition to this, all children within Reception and KS1 are provided with a decodable reader to aid their reading development. As we know from Scarborough's Rope model, pupils need both word recognition strands and language comprehension strands for reading comprehension to develop. Children need to not just crack the phonic code but be able to decode to well. Therefore, the books they take home to practice word reading from are designed for that purpose. By taking home books two units behind the current code they are learning, children have the opportunity to practice and embed their code knowledge which enables them to automatically recognise sound-spelling correspondences when reading. If we don't do this, some code knowledge will be forgotten over time.

In order to enrich your children's reading experiences, children will also take home a book to share with an adult from our library. This book provides an opportunity for children to experience a wide range of text type and literature and should be shared.

Phonics in KS2

Phonics teaching does not stop in KS1 and all pupils at our school have access to phonics teaching, including within KS2. During KS2 phonics lessons, pupils are taught how to read and spell polysyllabic words, progressing from two-syllable to five- and six-syllable words. In addition to this, the children explore the derivation of words looking at the etymology and morphology of words.

Useful Links

Link to the Sounds-Write Website - <https://www.sounds-write.co.uk/>

Sounds-Write Guide for Parents/Carers - Units 1-7: <https://www.udemy.com/course/help-your-child-to-read-and-write/> Units 8-11: <https://www.udemy.com/course/help-your-child-to-read-and-write-part-2/>

Maths

Maths Curriculum Overview

Our mathematics curriculum provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the power of mathematics, and a sense of enjoyment and curiosity about the subject.

AIMS

Our curriculum for mathematics aims to ensure that all pupils:

Become fluent in the fundamentals of mathematics.

Reason mathematically by following a line of enquiry.

Solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication.

Our curriculum encourages pupils to talk about their mathematical reasoning, which is a key factor in developing mathematical vocabulary and presenting a mathematical justification. In this way, pupils learn to make their thinking clear to themselves, as well as others, whilst building secure foundations to probe and remedy any misconceptions.

Pupils are expected to master a range of strategies and recall these to solve familiar problems, as well as applying what they know when tackling unfamiliar ones. Children often worry about making a mistake or getting things wrong in maths. Whilst ultimately the outcome is important, we need to give consideration to the process and decision making that happens to achieve this.

As a school, we are currently on a journey to fully implement “Complete Maths”. During this time, teachers are using Complete Maths to plan and assess whilst maintaining close links with White Rose Hub planning documents.

We place great importance on children knowing their times tables, so work in class and at home is often focussed on this. One way we help to promote children’s table knowledge is providing access to Complete Tutor for every child to practice at home.

Content

Key Stage 1 (Years 1 and 2)

The principal focus of our mathematics teaching in key stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This involves working with numerals, words and the 4 operations, including with practical resources for example, concrete objects and measuring tools.

At this stage, pupils develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teachers also help pupils to use a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

By the end of year 2, it is our aim that pupils will know the number bonds to 20 and be precise in using and understanding place value. An emphasis is placed on practice at this early stage.

The curriculum ensures that pupils are able to read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

Over the course of the two years, pupils will cover:

- Number - number and place value
- Number - addition and subtraction
- Number - multiplication and division
- Number - fractions
- Measurement
- Geometry - properties of shapes
- Geometry - position and direction
- Statistics

Lower Key Stage 2 (Years 3 and 4)

The principal focus of our mathematics curriculum in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the 4 operations, including number facts and the concept of place value. This encourages pupils to develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

We also aim to make sure that pupils develop their ability to solve a range of problems, including simple fractions and decimal place value. Teaching also ensures that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. Our curriculum strives to enable pupils to use measuring instruments with accuracy and make connections between measure and number.

By the end of year 4, it is our aim that pupils will have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work, and can read and spell mathematical vocabulary correctly and confidently.

Over the course of the curriculum, pupils will learn about:

- Number - number and place value
- Number - addition and subtraction
- Number - multiplication and division
- Number - fractions
- Measurement
- Geometry - properties of shapes
- Geometry - position and direction
- Statistics

Upper Key Stage 2 (Years 5 and 6)

The principal focus of our mathematics curriculum in upper key stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, pupils develop their ability to solve a wide range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures aims to consolidate and extend knowledge developed in number. Teaching also ensures that pupils classify shapes with increasingly complex geometric properties and pupils learn the vocabulary they need to describe them.

By the end of year 6, the curriculum aims to make sure that pupils are fluent in written methods for all 4 operations, including long multiplication and division, and in working with fractions, decimals and percentages, and pupils are able to read, spell and pronounce mathematical vocabulary correctly.

Over the course of the curriculum, pupils will learn about:

- Number - number and place value
- Number - addition and subtraction
- Number - multiplication and division
- Number - fractions
- Measurement
- Geometry - properties of shapes
- Geometry - position and direction
- Statistics

Science

At St Luke's we use the PKC Science Curriculum to help shape our own curriculum.

This Curriculum aims to provide children with the foundations to comprehend the world through a scientific lens.

Pupils will be taught units of work that cover and go beyond the National Curriculum requirements in the specific branches of learning of biology, chemistry and physics. People who have made significant contributions to the field of science over time will be encountered. Pupils will build a body of key foundational science knowledge as they work through the curriculum. Pupils will ask questions and develop a sense of curiosity about the world around us.

Knowledge that pupils learn within Science will be applied to investigations that test a theory or set out to answer a question. Importantly, substantive scientific knowledge is taught first, before pupils are asked to undertake enquiry, and to make informed observations.

The skills interwoven in the curriculum are as follows: Gathering information, recording data, graphing data and interpreting findings; Enquiries include observing over time, pattern seeking, identifying, classifying and grouping, comparative and fair testing and researching using secondary sources.

Our pupils will have a deepened understanding of the nature, processes and methods of science as a discipline and how it differs from other subjects they are studying. Pupils will gain an understanding of the purpose and uses of science both today and in the future.

Importantly, our science curriculum builds knowledge incrementally. Pupils have multiple opportunities to secure and build on their knowledge, vocabulary and understanding. This helps children to master the knowledge and concepts whilst building up an extended specialist vocabulary.

We want children following this curriculum to be equipped for secondary education and adult life with curiosity, passion and a desire for discovery.

Geography

Our 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 them 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 framework and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

AIMS

Our curriculum for geography aims to ensure that all pupils:

Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.

Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time.

Are competent in the geographical skills needed to:

collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes

interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)

communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

SUBJECT CONTENT

Key stage 1

Pupils will develop knowledge about the world, the United Kingdom and their locality during their learning in key stage 1. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

name and locate the world's 7 continents and 5 oceans

name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

use basic geographical vocabulary to refer to:

key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map

use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Key stage 2

In Key Stage 2, teaching extends the children's knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils should be taught to:

Locational knowledge

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America

Human and physical geography

describe and understand key aspects of:

physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

use fieldwork to observe, measure record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Currently Years 3/4 and 5 are working on a 3 year rota of units and Year 6 cover their Year 6 units.

This approach allows us to effectively map out a full provision across a child's time in KS2. Teachers carefully adapt content by pre teaching concepts if a child has not come across key content before. Spatial Sense is taught at year group level each year to allow for a carefully planned sequenced of knowledge which builds towards Year 6.

History

Curriculum Overview

At St Luke's we provide children with a coherent knowledge specifically sequenced to improve pupils understanding of Britain's past and that of the wider world. We hope to inspire our children's curiosity about people and events of the past that have significant influences on our modern day lives. 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. Our curriculum provides an in depth look at key historical concepts including empires, trade and culture and skills such as chronological awareness, causation and interpretation to help our pupils to become lifelong learners and understand the ever changing world we all live in.

Where Units are taught out of chronological order teachers take the time to plan in regular reviews and retrieval so that children develop a rigorous understanding of timelines.

Planning is adapted for each year group as appropriate but the expectation is that all key learning goals will be taught to be remembered at every year level.

Art

Our Art curriculum is designed to enable children make connections between the work of artists, architects and designers and their own work. The curriculum provides meaningful opportunities for self-expression to give children the space to learn who they are as an artist by exploring different mediums. We aim to ignite children's love for art by giving them the ability to express themselves through a range of medias. The curriculum also provides extensive opportunity for children to develop their skills in visual literacy by looking at, thinking and talking about art.

RE

Religious Education is a legal entitlement for every pupil. It forms part of the BASIC CURRICULUM (National Curriculum + RE). Its place in the school curriculum acknowledges the important role which beliefs and values play in people's lives, regardless of any religious commitments. It also acknowledges that religious beliefs and practices play an important role in the lives of many people worldwide today as they have done throughout history. As a curriculum area, RE offers pupils an opportunity to develop a better understanding of themselves, the people around them and the world in which they live.

St Luke's is a Voluntary Aided C of E Primary School. The Governing Body of our school has adopted the Cambridgeshire Agreed Syllabus (2023-2028) This sets out aims and programmes of study for RE. The Diocese provides additional guidance suited to the particular needs of a Church School.

<https://www.cambridgeshire.gov.uk/asset-library/agreed-syllabus-2018-2023-2.pdf>

As a Church School our approach to RE supports and enhances our overall aim to provide quality education with a caring and supportive Christian environment provided in accordance with the Cambridgeshire Agreed Syllabus.

We believe RE is concerned with educating children about religion not about instructing them in a particular faith; this latter is the job of family or faith community.

As a Church of England Voluntary Aided School, however, we take seriously our role of presenting Christianity as a living faith. A close link with the church community is encouraged so pupils can see Christian Life, worship and commitments at first hand. We also make a point of marking the celebrations of the Christian Year.

Pupils learn about Christianity as the main religious tradition in this country and also about other principal religions represented in Britain. RE, however is not only about understanding specific religious traditions. It should offer pupils the opportunity to think about their own lives, values, attitudes or beliefs and the chance to express their thoughts and ideas in a variety of ways.

The development of positive attitudes and values is part of school life as a whole but RE has a particular contribution to make. It deals specifically with issues of belief, with things that are valuable or precious to people; as a result, the attitudes and values of staff, pupils, parents or particular religious groups are often on display or under discussion. It is therefore important that:-

- pupils work in an atmosphere where it is safe to share thoughts and ideas.
- beliefs and customs are not subject to ridicule or criticism simply because they are different.
- staff draw on pupils' experience of life to help them understand religious stances.

Every agreed syllabus must cover teaching about Christianity as the major religion of the UK and cover the other principal religions represented in Britain today. The Cambridgeshire Syllabus specifies that KS1 pupils should study Christianity and examples selected from 5 other religions (Buddhism, Hinduism, Islam, Judaism and Sikhism). KS2 Pupils also study Christianity and 'encounter' each of the other five religions.

At St Luke's we use DEMAT RE Planning to guide our teaching to allow us to cover these areas.

KNOWLEDGE

Being taught about how religions are practised, their artefacts, symbols and activities. Learning religious terms.

UNDERSTANDING

Demonstrating an understanding of religious claims to answer human needs. Understanding how beliefs are expressed and how they influence peoples lives.

EVALUATION

Recognising, considering and expressing different view points about issues within and between religions, religious beliefs and religious views on moral issues.

REFLECTION

Called 'Spiritual Development' in the syllabus, this strand involves reflecting on the impact of religious beliefs on human experiences and the meaning and purpose of life

PROVISION FOR WITHDRAWAL FROM RE

Pupils – Parents may ask for their child to be totally or partially withdrawn from RE or Collective Worship in accordance with the Education Act 1944 , sections 25(4) and 30, which was re-enacted in 1988.

Design and Technology

Aims

Our Design and Technology Curriculum aims to enable our pupils to design and make products that solve real and relevant problems within a variety of contexts, using creativity and imagination. They will acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils will learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they will develop a critical understanding of its impact on daily life and the wider world.

We aspire to develop the creative, technical and practical expertise that our pupils will need to perform everyday tasks confidently and to participate successfully in an increasingly technological world. Pupils will 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. They will be able to critique, evaluate and test their ideas and products and the work of others. They will be taught to understand and apply the principles of nutrition and learn how to cook

Skills will continue to be taught creatively through links to other curriculum areas and dedicated design technology subject weeks.

Subject Content

During Key Stage One pupils will be taught:

- to design purposeful, functional, appealing products for themselves and other users based on design criteria
- to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- to select from and use a range of tools and equipment to perform practical tasks.
- to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
- to explore and evaluate a range of existing products.
- to evaluate their ideas and products against design criteria.
- to build structures, exploring how they can be made stronger, stiffer and more stable.
- to explore and use mechanisms in their products.

During Key Stage Two pupils will be taught:

- to use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- to generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- to select from and use a wider range of tools and equipment to perform practical tasks accurately.
- to select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
- to investigate and analyse a range of existing products. • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- to understand how key events and individuals in design and technology have helped shape the world.
- to apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- to understand and use mechanical systems in their products .
- to understand and use electrical systems in their products.
- to apply their understanding of computing to program, monitor and control their products.

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

During Key Stage One pupils will be taught:

- to use the basic principles of a healthy and varied diet to prepare dishes.
- to understand where food comes from.

During Key Stage two pupils be taught:

- to understand and apply the principles of a healthy and varied diet.
- to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.

- to understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

COMPUTING

Our computing curriculum aims to equip pupils to use computational thinking and creativity to understand and change the world. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. The approach ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

AIMS

Our curriculum 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

CONTENT

KEY STAGE 1

Pupils are taught to:

understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions

create and debug simple programs

use logical reasoning to predict the behaviour of simple programs

use technology purposefully to create, organise, store, manipulate and retrieve digital content

recognise common uses of information technology beyond school

use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

KEY STAGE 2

Pupils are taught to:

design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts

use sequence, selection, and repetition in programs; work with variables and various forms of input and output

use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration

use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Music

At St Luke's we use PKC as our main guide for our music teaching. KS2 have also used planning from the Royal Opera House to introduce the children to opera.

Musical 'knowledge' has been described as knowing how to make music, knowing musical practices with critical insight and knowing how music enriches the inner life: in summary music making and music thinking (Toyne, 2021). This curriculum, which is informed by the Model Music Curriculum (MMC) (2021), develops musical knowledge within this conceptual framework. A knowledge-rich curriculum can be misinterpreted as being about knowing 'facts'. Within the discipline of music this would be a misconception: an understanding of music can only begin to develop where the language of music is explored through experience. Musical knowledge which is gained through experience (which can be difficult to put into words) is sometimes referred to as 'tacit' knowledge. In this curriculum, such experience is developed through singing, listening, composing (including improvising) and performing. These musical practices are woven throughout the curriculum, and are carefully sequenced so that pupils can build procedural knowledge and technical skills through practice. This allows them to begin to realise and develop their own expressive intentions through music.

PE

PHYSICAL EDUCATION

Our PE curriculum aims to inspire all pupils to succeed and excel in physical activity, health and fitness knowledge and competitive sport. It provides opportunities for children to build a love for physical activity which supports their health and fitness now and throughout their lives. Fairness, respect and resilience are qualities we aim to embed through team games and competitive sport both within school and representing the school at competitive events.

AIMS

Our 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

CONTENT

EYFS

Through varied guided play and structured activities -both indoor and outdoor- our EYFS pupils are supported in developing their core strength, balance, spatial awareness, coordination, agility and motor skills. Carefully planned provision provides opportunities for pupils to master physical skills such as running, jumping, balancing, throwing, catching, kicking and using wheeled toys.

KEY STAGE 1

Pupils develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They are increasingly able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils are taught to:

master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

participate in team games, developing simple tactics for attacking and defending

perform dances using simple movement patterns

KEY STAGE 2

Pupils continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They are encouraged to enjoy communicating, collaborating and competing with each other. They develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils are taught to:

use running, jumping, throwing and catching in isolation and in combination

play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending

develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics)

perform dances using a range of movement patterns

take part in outdoor and adventurous activity challenges both individually and within a team

compare their performances with previous ones and demonstrate improvement to achieve their personal best

SWIMMING AND WATER SAFETY

The school provides swimming instruction at key stage 2.

In particular, we teach pupils to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations

We offer top up swimming sessions in Year 6 for children who have not yet met the above expectations.

