



St Peter's School Curriculum Intent, Implementation & Impact

At St Peter's, the curriculum is designed to build upon children's prior learning, provide learning experiences that allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Our curriculum is underpinned by our core values of positive, inclusive and caring.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community, and teach the children about how communities outside St Albans may live differently to them, at the same time aiming to foster a tolerance and understanding of difference.

The ability to learn is supported by the teaching of skills, knowledge, concepts and values with a vision to prepare them for life beyond school. We constantly provide enrichment opportunities to engage learning. We believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We use our core values to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

We strive to make sure that children leave St Peter's with a sense of belonging to a community where they have the confidence and skills to make good decisions, be reflective, make links within and between subjects, and become lifelong learners.

At St Peter's School, we place an emphasis on quality first teaching in the classroom. Teachers know the children in their classes well and provision is adapted to meet the needs of all learners in each class. Teachers have good knowledge of the subjects they teach and an understanding of how learning in each subject is built upon across the key stages. Over the course of study, teaching is designed to help pupils to build upon prior learning so that children can embed their learning in their long term memory. Our pedagogy is based on our belief that learning takes place best when children understand the purpose of what they are learning; are engaged, enthused and active participants in lessons. Across the school the following approaches are regular features of our teaching:

- Use of high quality and diverse texts
- Effective use of questioning and dialogue between teachers and pupils and pupils with each other where responses are valued and ideas built upon
- Children raising questions to be explored
- Collaborative learning in pairs and groups, including use of 'talk partners'
- Visual modelling of strategies needed to achieve objectives and teachers modelling the thought process by 'thinking out loud'
- Lessons which enable active learning with children engaged and involved including the use of manipulatives
- Focus on vocabulary
- Meaningful feedback which children have opportunities to respond to
- Development of positive behaviour for learning

Teachers continuously check pupils' understanding throughout lessons, identify misconceptions accurately and provide clear, direct feedback. They use this ongoing assessment to inform their planning of next steps in learning. Opportunities to revisit knowledge and skills are planned so that the learning 'sticks' and is retained and the curriculum is adapted to address any gaps in learning.

Children spend the majority of their time being taught by their class teachers. Some subjects are taught by other teachers to allow for teachers planning time. French is taught to all the classes in Key Stage Two by a French specialist, all children in Key Stage Two are also taught by a music teacher.

Classroom Environment

Our classroom environments are used to support our curriculum intent and implementation.

- Working walls are a common feature in classrooms with modelled examples, prompts and vocabulary readily accessible for children to refer to and referenced to during lessons to scaffold and support learning.
- Other displays celebrate work.
- Learning resources such as concrete manipulatives in Maths, word banks, dictionaries, spellings are readily available to all children.
- All classrooms have Book Corners which are inviting and encourage children to develop a love of reading for pleasure, with recommendations of texts from teachers and children.
- All classes have access to a range of ipads, laptops and chromebooks which are used both in dedicated computing lessons as well as in lessons across the curriculum.

Enrichment

Through our wider curriculum we provide a wide variety of enrichment opportunities including:

- Visitors to school with specialist knowledge or interests eg STEM ambassadors, MP, authors, historians and religious leaders, local secondary school teachers.
- Opportunities to participate in a range of activities eg performances at the Royal Albert Hall and St Albans Music Festival, Sports Competitions
- Visits to places of interest including Celtic Harmony Camp, St Albans Museum, Whipsnade Zoo, Verulamium, Bhaktivedante Hindu temple, local town visit

We provide a wide range of extra-curricular activity for our children through an extensive programme of clubs including:

Football club	French Club
Fencing	Girls football
Gymnastics	Performing arts
Netball	Choir
Orchestra	Happy Humans
Mindfulness club	
Book club	

We encourage the children at St Peter's to have a say on the clubs they would like to see and some children in Year 6 have led clubs of interest with some support from adults.

Curriculum Leaders

The work of a Curriculum Leader extends across the whole school with focus on further developing good practice. The purpose of this role is to further improve the quality of the learning experience for all pupils within the subject and to promote high standards of achievement for all pupils. Curriculum Leaders have a responsibility to ensure that the school's curriculum promotes the Curriculum Intent, sustains a thirst for knowledge, and embeds a love for learning amongst the children. Curriculum Leaders develop their subject within school by:

- Keeping up to date with specialist knowledge/developments i.e. research/courses at a local and national level.
- Ensuring best practice and information are cascaded i.e. delivering/organising staff training to enhance the quality of teaching and learning throughout the subject.
- Ensuring the actions identified in the school improvement plan (or subject action plans) are implemented.
- Updating curriculum plans.
- Monitoring standards of learning and teaching and providing developmental feedback.
- Advising on assessment and using assessment to inform subject development.
- Making presentations to meetings of governors or parents.
- Meeting with Senior Leaders through the appraisal cycle to review and look forward to ensure the subject continues to make a significant impact on standards being achieved at the school.

EYFS

At St Peter's we promote Communication and Language, Personal, Social and Emotional Development and Physical Development as golden threads which are woven in to our everyday curriculum.

We strive to provide an ambitious curriculum which is broad and balanced whilst also being filled with an assortment of enticing and engaging opportunities to unlock a love of learning for all our pupils.

Our intent is to provide a curriculum which promotes every child to become curious, passionate and confident learners. Through our inviting and purposeful learning environment, we encourage and inspire our pupils to investigate, take risks and develop a range of key skills.

At St Peter's we invest in forming positive relationships with all of our pupils. We use our knowledge of the children as a strength and use this to tailor our learning and environment in order to develop their confidence and make great progress across all areas.

Using our knowledge of our current cohort we have created 'Curriculum Ambitions'. These are goals which we aspire all children to achieve by the time they leave our EYFS.

Development of vocabulary and communication is intertwined into all aspects of our learning and we use all interactions with children as an opportunity to expand and develop these skills.

How do we do this in the Early Years?

We believe and understand that play provides a gateway of opportunities to be able to deliver high quality and positive learning experiences. We have reformed and made changes to our practice and curriculum in order to prioritise play and keep it at the core of learning.

We will create curiosity through providing a rich, varied and engaging environment which invites and encourages adventure, exploration and investigation.

We understand the importance of getting to know each individual cohort and tailoring our curriculum and learning intentions based on their individual needs. Our environment allows, plans for and promotes risk taking and resilience. We want every child to leave our EYFS confident to try new things, having learnt from their time with us that they can achieve anything, even if this is not accomplished on their first attempt!

Each term we will plan opportunities to develop their gross motor skills through enhancements to the environment alongside planned lessons which will support their core strength, climbing and hand-eye coordination.

Play is at the core of everything. This is where we will gather a huge amount of information about the children's interests, strengths and areas in need of support. Play is where we will introduce adults to model, suggest, speculate or simply listen in order to support children's thinking and learning. It is where we as adults will observe the children and then discuss with our colleagues what the next steps are. Play is where we will watch and get ideas for themes, topics and the areas of learning which need further skill progression or further adult led input.

We will develop positive and nurturing relationships with each child through high quality interactions. Prioritising being available and immersing ourselves in play and moving away from written formal observations for each child is what we believe will provide the best outcomes for our children.

Valuing our parents and carers views and involving them in their child's learning is an important aspect. A 'Floor Book' is created for each class which is added to weekly, with a summary of the learning that has taken place. This is available for families to look at during drop off and pick up every day. Our class pages on the school website are also updated weekly. We use Google Classroom to communicate with parents and this is a great way for our families to send us in any learning or WOW moments that the children have accomplished out of school. We use this as a way to celebrate and to encourage their communication and language skills. Our termly Knowledge Organisers provide parents and carers with an overview of what we will be learning about and how they can support at home, whilst also explicitly showing where we have planned opportunities to each aspects of our 'Curriculum Ambitions'.

We are a National Nurturing school and have a whole school approach which teaches the Zones of Regulation alongside the JIGSAW PSHE curriculum. We explicitly teach the different emotions and help children to develop their emotional vocabulary in order to express themselves and teach them the different tools needed to help them to self-regulate.

Alongside our professional knowledge we will also be guided by and refer to the EYFS Statutory Framework as well as the Birth to Five Matters non-statutory document. We use these documents to guarantee that we cover a range of skills across the seven areas of learning.

Our aim is to ensure that every child is provided with the support needed to fulfil their potential and become a successful, enthusiastic and independent learner. We strive to ensure that the children acquire and develop a range of core skills from the EYFS curriculum across all seven areas of learning. Daily communication as a whole team is vital in having professional and regular discussions about the pupils to clarify what they can do and areas that will need further support. Our formal assessments, along with our in-depth knowledge of our pupils allow us to have an accurate and detailed picture of where the children are to make sure that we are continuously impacting on their learning.

Most of all our **intent** is for everything we do to encapsulate joy and a passion for learning and discovering their interests. Creating connections between learning and joy are essential in order for children to be able to have a positive approach to their education throughout their lives.

.Art & Design

We believe that Art and Design play an important role in the curriculum and provide the opportunity for creativity and individual expression. Our lessons aim to engage, inspire and challenge pupils while equipping them with the knowledge and skills to experiment, create and critically evaluate their own works of art. During their time at St Peter's, children are given regular opportunities to become proficient in drawing, painting, printing, collage and 3D art through a curriculum which is designed to allow children to revisit and revise skills taught in previous years. We will ensure that children are inspired and challenged throughout each topic, using a range of media and tools that will support their learning and progression throughout each key stage.

Our curriculum is designed to allow the children to explore and critically evaluate a broad and diverse range of both classical and contemporary artists and their work. During an art lesson at St Peter's School, the children are encouraged to express what they see, feel and think through the use of a wide variety of media and techniques as our hope is that we ignite a passion for the subject within our pupils, as well as allowing them to be actively involved in shaping their creativity, curiosity and appreciation of artists and their work.

How do we teach Art & Design?

- Art is taught weekly every half term. It is taught discretely and where possible linked to learning in other areas of the curriculum.
- We aim to teach Art and Design in a fun, creative, imaginative and engaging way.
- We will ensure that children are inspired and challenged throughout each topic, using a range of media and tools that will support their learning and progression throughout each key stage.
- Teachers adapt resources, where necessary to meet the needs of the child.

- Each child will experience drawing, painting, printmaking, collage, textiles and 3D art and skills will be developed as they progress through the school.
- Opportunities will be provided to develop deeper understanding by exploring the work of various artists, craftsmen and designers, and their impact on culture and history.
- These enriching experiences will enable the children to have the confidence to develop their visual and tactile sensitivity and powers of observation.
- Using the skills and knowledge they have been taught they will develop an awareness of colour, form and space in the environment and will learn to think, express and communicate through visual and tactile means.

The **impact** of the Art and Design curriculum at St Peter's School will lead to outstanding progress over time for every child. Our curriculum will lead children to be enthusiastic Art and Design learners which will be evidenced in a range of ways: pupil voice, the build-up of knowledge in their sketchbooks and their final pieces. All children are taught to use technical vocabulary accurately and pupils are expected to know, apply and understand the knowledge taught in both new and previous units to ensure we are building on previously acquired knowledge. Children will become more confident in evaluating their work and giving their opinion on their own artwork and that of artists and their peers. Through continually evaluating and improving their work, the children's resilience and perseverance will continue to grow with each unit of work. Classroom displays and displays across the wider school will reflect the children's sense of pride in their art work which is also demonstrated by creative outcomes across the wider curriculum.

Computing

At St Peter's we believe that Computing is about giving every child the skills they need to succeed in our ever-developing digital society. We understand the essential role Computing plays in the school curriculum through its contribution to childrens' intellectual and personal development and their wider understanding of the world. Computing teaches children to think computationally about problems, issues, and opportunities, which they can then apply in broader contexts, as well as giving them experience of working collaboratively, allowing them to become resilient and recognise their self-worth.

Our aim at St Peter's, is to provide a broad computing curriculum that teaches children discrete computing skills, as well as giving children the opportunity to apply and utilise what they have learnt across the wider school curriculum. It is now more important than ever that children are able to use technology positively, responsibly, and safely, and that ways to be a responsible digital citizen positively modelled both at school and in the wider community.

How do we teach Computing?

At St Peter's we choose to use the 'Purple Mash' Computing Scheme of Work; a comprehensive set of resources aligned to the National Curriculum for Computing. The scheme of work utilises a spiral curriculum approach and is mapped systematically to ensure a balanced coverage of all three computing strands (computer science, information technology and digital literacy). As the children progress through the school, they build on their prior learning within each strand, covering new or deeper knowledge and developing and reinforcing their technical skills. The 'Purple Mash' Computing Scheme of Work has strong cross-curricular links, so discrete computing skills can be practised in rich and engaging contexts, providing coverage across many areas of the National Curriculum. The scheme exposes children to a wide variety of digital tools, technological skills, and innovations. Each child in the school has their own Purple Mash account allowing any learning to be evidenced.

In Early Years, Computing is not a statutory requirement, but we believe that introducing young children to a range of technologies, both digital and non-digital, is very important in developing their understanding of the world. Play-based, hands-on experiences of technology are effectively integrated into early years practise, for example, learning how to operate mechanical toys or role-play using digital devices such as mobile phones, cameras, and remote controls.

From Year 1 upwards, children are taught coverage from all three strands of the Computing Curriculum on Purple Mash. In Key Stage 1, children are taught to use technology safely, respectfully, and purposefully, recognise common uses of information technology beyond school, understand what algorithms are and create and debug simple programs. In Key Stage 2, children build on their prior learning. Some of the topics covered include, recognising acceptable/ unacceptable online behaviour, understanding computer networks and how

they can provide multiple services, and designing, writing, and debugging programs that accomplish specific goals.

Online Safety is taught as part of the Digital Literacy strand which covers a broad range of topics such as cyber-bullying, passwords and security, and recognising when health and wellbeing are being affected in either a positive or negative way through online use. Online Safety is also taught throughout all other curriculum areas and is an integral part of our school curriculum, we use Project Evolve and materials from The National Online Safety Network to support children where needed.

At St Peter's, children are supported in computing through a wide range of digital devices such as laptops and iPads, however, unplugged activities and modelling away from computers are integrated as part of the Purple Mash scheme, to help children understand concepts and reduce cognitive load.

At St Peter's we ensure a high-quality computing education and celebrate children's learning both on Purple Mash and displays throughout the school, where photographs are used to showcase their digital work.

The **impact** of our curriculum is measured through the following methods:

- Observations of the childrens' skills.
- Pupil discussions and interviewing the pupils about their learning (pupil voice).
- Formative assessment forms a part of computing lessons themselves. Teachers will use questioning to check children's prior knowledge and understanding.
- Monitoring samples of completed submissions of pupil work saved in the pupil files Purple Mash.
- Photo evidence and images of the pupils practical learning (particularly in EYFS).
- Opportunities for dialogue between teachers and computing lead for reflective teacher feedback.
- Progress is measured through regular teacher assessments. These take place at the end of each unit of work taught and judgements are made against the National Curriculum objectives. We utilise the Purple Mash tools which use emerging, expected, and exceeding indicators to ensure consistency of assessment across all year groups.
- Data analysis will take place to identify any gaps of knowledge or skills in childrens' learning. This can then be identified for teacher's future planning.

We aim to academically and physically prepared children for life in their next school stage, in Modern Britain and the wider world. Computing skills learnt at St Peter's, such as understanding computer networks, computational and critical thinking, and the ability to select, use and combine a variety of software, give children the building blocks that aid them to pursue a wide range of interests and vocations in the next stage of their lives. Ultimately, we aim to every child to flourish.

Design & Technology

In DT, we aim to develop creative and innovative thinkers who are resilient in the face of challenges. We want our children to be inspired by engineers, inventors, designers, architects and chefs to develop a range of practical skills; making links with their prior knowledge in DT as well as in other curriculum areas. Throughout our curriculum, the children will learn to design for a purpose and to critically evaluate their products; making adjustments and improving upon their original ideas.

How do we teach Design & Technology?

At St. Peter's, we teach Design and Technology in practical and engaging discrete lessons that develop the children's problem solving skills and creativity within the context of both individual and team-based learning. We follow the 'Projects on a Page' scheme of work which ensures that all aspects of the National Curriculum are covered whilst allowing for flexibility to adapt to children's interests. Some of the units of work are blocked whereas others are taught weekly, this will depend on the unit being taught.

Each project works through the following four stages:

Designing: The children are encouraged to evaluate existing products and develop designs reflecting the purpose of the product and the needs of the user using a range of methods such as sketches, prototypes and computer modelling. The children will also consider a diverse range key people and events that have influenced the development of the materials and techniques used within their projects.

Investigating: Key features of projects are explored in more detail and children are given the opportunity to practise core skills that they will need during the Make stage.

Making: The children learn a range of practical skills to allow them to measure, cut, join and shape with increasing accuracy and success using a variety of tools and techniques. Materials for are selected for a particular purpose and the children are encouraged to consider aesthetics as well as practicality. Learners have the opportunity to programme BBC Micro:bits and develop basic food preparation techniques to enable them to make a range of healthy foods.

Evaluating: In addition to evaluating existing products in the designing stage, the children learn to evaluate their own designs and final products as they create; making improvements and adjustments as needed with the purpose and user in mind.

During D&T lessons, many cross-curricular links are observed. Maths links are easy to come across during any D&T lesson; through measuring materials and also ingredients in cooking. Science knowledge is practised when children are creating products that contain electrical components and computing is used for some designing and control elements.

The **impact** of our Design and Technology curriculum is evident in the children's acquisition of relevant skills, knowledge and vocabulary and is measured in termly summative assessments. We aim for our children to become innovative and creative thinkers who are prepared to take risks, analyse and evaluate products and show resilience in the face of challenges. High quality Design and Technology teaching should enable the children to design an innovative product suitable for our modern, economic and sustainable world. Design and Technology teaching should also build skills, knowledge and confidence to support the children practically in their everyday lives.

English

Phonics

Phonics is a key skill that supports the development of early reading. Using a consistent approach through the school, we aim to provide high quality phonics teaching in order to give children the skills they need for a successful start to their lifelong journey as readers.

Using the DfE validated scheme Essential Letters and Sounds (ELS), we intend our children to be able to:

- Decode by identifying each sound within a word, blending them together to read fluently
- Encode by segmenting each sound to write words accurately
- Read Harder to Read and Spell (HRS) words

How do we teach Phonics?

- Follow a DfE validated systematic synthetic phonics (SSP) programme which includes regular, spaced practice of grapheme-phoneme correspondences (GPCs) and HRS words
- Have a consistent approach to teaching phonics where daily, whole class lessons follow a regular structure, thereby reducing cognitive load
- Ensure staff are equipped with the necessary professional development and support to deliver our curriculum
- Have daily phonics lessons in Reception and Year 1 and for targeted children in other year groups
- Ensure children learn the 44 phonemes of the English language
- Use a rigorous assessment system to identify gaps in children's knowledge
- Provide daily interventions to address those gaps
- Provide regular opportunities for children to practise reading a book which is matched to their phonic knowledge 1:1 with an adult, in pairs and as a whole class

In Nursery, children access discrete Phonics teaching following Letters and Sounds (2007) phase 1 and apply that teaching as a whole class, in small groups and during continuous provision. During the summer term, children will be introduced to single letter GPCs ready for Reception.

The **impact** of teaching phonics this way is the children will:

- Be confident in their phonic knowledge
- Be able to blend and segment words confidently
- Read with increasing fluency and expression
- Develop a love of reading

Reading

Our aim is to produce fluent and confident life-long readers who, when they leave at the end of Year 6 to transition to secondary school, can access a range of texts for pleasure and enjoyment. They will also be equipped with the reading skills to unlock learning in all areas of the curriculum.

How do we teach Reading?

At St Peter's, children are exposed to a wide range of high quality and diverse fiction, non-fiction and poetry through our Literacy teaching and Whole Class Reading lessons.

Early reading

On entry to school until the end of Year 1 children have daily phonics lessons and begin their reading journey. Children are taught grapheme phoneme correspondences and practise both oral blending and blending for reading alongside reading non-decodable words - Harder to Read and Spell words (HRS). We use an SSP entitled Essential Letters and Sounds (ELS). See our phonics policy and ELS progression for more details. Children are issued a phonics book from the second week of phonics teaching in Reception so that they can practise blending using the grapheme phoneme correspondences and HRS words they have learned that week. Children are encouraged to read this book 4 times over the week. Alongside this, children are issued with a 'sharing book' which we encourage parents to read to them. We sometimes make use of the Oxford Owl e-books which accompany our ELS SSP alongside our own book stock.

We understand that reading is of the utmost importance and that parents and carers have a vital role to play in helping children to enjoy and become proficient in reading. We run regular phonics and early reading workshops for parents so that they understand how our SSP works, and how they can best support their child to learn to read. Parents are encouraged to read with their child daily and to record this in their reading record, which enables dialogue about their child's reading with school. A child should be able to decode all unknown words in a text or have been taught any HRS words in it. They should be able to read the text with fluency. In addition, children read 1:1 with an adult in school once a week. Comprehension skills are developed through discussion and questioning.

Throughout the school, the curriculum is enriched with high quality and diverse texts (see our Book Spine) which are used to support and develop children's learning and understanding in all areas of learning. Reading is also promoted through well stocked and attractive book corners which contain age-appropriate fiction and non-fiction texts. These books are also shared at end of the day/session story times from Nursery to Y2.

PPG children and those working significantly below curriculum expectations will read 1:1 with an adult several times a week in school. This continues through to Y6.

KS1

Children continue to read 1:1 weekly with an adult until the end of Y2. In KS1, each class has a selection of books by their 'author of the half term'. In this way, we introduce the children to the discussion of an author's style of writing and illustrating, as well as the themes of that author's writing.

Whole Class Reading

From the spring term of Year 1 onwards, each class has a daily Whole Class Reading lesson. Explicit teaching of the following reading skills (VIPERS) takes place in these lessons.

V – vocabulary

I – inference

P – punctuation

E – explanation

R – retrieval

S – summarising and sequencing

As children move through school, the complexity of texts increases the level of challenge. Vocabulary is developed in a variety of ways including the following – a range of genres, a variety of diverse authors with varying styles and structures, specific vocabulary teaching, application of new and adventurous vocabulary across different lessons, vocabulary in context and specific vocabulary tasks.

It is recognised that reading comprehension relies heavily on the understanding of vocabulary, and on knowledge and experiences of the world. Our broad curriculum aids reading comprehension by ensuring that children gain knowledge of the world in which they live. Through discussion of the text, we explore cultural and literal allusion. We have worked hard as a school to ensure that our diverse society is reflected in the texts and authors our children read.

We strive to raise the profile of reading through events such as World Book Day, assemblies from outside agencies such as local book shops and the library, and an annual Scholastic Book Fair. We have installed a large book wall and stairs in the KS2 building. We also organise an annual Poetry Festival. Every child prepares and performs a poem to the rest of their class. Some are chosen to perform to the whole school on the day of the Festival and the winners at each Key Stage are presented with a cup which they retain for the year. Some Year 6 children act as Reading ambassadors. They share their love of reading with the rest of the school through.... In addition, teachers and children in each class share their recommendations, and KS2 teachers use strategies such as 'mystery' books to encourage children to read.

At KS2, there are silent reading sessions. There is also a story time at the end of the day. During this time, teachers read aloud either from their Whole Class Reading text, or another substantial text which is shared regularly.

At St Peter's, we believe that reading is our top priority, and is a key driver in our curriculum. It underpins all other curriculum areas. We aim to

- Instill a love and enjoyment of reading within children
- Immerse children in a wide range of quality literature – fiction, non-fiction and poetry
- Equip children with the knowledge and skills to read age-appropriate texts fluently
- Give children the confidence and skills to explore and discuss their reactions to texts,
- Develop life-long, confident readers who read both for pleasure and for information
- Increase children's vocabulary, knowledge and understanding of the world, and their cultural understanding.

Speaking & Listening

Our whole school approaches to teaching and learning encourage pupils to voice their ideas in small group and class discussions. We recognise that sharing, exploring and explaining concepts with peers enhances learning.

All staff model the use of higher-level vocabulary and the correct use of grammar within their speech. Children are encouraged to reflect this in their use of spoken language and they are given the opportunity to orally rehearse ideas for writing on a regular basis. Speaking frames to structure talk in Maths are used within all year groups so that children feel confident when talking about their learning. Expanding children's vocabulary is a key focus from EYFS until our children leave at the end of Year 6. We encourage children

Subject specific vocabulary is embedded across the curriculum through teacher modelling in context. Pre-teaching of vocabulary 1:1 or in small groups is an additional way in which new vocabulary is introduced to children ahead of the learning in class. Contextual learning helps children to understand new words and supports them in understanding how they can be effectively and accurately used in their written work.

Drama is used across the curriculum to explore and engage children in their learning. This gives children the chance to practise and embed new vocabulary in shared activities. Each class learns and presents an assembly, which is themed to their learning, to parents every year.

Children in EYFS perform a nativity play each Christmas; Years 1 and 2 take part in a Christmas production; Years 3 and 4 rehearse and perform in a musical production and Easter; and Years 5 and 6 perform in the Summer Term.

Writing

At St Peter's, we intend for our children to leave as confident, capable and independent writers, who not only understand the purpose and importance of writing but also enjoy the writing process. We intend for children to use their writing skills across the curriculum.

We intend for all of our children to be able to confidently communicate their knowledge, ideas and emotions through their writing. To ensure this, we:

- provide exciting writing opportunities and experiences to engage and enthuse pupils
- promote rich and varied vocabulary through talk and reading which children can then use in their writing
- support children to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school.
- encourage them to adapt their language and style to suit a range of contexts, purposes and audiences.
- embed the teaching of grammar and spelling so that children understand how to use different features in their writing.

How do we teach writing?

At St Peter's, we aim to create a positive reading and writing culture in school, where both are promoted, enjoyed and considered 'a pleasure' for all pupils.

Across our school, children receive a daily English lesson. Within each unit of work, carefully sequenced lessons ensure that prior learning of grammar, punctuation and spelling is revisited and developed. Each year group have a yearly overview of writing across a range of genres, ensuring that children are able to write for a range of purposes and audiences. Appropriate scaffolds and support are put in place for children who require it, both inside the lesson and during focus group work and interventions. Provision in class may include working in a small group work with an adult, using scaffolds or using technology to assist with completion of a task.

We ensure that children are aware of their strengths and areas for development in writing so that learners can take ownership of their progress. Where a next step has shared with the children, they are encouraged to respond to this in purple pen.

Interventions on specific areas of focus will be carried out by the class teacher or teaching assistant. Members of the KS2 team have received Write Away and High Five training and have used the techniques successfully to support children and to help them progress. Teachers assess writing and moderate within their year group and phase.

Vocabulary building is an integral part of Literacy teaching and we use varying strategies to support the teaching of new and adventurous vocabulary. All year groups have access to a wide range of texts in the classroom. Quality texts are used to reading and we have invested in further books to enrich the teaching of Whole Class Reading in KS1 and KS2.

Writing is displayed to encourage pride in work and give children an audience and purpose to work towards. The introduction of EPOW (Every Piece of Writing) has been introduced to encourage careful presentation and the EPOW statements are decided by each class so that children are clear about the expectations.

We follow the National Curriculum spelling programme of study and use a range of resources and strategies. The children learn spellings each week as part of their Home Learning.

Geography

At St Peter's, we intend to instil a lifelong love of learning about a diverse range of people and places around the world in our pupils. We aim to provide a broad and deep understanding of human and physical geography and an appreciation of the similarities and differences between places both locally and globally. Our curriculum intends to provide children with the skills needed to analyse geographical information from a wide range of sources, such as maps and photographs, in order to answer questions. Key knowledge is

revisited and built upon in each key stage, enabling children to consolidate and expand their understanding. We encourage children to utilise connections with other subject areas where appropriate, recognising the significance of Geography in our everyday lives.

How do we teach Geography?

At St Peter's, Geography is taught using an enquiry approach, which promotes engagement and interest, and enables children to develop their investigative skills. Children are provided with opportunities to explore photos, videos, maps and various sources of data to build up a picture of an area or locality and understand this within a global context, as well as comparing and contrasting localities with one another. Concepts are explored in depth, immersing children in Geography, and many of these are revisited aiding retention and promoting progression.

Throughout each unit of work, appropriate and specialised geographical vocabulary is introduced and extended as children progress through the school. Children are encouraged to discuss and consider relationships between humans and their environments at a variety of different scales. By the end of Key Stage 2, pupils will have a broad knowledge of the world and a more detailed knowledge of various regions within it.

When children leave St Peter's they will:

- have knowledge and understanding of places around the world beyond the local area
- be able to identify human and physical features of an area and the impact of these
- be able to use maps to plan routes and identify direction using compass points
- be able to locate continents, countries and cities on maps relevant to localities studied
- appreciate the importance of fieldwork in asking and answering questions about geographical processes
- show genuine enjoyment of learning about different people and places from around the globe
- be aware of similarities and differences between smaller and larger regions globally

History

Our aim is for children to leave St. Peter's as discerning critical thinkers with a rich and connected knowledge of the past. Our curriculum is designed to build upon children's prior learning, with carefully sequenced lessons that allow the children to develop an understanding of History and how it has both shaped and influenced our world, locally and worldwide. Through the examination of individuals, societies, cultures and countries – both the UK and the wider world – History enables pupils to gain awareness of how events from the past have shaped the world we live in today. We aim to provide rich encounters with the past, through different times, places and societies; different people, groups and experiences; and through the lenses of political, social, economic and cultural History.

How do we teach History?

At St Peter's, History is taught in enquiry-based blocks, based around a Key Question. These blocks are carefully designed with a series of Enquiry Questions used as stepping stones, helping children progressively build their understanding, ultimately allowing them to answer the Key Question at the end of the unit. This approach fosters critical thinking and encourages curiosity about the past.

Our Early Years Foundation Stage curriculum begins by offering planned opportunities to introduce the fundamental concepts of time and place. During this early stage, we also lay the foundation for the historical vocabulary and ideas that will be expanded upon in KS1. By the end of Key Stage 2, our pupils have developed a strong chronological understanding of British History, complemented by significant periods in world History, including ancient civilizations.

Lessons are designed to nurture both disciplinary knowledge (historical skills and methods) and substantive knowledge (historical content). This dual approach equips students with the necessary tools to investigate History effectively and comprehend its significance. We provide a secure chronological framework, reinforced through the use of our whole school timelines, ensuring that students grasp the sequence of events and their interconnections in History and begin to build a mental timeline of the past.

Our children are encouraged to ask probing questions and conduct research, using primary and secondary sources where possible. Visits from external providers and themed dress up days help to bring historical events to life and classes often embark on field trips to local historical sites, providing first hand exposure to historical contexts.

Children are assessed on their knowledge and skills in a variety of ways. Each unit begins with a concept map, to record prior knowledge, which we return to at the end of the program, when we answer the Key Question. We identify the key knowledge for each unit of work, which we revisit through regular assessment for learning opportunities, allowing teachers to address misconceptions or gaps. Students' books reflect a clear lesson sequence tied to Key Questions, and vocabulary, which is systematically taught and applied. Pupil voice attests to their confidence and enthusiasm for History.

Maths

At St Peter's we believe Mathematics is vital for the life opportunities of our children. It is an essential method of communication both in everyday situations and in the world of work. Our intent for teaching and learning in Maths is to create a positive, caring, collaborative and inclusive classroom environment where children feel confident to try things, get 'stuck', discuss, ask questions, make choices, take risks and challenge themselves. We aim for all children to gain positive experiences of mathematics and for every child to believe they 'can do' maths. Through our nurture principles we develop our children to become independent mathematicians with confidence and capability that they can apply in the real world. We want every child to experience a sense of awe and wonder as they solve a problem for the first time, discover different solutions and make links between different concepts.

Through the use of HfL Essential Maths the children develop a deep understanding of the mathematics they are learning. We aim to build on solid foundations in mathematical understanding and allow children the time to grasp their understanding. Where possible we try to keep the class working together on the same topic, some children will gain greater depth of proficiency and understanding. We believe in going deeper rather than accelerating into new content.

Our calculation policy is in line with HfL Essential Maths and outlines the pathway to the required written formal calculation methods as outlined in the National Curriculum (2014).

How do we teach Maths?

- All classes are taught in a daily maths lesson.
- Teachers use HfL Essential Maths planning and use other materials such as White Rose to support the teaching of the lessons. The sequences are written as a spiral curriculum. Each learning sequence is broken into small steps that build on previous knowledge and develop sequence by sequence, year by year. It is aspirational and ensures progression and coverage. The spiral curriculum allows teachers to be aware of prior and future learning.
- Destination questions are used to exemplify the range and pitch of examples children should be able to answer at different points in the sequence.
- Teachers follow the CPA approach to move from mental to written calculations in line with the calculation policy. These models and images are consistent throughout the school.
- Reasoning, explanation and justification is promoted through the daily lessons and supported through the use of speaking frames, open ended tasks. Children are encouraged to explain their thinking as well as using written and pictorial explanations.
- We use 'Fluency' sessions outside of the Maths lesson to develop 'number sense'. These sessions allow for opportunities for children to revisit and embed mathematical concepts across the curriculum in order to move this learning into their long-term memory.
- The programme Numbots is used to support number sense development in Key stage one.
- During lessons teachers and other support staff will facilitate reflections throughout the lesson to assess any additional scaffolding or support that is needed.
- Multiplication tables are taught within the curriculum and the children are encouraged to use Times Table Rockstars to support and develop their speed and accuracy in recalling times table and related facts.
- Working walls are used in each classroom to support children in their current learning or to help make links between topics. Vocabulary the children are expected to use and understand will be displayed and referred to.

- Formative assessment involving questioning, in the moment marking, observation, challenge and questioning will be used in every lesson. Where appropriate, teachers use the HfL Essential diagnostic half termly assessments to help them to identify next steps both for individuals and for whole classes. T
- Maths will be monitored via 'Book Looks', feedback, classroom visits, observations, pupil voice and pupil progress meetings where progress and attainment will be discussed and next steps put into place.
- St Peter's works with other schools in our local area to share good practice and to learn from each other.. Teachers also attend moderation meetings organised by HfL on a regular basis.
- Interventions on specific areas of focus will be carried out by the class teacher or teaching assistant. Staff have access to 'On track Maths' to support with closing the gaps if this is seen appropriate. They are also a variety of other resources and materials that the teacher will draw upon to support them with this. Where possible we use pre teaching to support the children in learning they may encounter. Our aim is for children to keep up rather than catch up.
- Staff are given training depending on their needs and work closely with the maths subject leader.
- The Maths link governor meets with the subject leader to gain a greater understanding of the schools priorities.

By providing a high quality mathematics education our pupils will be well prepared to access the requirements of Key Stage 3, with a good foundation for understanding the world, the ability to reason mathematically and to appreciate the importance of maths. Most importantly they will have a sense of enjoyment and curiosity about the subject.

By the end of Key Stage 2 our children will:

- be fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

MFL (French)

Bienvenue à l'école St. Peter's! At St. Peter's, we believe language learning is an essential part of a broad and balanced curriculum. We teach French across KS2, from Y3 to Y6, and also promote diversity by recognising and highlighting the other languages spoken in our school community.

We believe in empowering children with a love for learning languages and want to provide them with the foundation for learning further languages in KS3.

We want to provide children with the building blocks of language - sounds, words and rules - to help them to communicate with French speakers and make themselves understood.

We want our children to learn about new cultures by comparing them to their own and develop their curiosity about the world around them:

"The ability to speak and understand modern languages is essential in increasing trust, trade and engagement between and within societies," British Council.

How do we teach French?

- At St Peter's, French is taught across Key Stage 2, from Year 3 to Year 6. All children receive 1 hour of French teaching per week, taught by a specialist language teacher. There are follow-up activities to each lesson for children to revisit and deepen their learning.
- There are three strands to language learning at St. Peter's: phonics (sounds), vocabulary (words) and grammar (rules). The vocabulary taught varies in each year group, whereas the phonics and grammar are repeated in Y3&4 and then again in Y5&6.
- Target language is carefully and cumulatively increased in line with pupils' vocabulary and grammar progress. Every opportunity is taken to use previously taught language in classroom instructions.
- Lessons also exploit everyday and rich cultural contexts to build confident communication in the new language. New knowledge of cultural aspects is shared in English or French, depending on the words needed to convey it.

- Audio-enabled PowerPoints are used in every lesson. Songs, both authentic and created, are introduced for a variety of purposes, including developing memory, establishing simple classroom routines, phonics practice and developing cultural knowledge.
- Children are continually assessed on the knowledge they are taught in lessons, whenever they are called upon to understand/and or produce language, without reference to resources. Periodically, they complete achievement tests in phonics, vocabulary and grammar, covering all four skills (speaking, listening, reading and writing).

The **impact** of the MFL curriculum at St Peter's School will lead to outstanding progress over time for every child. Our curriculum will lead children to be enthusiastic language learners. Children will listen attentively to spoken French and engage in conversations. They will be able to speak in sentences and have an understanding of basic grammar. Children will be ready to take their learning of languages to the next level.

Music

Music is an integral part of life at St Peter's. It is crucial to children's development of their intellectual curiosity, motor skills, imagination, self-discipline, self-expression, confidence and social skills. Through our broad and balanced curriculum, we want every child to enjoy opportunities to compose, notate, listen, evaluate, perform and appreciate music from different genres, styles and traditions.

Music is planned in-line with the statements laid out in the national curriculum. It is also planned with meaningful cross-curricular links where possible. Charanga and BBC Sounds are used to resource and enhance music teaching.

How do we teach Music?

Music at St Peter's is taught by specialist teachers but is embedded into general school life and implemented throughout all year groups. From EYFS to Y6 pupils are given dedicated music lessons, tailored to capture the specific age related skills in a fun and exciting way. At St Peter's, we offer every child the opportunity to learn an instrument and we actively encourage pupils to carry on learning their instrument beyond the class teaching and ensure that all pupils who want to continue are given the opportunity to do so.

Our class music lessons have been designed to often complement the wider curriculum and themes linking to class topics often form the stimulus for lessons. There is clear progression through the year groups and the skills which children develop and acquire are built on, year on year. Music is practical and creative, and as such, we have ensured that our pupils have access to a wide range of instruments and are given regular opportunities to perform, developing their interpersonal skills through group work, building resilience, encouraging creativity and getting pupils to engage as critical thinkers. Weekly singing assemblies and additional music clubs are offered to further enrich the musical offering at St Peter's and these are open and available to everyone further building the sense of belonging and community at St Peter's school.

We hope that the **impact** of our music curriculum enables children to perform, listen and respond to music and to develop their musical skills further in later life.

PE

At St Peter's School, the principal aims of Physical Education are to encourage and promote physical activity within the children. We aim to focus attention on the importance of exercise for a healthy lifestyle and the enjoyment it can evoke through participation. Team games teach the children essential social skills such as fair play, co-operation and communication, as well as encouraging positive attitudes.

How do we teach PE?

All children have two lessons of PE a week, totalling two hours; most of these will be led by their class teacher, although one half term a year will be co-taught alongside a qualified Gymnastics coach. These lessons focus on developing sport specific skills across a wide range of areas including OAA, gymnastics, dance, invasion games, striking games and net games. In addition, children in Year 4 and Year 5 swim once a week for the whole year.

The PE curriculum is planned to ensure that children are able to learn the key skills for each of these elements of PE during their time at school. The children's achievements in PE are celebrated in assemblies throughout

the year, on our clubs display board, in the bi-weekly newsletter, and culminate in a whole school Sports Day at the end of the summer term.

Extra-curricular sport

Sport is very important to us here at St Peter's School. Children represent the school in local leagues for Netball, Football and Cross Country, locally run events such as District Sports, as well as in targeted Compete, Aspire or Inspire School Games events, such as Hockey, Tag Rugby and Basketball.

We recognise that sport promotes teamwork, a sense of fair play and a feeling of pride in one's school and we encourage as many children as possible to take part in extra-curricular sporting activity.

We also regularly organise whole school events and participate in national initiatives, including the Daily Mile and National School Sports Week, to provide all children with access to a broad range of sports and activities.

Through the PE curriculum at St. Peter's we strive to ensure that our children's attainment and progress is in line with or exceeding their potential. Through a well-rounded PE Curriculum, we intend children will be academically and physically prepared for life in their next school stage, and ultimately, help every child to flourish.

We measure the **impact** of PE in terms of physical literacy- the ability to complete a range of gross and fine motor skills applied to everyday activities- as well as sport specific skills, such as throwing and catching a ball or holding a balance in Gymnastics. However, we also recognise the importance of children learning to become rounded characters through sporting opportunities, by developing their team work skills, sportsmanship and resilience.

PSHE

Our intent for PSHE is that when children leave St Peter's, they will do so with the knowledge, understanding and emotions to be able to play an active, positive and successful role in today's diverse society. We want our children to have high aspirations, a belief in themselves and realise that anything is possible if they put their mind to it. In an ever-changing world, it is important that they are aware, to an appropriate level, of different factors which will affect their world and that they learn how to deal with these so that they have good mental health and well-being.

Our PSHE curriculum develops learning and results in the acquisition of knowledge and skills which will enable children to access the wider curriculum and prepare them to be a global citizen now and in their future roles within a world-wide community. It promotes the spiritual, moral, cultural, mental and physical development of pupils, preparing them for the opportunities, responsibilities and experiences for later life. Our Relationships and Sex Education enables our children to learn how to be safe, and to understand and develop healthy relationships, both now and in their future lives.

How do we teach PSHE?

EYFS:

In the Foundation Stage, PSHE and citizenship is taught as an integral part of topic work and is embedded throughout the curriculum. The objectives taught are the Personal, Social and Emotional Development statements from 'Development Matters in the EYFS' and the PSED Early Learning Goals. Reception also uses the Jigsaw Scheme of Work materials. (see below)

Key Stage 1 and Key Stage 2:

At Key Stage 1 and 2, PSHE is taught through a clear and comprehensive scheme of work in line with the National Curriculum. We ensure we cover the Health and Well-Being, Relationships and Living in the Wider World Learning Opportunities set out in the PSHE Association's Programme of Study, which comprehensively cover the statutory Health Education and Relationships Education guidance.

Children are taught PSHE using 'Jigsaw' which is a spiral, progressive scheme of work, covering all of the above and 'aims to prepare children for life, helping them to know and value who they are and understand how they relate to other people in this ever-changing world'. There is a strong emphasis on emotional Literacy, building resilience and nurturing mental and physical health. It includes mindfulness to allow children to advance their emotional awareness, concentration and focus.

At St Peter's, in addition to Relationships Education, we also teach aspects of Sex Education that is covered in our Science Curriculum. Alongside this we teach about different kinds of relationships, including same sex relationships, and gender identity because it is important that our children should have an understanding of the

full diversity of the world they live in and be prepared for life in modern Britain. The Sex Education aspects of PSHE are also taught through the 'Jigsaw'.

PSHE is taught through Jigsaw's six half termly themes with each year group studying the same unit at the same time (at their own level):

Autumn 1: Being Me in My World

Autumn 2: Differences (including anti-bullying)

Spring 1: Dreams and Goals

Spring 2: Healthy Me

Summer 1: Relationships

Summer 2: Changing Me (including Sex Education)

It also identifies links to British Values, and SMSC and is taught in such a way as to reflect the overall aims, values, and ethos of the school.

Wider Curriculum:

We believe that focusing on developing a 'Growth Mindset' in our children will help them to build resilience, independence and confidence; embrace challenge; foster a love of learning; and increase their level of happiness. We do this through the language we use in class, praising children for their efforts, and using language to encourage children to change their way of thinking. This supports both our school and PSHE aims and values, and we focus on Growth Mindsets in all aspects of school life.

PSHE, including SMSC and BV, is an integral part of the whole school curriculum, and is therefore often taught within another subject area.

Visitors such as emergency services, NSPCC and the school nurse complement our PSHE curriculum to offer additional learning.

We encourage our pupils to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community. We challenge all of our pupils to look for opportunities to show the school values of faith, hope and love.

Assemblies are linked to PSHE, British Values and SMSC and cover any additional sessions that would benefit the whole school. Whole school circle time happens once a week, this is where the children in Year 1-Year 6 join together to discuss a number of topical issues.

PSHE, BV and SMSC displays throughout school reinforce the PSHE curriculum enabling children to make links.

As a result of the **impact** of our PSHE curriculum at St. Peter's, we strive to ensure that our children's attainment and progress is in line with or exceeding their potential. Through a well-rounded PSHE Curriculum, we intend children will be academically and physically prepared for life in their next school stage, and ultimately, help every child to flourish.

RE

At St. Peter's we are Positive, Caring and Inclusive. We deeply embed these values through our Religious Education. We want our children to be independent and conscientious learners who become responsible members of society. They will explore big questions about life and will develop their knowledge of Religion on a local, national and global scale. Our lessons are often cross curricular to enhance our children's spiritual, moral, social and cultural development.

We are extremely proud of our diverse community at St. Peter's and we strive to bring this to the forefront of our RE teaching. Our children will leave our school with a growing understanding and respect for all faiths.

How do we teach RE?

Our Religious Education follows the Hertfordshire Agreed Syllabus which supports the statutory requirements for Religious Education. RE is taught weekly in KS1 and KS2 in order to build upon prior knowledge. The children's learning is further enhanced with faith visitors, visits to places of worship and assemblies. We greatly welcome parents into school to share their expertise with the children.

The principal religions being taught at St. Peter's are:

Christianity
Hinduism
Sikhism
Judaism
Buddhism
Islam

Through the study of these Religions, children will cover these eight key areas of learning:

Beliefs and practices
Prayer, Worship and Reflection
Sources of wisdom
Symbols and Actions
Identity and Belonging
Ultimate Questions
Human Responsibility and Values
Justice and Fairness

We like to collect photographs of our experiences during our RE lessons and during enrichment activities in our RE Floor book. This allows the children to take ownership of their learning and to reflect back in order to deepen and build upon prior knowledge. This also allows for children to make their ideas and thoughts known through pupil voice. This is also shown to parents in order to celebrate our learning.

The children of St. Peter's will:

- Have a deep understanding of Christianity and our other Principal religions.
- Be understanding and tolerant towards people different cultures, faiths, religious and non-religious beliefs.
- Have developed social, moral, spiritual and cultural understanding of themselves, their peers and the world around them.
- Have first-hand experiences of places of worship and of religious festivals and celebrations.

Science

At St Peter's we aim to develop a love of science in our children. As our children at St Peter's progress through the school themes are revisited, with a spiral curriculum design, allowing subject knowledge to be consolidated and built upon. This helps our pupils to gain a concrete knowledge and understanding of the world in which we live.

We provide enrichment opportunities through school trips, workshops and assemblies to engage all children in their learning. At St Peter's, children are encouraged to question, investigate and enquire to deepen their Scientific understanding of the modern world that we are surrounded by every day.

Children at St Peter's are exposed to a range of diverse Scientists, with the intent for our children to leave St Peter's curious and inspired to study Biology, Chemistry and Physics at their next school level.

How do we teach Science?

We develop key skills and understanding through our use of the Herts for Learning teaching resources, in which the working scientifically skills are embedded. This can be supplemented by other resources such as Explorify. As children progress through the school, themes are revisited, allowing subject knowledge to be consolidated and built upon. Teacher's careful monitoring at the start of a new unit allows pupils to begin their journey at the place that is right for them. We balance theory with a hands-on, practical approach where possible, as we understand this is how children learn best. We allow children to build upon their experiences and in doing so, gain a more concrete knowledge and understanding of the world in which we live.

- Science is taught weekly so that children revisit concepts to build upon and secure prior learning.
- Teachers use long term curriculum maps to plan for progression and coverage.
- Planning involves teachers creating engaging lessons, using high-quality resources to aid understanding of conceptual knowledge. Teachers use precise questioning in class to test conceptual knowledge, and assess children regularly to identify those children with gaps in learning, so that all children keep up.
- We build upon substantive and disciplinary knowledge of the previous years. As the children's knowledge and understanding increases, and they become more proficient in selecting and using scientific equipment, collating and interpreting results, they become increasingly confident in their growing ability to come to conclusions based on real evidence.
- Assessment Wheels are used to support skills for working scientifically.
- Knowledge organisers are used to support key knowledge, concepts and vocabulary.
- Teachers demonstrate how to use scientific equipment, and the various Working Scientifically skills in order to embed scientific understanding.
- Opportunities for cross curricular writing are used to demonstrate and assess scientific knowledge e.g. diary writing – 'journey of an apple pip' for the digestive system.
- Teachers find opportunities to develop children's understanding of the science in their environment through accessing outdoor learning, science in the wider world and workshops with experts.
- Children are offered a wide range of extra-curricular activities, visits, trips and visitors to complement and broaden the curriculum. These are purposeful and link with the knowledge being taught in class.
- Regular events, such as Science Week or Science Days provide broader provision and to revisit topics to embed learning in the long-term memory and allow for the acquisition and application of knowledge and skills. These events often involve families and the wider community.

By the end of Year 6 children will develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At upper key stage 2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They should also begin to recognise that scientific ideas change and develop over time. They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.

* Our curriculum follows 'The National Curriculum' other resources we have used to help us develop the curriculum have been referred to in the references section of each individual subject area.

Through the curriculum at St. Peter's we strive to ensure that our children's attainment in core and foundation subjects is in line with or exceeding their potential. We measure this carefully, using a range of materials, but always considering age related expectations. We intend that the impact is that children will be academically and physically prepared for life in their next school stage, in Modern Britain and the wider world. Ultimately, helping every child to flourish.

We want our children to become rounded characters with a clear understanding of complex values like equality, friendship, trust and many others. From this they will develop a character that prepares them for living in the community demonstrating tolerance and equality. We measure this not just by the work our children produce, but in the behaviours we see each and every day in all learners on the playground, in corridors, and in the many roles we give them.

Children are assessed during every lesson, which enables our teachers to plan the next steps for each child. Teachers assess against the learning objectives and the basic skill requirements for each year group and provide live feedback, which enables each pupil to make progress within the lesson and overtime. Children are expected to make good or better progress in all subjects and this individual progress is tracked and reported to parents and carers at parents evening and on the end of year report.

Staff at St Peter's use rigorous triangulated monitoring throughout the year to gauge the impact of the curriculum design. Senior Leaders and Subject Leaders monitor individual subjects: reviewing learning, evaluating pupil voice, providing individual feedback to move practice forward, celebrating positives and highlighting areas of development that through coaching and continued professional development are developed and strengthened. The impact of the curriculum is reviewed half termly and progress is measured against end of year outcomes for individual pupils and for the year group.

Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. The pupils will be able to work collaboratively with their peers and independently as inquisitive learners who are motivated to excel and who have a thirst for learning. The pupils will have a strong desire to embrace challenge and to be resilient learners.

Our curriculum will also enable our pupils to become good citizens and demonstrate an appreciation for each other, the school community and the world. Our pupils will be respectful and will show tolerance and acceptance to those from different faiths and backgrounds.

We will measure the impact of curriculum through:

Pupil achievement data.

Attendance rates.

Behaviour.

Extra Curriculum registers.

Pupil Voice.

Parent questionnaires.

Classroom visits

This document was reviewed and updated by all Curriculum leaders September 2023.