

# St Andrew's CE Primary



## Whole School Curriculum

## Statement of intent

As a school, we strive to provide limitless learning in order to develop children that:

- Enjoy creative, dynamic and reflective learning
- Are supported, challenged building cultural capital to be equipped for the future
- Value and take responsibility for themselves and others
- Rely on and build support and lasting relationships

As a school, we have decided upon three main threads that will run through all aspects of the curriculum which we feel are key for the needs of our children. These are:

- Developing key reading skills in all areas of the curriculum
- Learn about significant individuals locally, nationally and internationally in key areas of the curriculum
- Understand the importance of the local community, including career opportunities, and where Oswaldtwistle fits into the units within the curriculum

## Implementation across school

At St Andrew's, we seek to provide a broad and balanced curriculum where all children are engaged in meaningful, creative lessons. The depth of learning that takes place will allow for all children to make excellent progress, whilst using creative thinking through real life experiences. In our school, every child is recognised as an individual. We celebrate and welcome differences, ensuring equality and accessibility in order for **all** children to develop the knowledge and skills needed to succeed in life. As a school, we make provisions wherever possible so that all children can access the full curriculum. The quality of teaching and learning in school is underpinned by the teaching of basic maths, writing and reading skills, knowledge, concepts and values throughout the curriculum. 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.

Our curriculum has been designed to:

- Recognise children's prior learning and interests
- Provide first hand learning experiences involving visits and visitors to enhance learning
- Allow the children to develop interpersonal skills
- Assist children in building resilience
- Allow children to become creative, critical thinkers using metacognition to take responsibility for their learning
- Show a clear sequence in both knowledge and skills towards shared end points
- Show how Oswaldtwistle fits into local, national and international developments
- Develop community involvement so children can learn new skills, enabling them to take an active role.
- Have a good understanding and appreciation of significant individuals and their impact on human creativity and achievement
- Develop key skills learned in reading, writing and maths across the curriculum

Children will leave St Andrew's with a sense of belonging to a tightly knit community where they have the confidence and skills to make decisions, self-evaluate, make connections and become lifelong learners, providing them with the knowledge and cultural capital that they need to succeed in life.

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#### **Non-Negotiables for teaching and learning**

- Short, focussed teaching activities with an emphasis on child led learning
- Mixed ability pairings in lessons
- Use of a feedback book for timely and accurate feedback
- Immediate interventions with children highlighted in feedback books
- Challenging and engaging activities for all
- High expectations for both learning and behaviour
- Mutual respect for all
- The use of metacognition and sticky learning through St Andrew's learning powers
- Making links between previous learning and subjects in a variety of ways to develop depth of both skills and knowledge

#### **Non-Negotiables for planning**

- All planning slides are to be saved onto the T-Drive in advance of a lesson
- Minimal written information on slides leaving the opportunity for adaptability
- All objectives in medium term plans are to be taught
- Use prior learning from previous units and year groups to ensure progression
- Plan for cross curricular learning to be present, where appropriate, in all subjects
- Skill and knowledge progression to show ambition for learning, beyond that of the National Curriculum
- To plan subjects to fit into the timetable depending on teacher assessed understanding of the time needed to teach an objective (flexibility and fluidity in the approach to timetables)

## Whole School Plan – Topics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	Carnival of the Animals Exploring animals  Geo/Art	Oswaldtwistle Mills Great Fire of London  History/DT	Whole School Geography France (Reception Australia) Geo/Art	Excellent Explorers Christopher Columbus Neil Armstrong  History/DT	We're all going on a Summer Holiday Beach holidays  Geo/DT	Fire Fire! James Hargreaves  History/Art
<b>Year 2</b>	Weather experts Learning about and filming weather forecasts  Geo/Art	Toys Changes within living memory  History/DT	Whole School Geography Brazil Geo/Art	Flying High The first aeroplane flight  History/DT	The Farm Shop Farming and Produce  Geo/DT	Mighty Monarchs Queen Elizabeth & Queen Victoria  History/Art
<b>Year 3</b>	Life beneath the canopy Rainforests Geo/Art	Ancient Egypt Ancient Egypt History/DT	Whole School Geography India Geo/Art	Fabulous Farmers Neolithic farmers/ architecture to modern techniques History/DT	Ambitious Armies Roman Armies and empire Geo/Art	Hadrian's Wall Romans in the local area History/DT
<b>Year 4</b>	Mountains, Rivers and Coasts Forces, Climates, lifestyles Geo/Art	Titanic The ship, the people, the route, the disaster History/DT	Whole School Geography Canada Geo/Art	Olympic Heroes Greek sports and the Olympics History/DT	Glorious Greece Greece and lifestyle Geo/DT	Mysterious Mayans Mayan history, culture and religion History/Art
<b>Year 5</b> <i>1 year only</i>	Climate Change Greenhouse effect, Carbon footprint & Global warming Geo/Art	Dinosaurs Fossil Humans History/DT	Whole School Geography South Africa Geo/Art	Victorian's Victorian Britain and Local knowledge of the rise of Mill Towns History/Art	Space Geo/DT	Benin (900-1300CE) History/DT
<b>Year 6</b>	Survival Geo/Art	Macbeth (Scots) History/DT	Whole School Geography China Geo/Art	Vicious Vikings Viking culture, raids and settlements History/DT	Earth Matters Contrasting localities Earthquakes and Volcanoes (Eggsborough Kingdom) Geo/DT	World War 2 History/Art

### Threads of learning –

- Development of key reading skills
- Learn about significant individuals, locally, nationally and internationally
- The local community, including career opportunities, and where Oswaldtwistle fits into the curriculum areas