

# Curriculum at All Saints

What we learn with pleasure we never forget. – Alfred Mercier

At All Saints we believe that children learn best when they are motivated and excited about their learning. We also believe that we all learn effectively when we work together and when lessons are creative and enjoyable, so we work hard to offer a broad, ambitious curriculum that captures the children's interest regardless of their abilities or previous experiences. Our curriculum map is built on a 2-year cycle enabling classes to work together on half-termly topics.

School staff are continuously reviewing the curriculum to ensure it meets the needs and interests of our children and provides an authentic, fully coherent sequence of learning. The development of our curriculum at All Saints is underpinned by reading and research and is shaped by the needs and interests of our children. We look forward to sharing this with our parents as it evolves!

Tell me and I forget, teach me and I may remember, involve me and I learn. – Benjamin Franklin

To ensure the integrity of each subject taught, as detailed in the national curriculum, we choose to teach subjects discreetly, carefully considering the skills and knowledge that the children need to acquire and build on. The half-termly topics studied provide a thematic driver for most lessons, to allow children to develop strong links across curriculum areas making learning experiences rich and memorable. We aim to develop the children's mathematical and literacy skills through all subjects whilst ensuring that the content knowledge and skills remain the primary focus in foundation subjects. Teachers are committed to ensuring that all pupils can excel in non-core subjects regardless of their literacy and mathematical ability.

At All Saints we recognise that the curriculum experienced by the children does not just include planned learning in lessons, but involves the 'hidden curriculum' of relationships, ethos, informal learning and learning outside school hours. Our aim is to ensure that each child has access to the best possible opportunities and experiences during their education, so that they can reach their full potential and are better prepared for the future.

## Our Learning Journey

The beautiful thing about learning is that nobody can take it away from you. - BB King

Our Foundation Stage pupils, in class Adam and Eve, and Noah, learn both indoors and outdoors, enjoying a range of adult led and child-initiated activities following the Foundation Stage Early Years Framework. Staff are committed to incorporating and building on the children's interests as they develop and expanding their understanding through exposure to new experiences, language and stories. As the children progress through their Reception Year, we feel it is important that they start to prepare for their transition to Year 1 and begin to experience some Key Stage 1 style learning. In Key Stage 1 and 2, we ensure that this creative and inclusive learning style continues. Teachers understand the importance of providing an engaging curriculum and sequenced learning journey to allow children to acquire and embed the skills, knowledge, understanding and attitudes needed for high quality learning.

Across the school children have the opportunity to use the valuable resource of our local environment to support their learning. All children enjoy using areas of the school grounds as part of our successful Forest School programme which supports their learning and wider development. Outings to the community such as visits to the library, fire station and other venues of historical, cultural or educational interest are planned to extend our children's understanding and widen their experiences, whilst providing enjoyable, memorable learning.

We aim to involve parents throughout their child's learning journey, to help to consolidate learning and provide opportunities to explore topics outside of school further. We encourage them to talk to their children about what they have been doing at school during the day, attend special collective workshops and events and to be involved with homework projects. All children, from reception to Year 6, receive creative, topic-based projects each half term as well as appropriate homework for their year group to develop key skills and understanding. Knowledge organisers are used in Key Stage 1 and 2 to support the children's acquisition of knowledge linked to the foundation subjects.

Children must be taught how to think, not what to think. – Margaret Mead

We wish to equip children with the skills and knowledge to learn and grow with confidence and self-belief so they can achieve. We aim to ignite a passion and capacity for lifelong learning to ensure that our children continue to seek out and enjoy learning long after they have left All Saints.

Our school rules aim to be understandable to children and support high quality learning. They are few in number and take the form of following 'The All Saints Promise.' Children will promise to do their best to behave in the spirit of Jesus Christ and do their best to...

- Be Ready

- Be Respectful
- Be safe

As staff we explain why these behaviours are worth adopting and look for these behaviours when promoting high quality learning.

### The 6 Rs - Capacity for Learning

We recognise the importance of building children’s capacity for learning by encouraging, developing and sustaining:

- Resilience
- Resourcefulness
- Reflectiveness
- Retention
- Reasoning
- Responsibility

### Attitudes, values and attributes

We recognise the importance of positive attitudes to learning and life through the whole school study of the below areas. These are actively taught during collective worship, RE and PSHE lessons and promoted throughout the school as part of children’s wider development. We request that these attitudes and attributes are modelled by children and adults in order to create a safe, positive and inclusive school environment with children who are ready to learn.

<ul style="list-style-type: none"> <li>• Generosity</li> <li>• Compassion</li> <li>• Courage</li> <li>• Forgiveness</li> <li>• Friendship</li> <li>• Respect</li> </ul>	<ul style="list-style-type: none"> <li>• Thankfulness</li> <li>• Trust</li> <li>• Perseverance</li> <li>• Justice</li> <li>• Service</li> <li>• Truthfulness</li> </ul>	<ul style="list-style-type: none"> <li>• Wisdom</li> <li>• Hope</li> <li>• Community</li> <li>• Dignity</li> <li>• Peace</li> <li>• Joy</li> </ul>
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## Reading & Phonics Scheme Information

Reading is the one ability, that once set in motion, has the ability to feed itself, grow exponentially and provide a basis from which possibilities are limitless.” – Micheal Morpurgo

Across the school we read stories to and with children, showing that books are a source of enjoyment, discovery and information. We encourage children to read a variety of books and to talk about them both at home and at school to allow them to experience the joy and power of reading. Each class enjoys story time at the end of every day and English lessons are based on key texts and authors.

In Foundation Stage and Key Stage 1, we use Ruth Miskin’s Read Write Inc scheme to support children to develop their decoding (word reading) ability. The children have daily phonics sessions, in regularly reviewed ability groups, to ensure that they are both supported and challenged to progress with their reading skills. Encouraging the children to read short stories containing the sounds that they know allows them to feel successful in their reading abilities and have positive reading experiences.

In addition to daily phonics sessions, reading skill lessons are taught daily for children in Years 1-6 in their class groups. These lessons focus on developing the enjoyment of reading as well as comprehension skills to allow the children to understand and question what they are reading. We use elements of Bug Club to support both home and school reading.

In line with statutory assessments, for Key Stage 1 phonics, we use the phonics screening check to assess our children on their understanding of phonics towards the end of Year 1 and children in Years 2 and 6 complete the reading SATS tests. We use the information from these statutory assessments, alongside our own formal and informal assessments to identify the strengths and next steps in the children’s learning and ensure that they are both supported and challenged with their learning.

If you would like further information on our phonics scheme please attend the parents information meeting led by Mrs Brant or follow the link below:

[Parents - Ruth Miskin Phonics Training](#)

[Parent video: How to say the sounds - YouTube](#) This video describes how to pronounce the sounds at home with your child. Remember your child will love being read to even when they can read fluently!

## Subjects

Our curriculum is based on the 2014 National Curriculum which requires all pupils aged between 5 and 11 years to study the following three core subjects:

- English
- Mathematics
- Science

Foundation subjects must also be studied in this age group. They are:

- Art and Design
- Computing
- Design and Technology
- Geography
- History
- Music
- Physical Education
- Religious Education
- In KS2, MFL (a modern, foreign language) is also taught.

See our evolving curriculum mapping for information about the areas and topics studied at All Saints. Please follow the link below to find more detail about the National Curriculum and the content studied in each year group:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/425601/PRIMARY\\_national\\_curriculum.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf)

For more information about the Early Years Foundation Stage Framework, please see the link below:

[Development Matters - Non-statutory curriculum guidance for the early years foundation stage \(publishing.service.gov.uk\)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425601/PRIMARY_national_curriculum.pdf)

See the following links to support your child's learning at home:

### General

<https://www.bbc.co.uk/bitesize/primary>

<https://www.bbc.co.uk/cbbc>

<https://www.topmarks.co.uk/>

### English

<https://www.worldbookday.com/>

[THE LITERACY SHED - Home](#) - Visual literacy (suggested for KS2 children or with supervision)

<https://learnenglishkids.britishcouncil.org/>

### Maths

<https://www.familymathstoolkit.org.uk/>

<https://nrich.maths.org/frontpage>

<https://www.oxfordowl.co.uk/for-home/kids-activities/fun-maths-games-and-activities/>

### Science

<https://www.bbc.co.uk/cbbc/curations/science-on-cbbc>

<https://www.sciencemuseum.org.uk/>

<https://www.childrensuniversity.manchester.ac.uk/learning-activities/science/>

<http://www.natgeokids.com/uk/>

### PE and sport

<http://news.bbc.co.uk/sport1/hi/academy/default.stm>

<https://www.bbc.co.uk/cbeebies/topics/sports>

### Computing

<https://www.bbc.com/ownit> - E-safety

<https://www.thinkuknow.co.uk/>

<https://www.childnet.com/resources/kia/>

### Music

[http://www.bbc.co.uk/northernireland/schools/4\\_11/music/mm/mood01.shtml](http://www.bbc.co.uk/northernireland/schools/4_11/music/mm/mood01.shtml)

### Art and Design Technology

<https://www.bbc.co.uk/cbbc/shows/cbbc-dish-up>

<https://www.bbc.co.uk/cbbc/shows/art-ninja>

[http://www.bbc.co.uk/northernireland/schools/4\\_11/primaryart/](http://www.bbc.co.uk/northernireland/schools/4_11/primaryart/)