

## **St Berteline's Church of England Primary School**

### **CURRICULUM CONTENT STATEMENT**

#### **The Curriculum**

It is important to remember that the curriculum is the totality of what is experienced by the child at school. It is not solely the National Curriculum nor is it all that the teacher intends. It includes all the events and contacts of daily life in school and is influenced by the attitudes and behaviour of all those people who play any part in school life. Therefore, what is unintended is as vitally important as that which is planned by the teacher.

At St Berteline's it is our intention to encourage a commitment to the child because life at school is just as much about enabling pupils to enjoy their present life as equipping them for their future life. The Curriculum is a means of making this a reality.

We believe our school should be a place of inspiration, intellectual and cultural adventure. A place where there are trusting relationships between adults and children. The children will be given a wide variety of direct experiences and challenges and the quality of teaching will enable them to develop appropriate skills. We will endeavour to teach the children about their contribution to the quality of life in our local community as well as further afield.

Our teachers have a professional responsibility to learn as much about the child as possible and to provide for their needs in a flexible way. The teachers use a wide variety of methods and styles and aim to create a climate of trust where all children are valued.

Consequently, the insight gained enables them to respond to the individual learning needs of all the children including those with special educational needs.

# **The Early Years Foundation Stage Curriculum**

## **Introduction**

In September 2012, we began to use the government's new curriculum for the Early Years Foundation Stage.

### **The Learning and Development Requirements consist of:**

- The seven areas of learning and development and the educational programme which set out what will be covered in each age group;
- The early learning goals, which summarise the knowledge, skills and understanding that all young children should have gained by the end of their Reception Year
- The assessment requirements (when and how practitioners must assess children's achievements) and when and how they should be discussed with parents and/or carers.

### **The Seven Areas of Learning**

The seven areas of learning are divided into the prime areas of Personal, Social and Emotional Development, Physical Development and Communication and Language. The specific areas of learning are Literacy, Maths, Understanding the World and Expressive Arts and Design. The characteristics of effective learning are playing and exploring, active learning and creating and thinking critically and these elements support children's learning across all seven areas.

### **Guiding Principles**

There are four principles which shape our practice and these are:

- Every child is a unique child who is constantly learning and can be resilient, capable, confident and self-assured;
- Children learn to be strong and independent through positive relationships;
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and/or carers
- Children develop and learn in different ways and at different rates.

*This framework covers the education and care of all our children within our Foundation Setting, including children with special educational needs and disabilities.*

## **Key Stages One and Two**

### **Introduction**

At Key Stages one and two the pupils follow a school curriculum which is rich, broad and balanced and fully meets the statutory requirements of the National Curriculum for England and Wales. The curriculum is planned thematically and each curriculum area makes a contribution to the child's education through the exploration of ideas as well as the practice of the skills and language associated with the particular subject. The work the teachers plan is rooted in worthwhile experiences matched to stages of development and always relevant in content, interest and scope.

### **The National Curriculum**

The National Curriculum sets out the most important knowledge, skills and understanding that every child has a right to learn. It is a framework given to teachers by the government so that all children are taught in a way that is balanced, manageable and suitably challenging. It provides standards that measure how children are progressing in each subject and enables teachers to set challenging but achievable targets.

In Key Stages One and Two each year group has curriculum guidelines which set out in detail the content for each subject based on the current National Curriculum. The subjects include English, Mathematics, Science, Computing, Art and Design, Physical Education, Design and Technology, Music, History and Geography. In addition, we have a programme devised to deliver Sex and Relationships Education, Environmental Education and PHSE. In addition the Key Stage Two children study French as a modern foreign language.

## **English**

In English, children are taught speaking and listening, reading and writing skills. We use a range of methods and materials for teaching reading including synthetic phonics along with other strategies. We use the Letters and Sounds programme along with Jolly Phonics and other material to support the teaching of phonics in Key Stage One. We use Oxford Reading Tree as our core reading scheme along with many other quality reading resources.

## **Religious Education**

As an Aided Church of England Primary School we are able to choose which syllabus to follow. After discussion with Governors we decided to create our own Scheme of Work taking into consideration The Chester Diocesan Guidelines.

## **MFL/French**

All children in Key Stage Two study French as a modern foreign language. We are fortunate in that we have a native French speaker who teaches our children.

## **Visits and Extra-Curricular Activities**

In addition to the National Curriculum, the school provides access to a wide range of experiences and visits, including residential visits and extra-curricular activities.

Our children benefit from five varied residential visits throughout their time at St Bert's. In Key Stage One, the children sleep over (along with their teddy bear) at the Tattenhall Centre. This visit focuses on the child's growing independence and confidence, whilst also acting as an opportunity to attend dance and art workshops. In Year 3, the children progress to spending two nights away from home. In the heart of Delamere Forest, they are able to take part in orienteering, woodland walks, games and other activities designed to progress their academic learning and social skills. Our Year 4 children will spend their residential experience at Beeston or Burwardsley Education Centre. With the Cheshire countryside on their doorstep, they are encouraged to explore the surrounding area, visit Beeston Castle and maybe even have the chance to hold a bird of prey at Peckforton Castle, or make a candle at the local candle factory. As the children come to the end of Year 5, they visit the Menai Centre on Anglesey. This experience is an outward bound adventure involving zip wiring, sailing, raft building, rock climbing, abseiling, canoeing as well as the usual visits to Beaumaris Castle, Plas Newydd and Llandudno.

Just before leaving St Bert's for pastures new, our Year 6 children enjoy a visit to the capital city. Children and staff leave school early in the morning to arrive in London at our pre-booked hotel. After a quick change, we have the chance to explore Covent Garden before sitting down for dinner. We then set off to the bright lights of Theatre land where we spend the next few hours watching one of the many shows on offer. After a peaceful night's sleep back at our hotel and a hearty breakfast, we spend the next day experiencing some of the many attractions on offer in London.

Hopefully the children leave our school with many happy memories of the varied residential experiences they have taken part in as well as the confidence and independence to go on to the next stage of their learning.

### **Additional Needs**

Where children have a special need or a disability, we make provision for them, so that all children are able to flourish (please refer to our Special Educational Needs Policy and Information Report).

### **Attitudes to Learning**

We encourage all children to have positive attitudes towards learning and to ultimately become independent learners. They are given opportunities to develop their inter-personal skills by working and co-operating with others. Through teaching and learning, along with our Christian school ethos we build children's self-esteem and self-confidence. We very much see our role as giving children the skills they need for life and for learning.

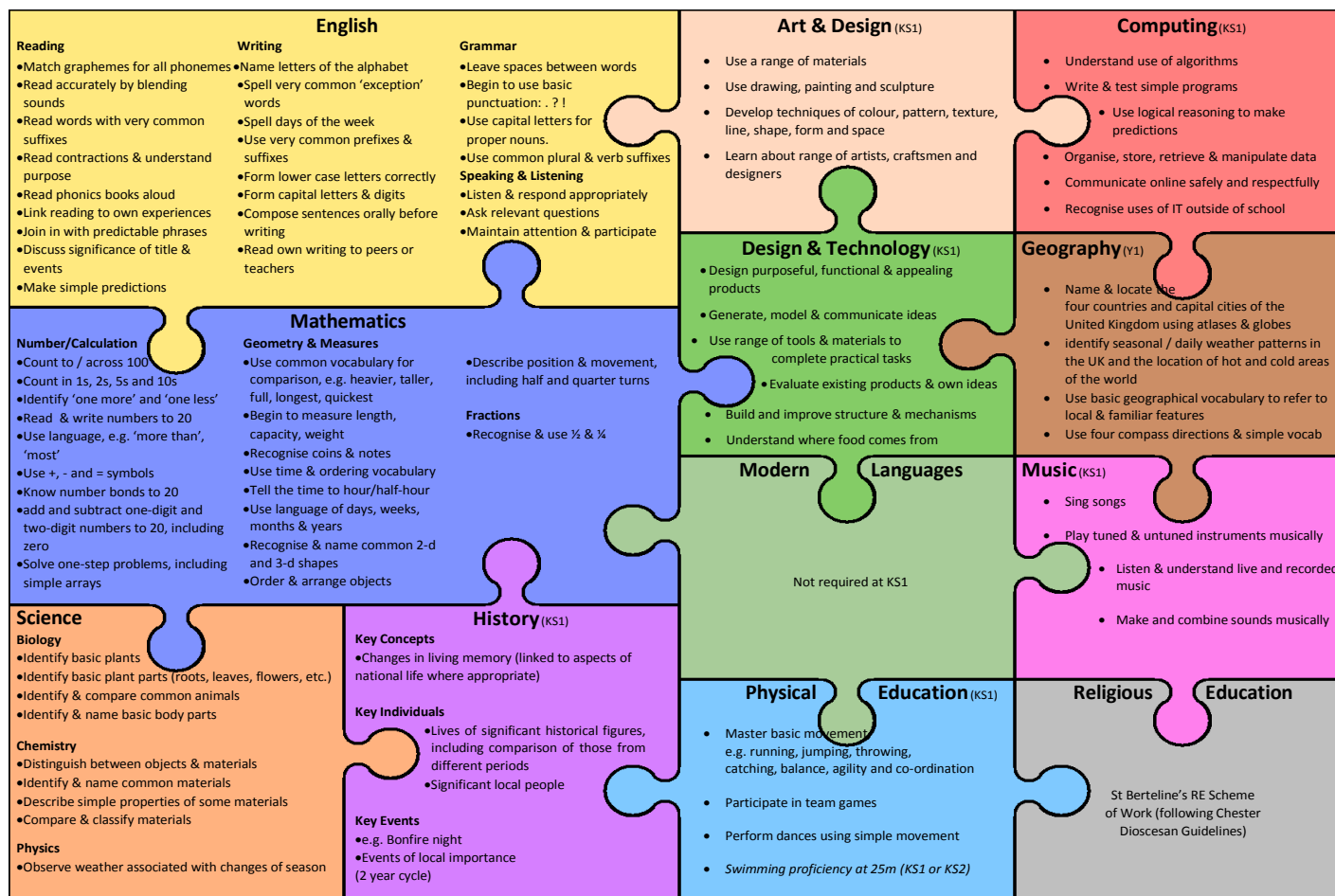
### **Review of the National Curriculum**

The National Curriculum was reviewed (in September 2014) and the government put in place a curriculum which is implemented at St Berteline's.

Detailed below is a curriculum map showing the coverage for each year group. If parents or carers would like more details about a particular curriculum area, they are welcome to visit the school where the Headteacher, Mrs Julie Barron, will be pleased to talk to them about the relevant syllabus and scheme of work which their child is following.

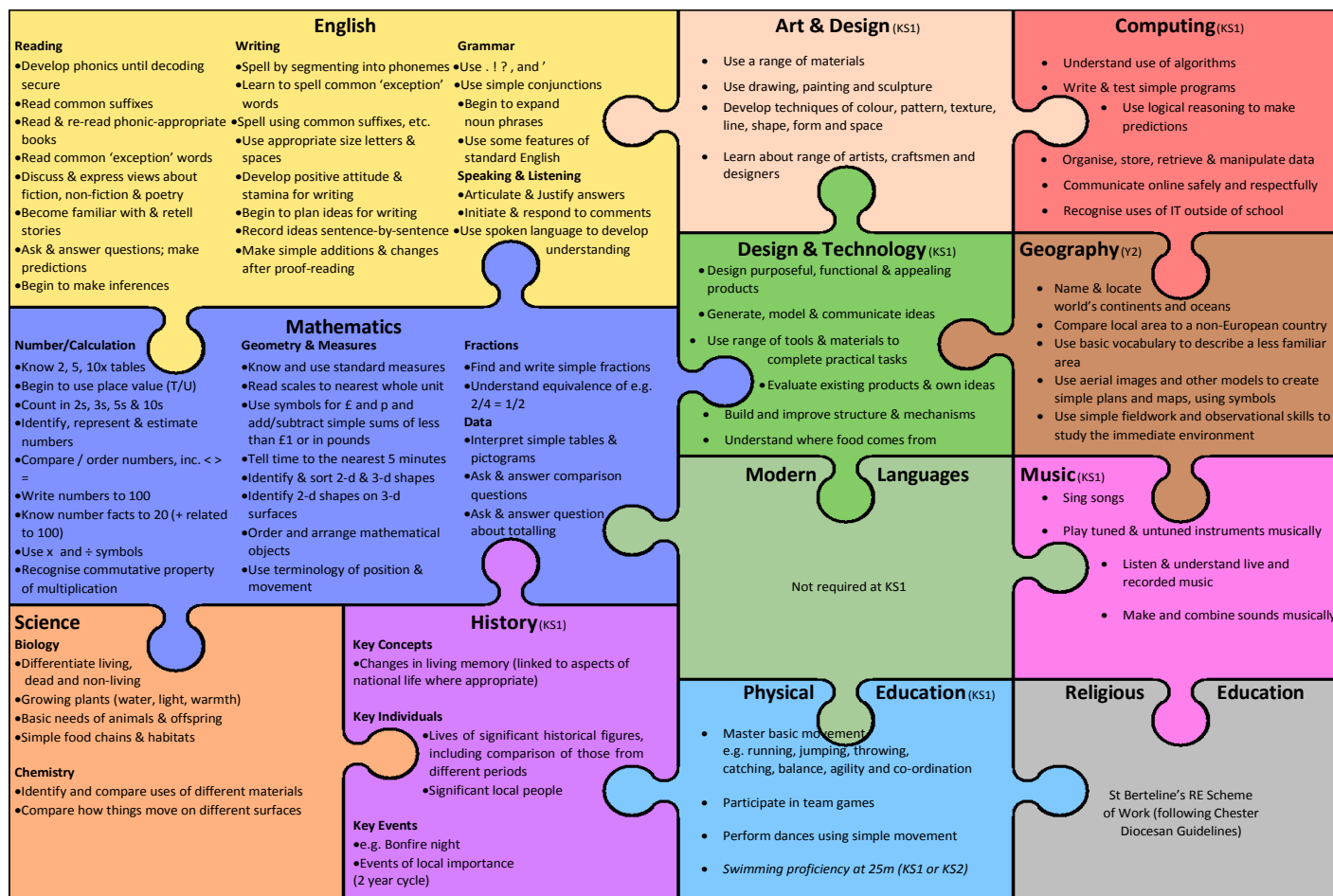
# CURRICULUM MAP

## Curriculum Overview for Year 1



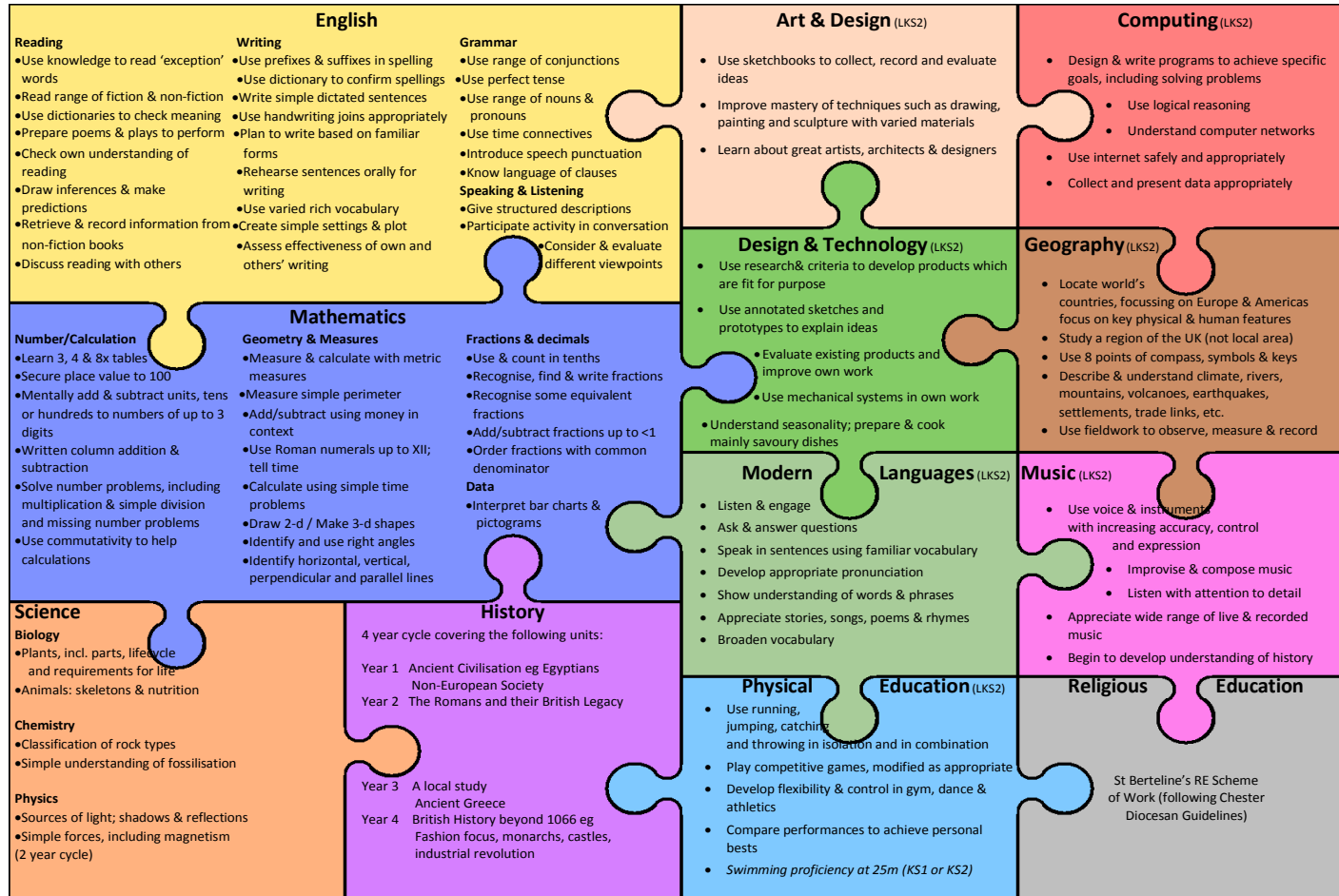
# CURRICULUM MAP

## Curriculum Overview for Year 2



# CURRICULUM MAP

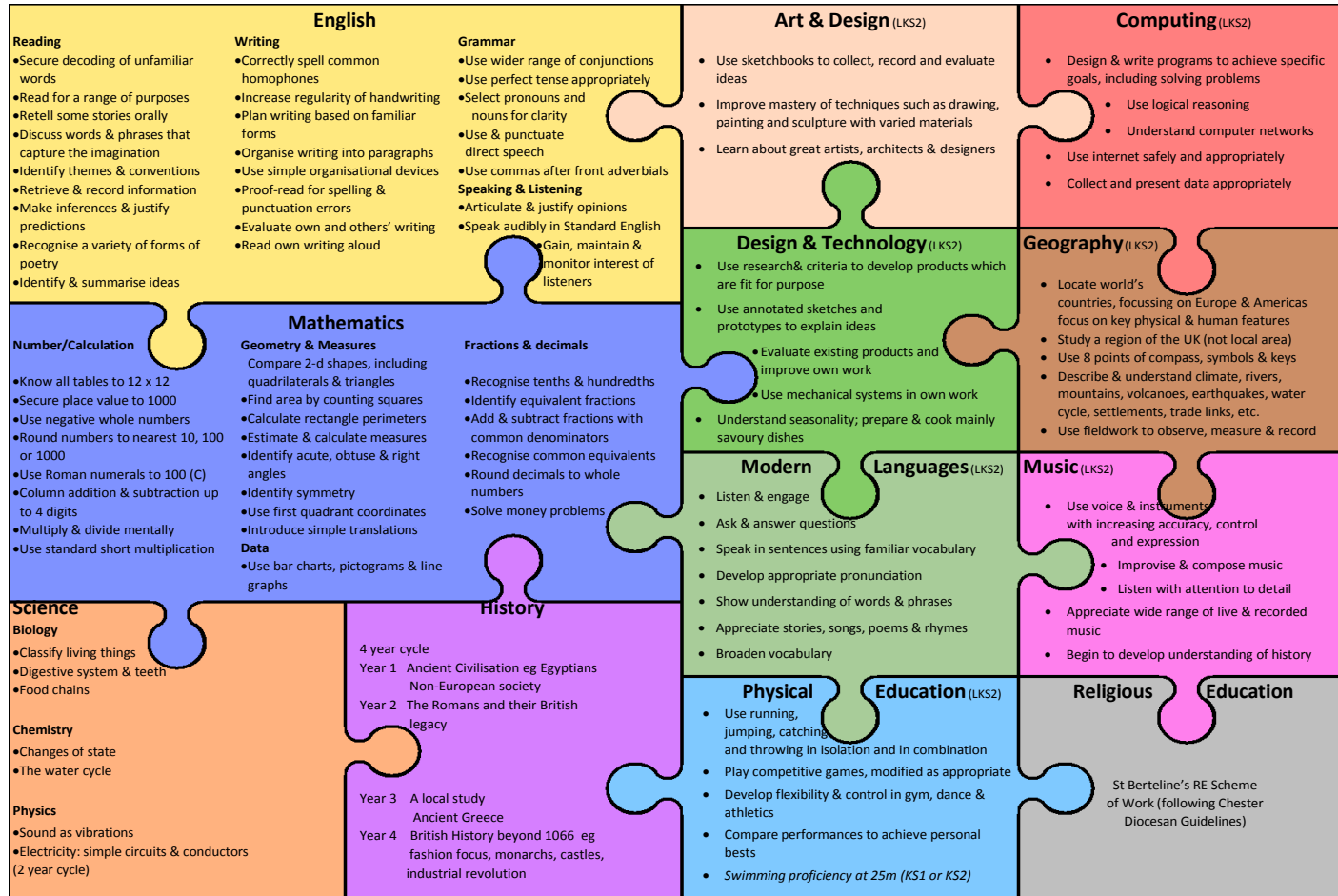
## Curriculum Overview for Year 3





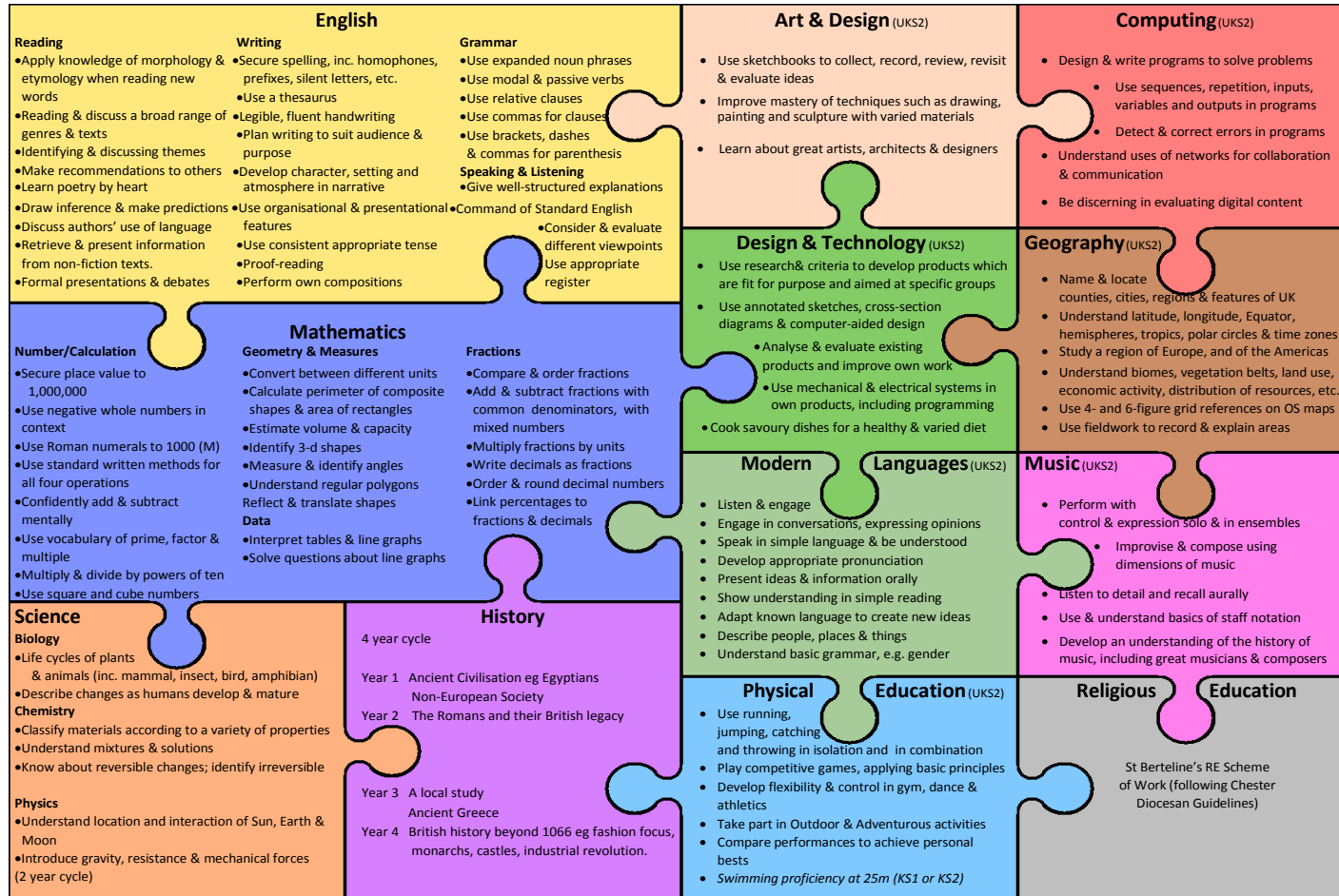
# CURRICULUM MAP

## Curriculum Overview for Year 4



# CURRICULUM MAP

## Curriculum Overview for Year 5



# CURRICULUM MAP

## Curriculum Overview for Year 6

