Bollington St. John’s Church of England

Primary School



*Where talent grows*

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 *“Whatever you do, work at it with all your heart, as working for the Lord”****Colossians 3:23***

**English Intent/Aims**

**To ensure all pupils:**

* **read and write with confidence, fluency and understanding; using a range of independent strategies to self-**

**monitor and correct;**

* **have an interest in books and read for enjoyment;**
* **show an interest in words and their meanings, developing a growing vocabulary in spoken and written forms, which they learn to use appropriately in order to articulate their responses;**
* **spell accurately and confidently to the best of their ability;**
* **understand a range of text types and genres and be able to write in a variety of styles and forms appropriate to**

**the situation;**

* **develop their power of imagination, inventiveness and critical awareness;**
* **use a well-formed, legible and cursive handwriting style;**
* **learn to speak to a range of audiences confidently.**

**Implementation**

**English is taught daily and is at the heart of all learning. Children learn a wide range of reading, writing and speaking and listening skills which they can apply to their work across the curriculum. Where possible, lessons are planned using a cross-curricular approach in order to ensure that reading and writing is purposeful, enjoyable and creative. In English lessons, children develop and improve on their written and spoken communication skills, allowing them to take part in discussions and compose a wide range of fiction and non-fiction texts. Development of vocabulary, grammar and spelling is inherent to this. High quality texts are the focus for teaching and learning sequences.**

**We aim to inspire an enjoyment of reading and for children to gain the enthusiasm to choose increasingly challenging texts. In lessons, they will explore authors’ intentions, compare characters and themes across and within texts, and will learn to discuss their ideas and opinions with conviction and clarity.**

**Maths Intent/Aims**

**To ensure all pupils:**

* + **develop a sound understanding of basic mathematical concepts through direct teaching, practical and investigational work;**
	+ **develop fluency in conceptual understanding and the ability to recall and apply knowledge rapidly and accurately;**
	+ **develop an ability to reason mathematically, with a focus on key vocabulary;**
	+ **develop the ability to solve problems through application of their mathematical skills and knowledge to increasingly complex challenges over time;**
	+ **acquire appropriate and necessary mathematical skills and apply them confidently and accurately;**
	+ **are able to demonstrate their skills and knowledge and talk about their work using appropriate mathematical language;**
	+ **develop thinking skills and logically apply their mathematical knowledge to solve problems;**
	+ **use mathematics as part of their everyday life in school and at home;**
	+ **enjoy mathematics, and develop a positive attitude to the subject.**

**Implementation**

**Mathematics is usually taught daily. Throughout the school we take a mastery approach to our maths teaching. Mastery means having a secure understanding of mathematical concepts and processes, combined with a genuine procedural fluency. A child who has mastered a particular skill is able to apply their understanding and solve different types of problems, including where the skill is either embedded in a different context, or where a choice of method has to be made. Children are not grouped by ability in maths lessons and the lessons are designed to offer a low entry point but have a ‘high ceiling’ to challenge the more-able mathematician. A wide variety of methods will be used including whole-class, smaller group, teacher focus group, pre and post lesson interventions and one to one teaching. These groups will be fluid to foster the children's confidence.**

**During maths sessions, children will develop their use of concrete and pictorial resources to support their learning and understanding of place value and calculations. Pupils will become increasingly confident to use mental and written methods with accuracy and efficiency. A sense of enquiry will be fostered through open-ended investigative tasks, practical activities and the application of the child’s mathematical skills and knowledge. Children will reason and investigate mathematically, by following a line of enquiry, explaining and generalising using mathematical language. Cross-curricular links with other subjects will be used to reinforce this area. We recognise the importance of establishing a secure foundation in mental calculation and recall of number facts before standard written methods are introduced.**

**RE Intent/Aims**

**To ensure all pupils:**

* + **acquire and develop knowledge and understanding of principal world faiths;**
	+ **develop an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures, including the local community;**
	+ **develop the ability to make reasoned and informed judgements about religious and moral issues with**

**reference to the teachings of the principal religions;**

* + **enhance their own spiritual, moral, social and cultural development by:**

**-reflecting on their own beliefs, values and experiences in the light of their study;**

**-expressing their own personal viewpoints in a thoughtful, reasoned, respectful and considerate way;**

* + **recognise the right of people to hold different beliefs within a diverse society.**

**Implementation**

**Linked to our global learning, we believe that RE both supports and strengthens what we aim to do in every aspect of school life. Our caring ethos and the value which we place on the development of the whole child; spiritually, morally, socially, culturally and intellectually is reflected in our bespoke RE curriculum. Our enquiry based Religious Education curriculum provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self, issues of right and wrong and what it means to be human. It challenges pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses. Religious Education encourages all participants to reflect on their own beliefs and values and to acknowledge that others hold beliefs different from their own.**

**Religious Education has two closely related aspects: learning about religions and beliefs and learning from religions and beliefs.**

**These two aspects set out the broad objectives in terms of knowledge, understanding and skills for the RE curriculum. RE is taught discretely and is often linked to class topics.**

**Science Intent/Aims**

**To ensure all pupils:**

* + **develop their enjoyment and interest in science and an appreciation of its contribution to all aspects of everyday life;**
	+ **build their curiosity and sense of awe of the natural world;**
	+ **experience a planned range of investigations and practical activities to give them a greater understanding of the concepts and knowledge of science;**
	+ **are introduced to and have the opportunity to use the language and vocabulary of science;**
	+ **develop their basic practical skills, including their ability to make accurate and appropriate measurements;**
	+ **are able to use data to record results, to help spot patterns and draw conclusions;**
	+ **develop their use of computing in their science studies;**
	+ **make the best use of our outdoor woodland areas to extend their scientific knowledge and understanding;**
	+ **are encouraged to lead a healthy lifestyle.**

**Implementation**

**Science is a core subject and has a high priority in the school curriculum as evidenced by our Primary Science Quality Mark. Children will learn to explain the world around them through scientific enquiry, posing questions that they will investigate as fair tests. They will analyse their results and form conclusions, recognising the importance of evidence. Children will observe changes over time and look for patterns as well as learning how to identify and classify.**

**Children are taught science through the Kapow curriculum, where links are made with other curriculum areas. In the majority of lessons, scientific skills are taught alongside knowledge and understanding. Topics include activities that inspire the young scientists to experiment and investigate the world around them and to help them raise their own questions such as "Why...?", "How...?" and "What happens if...?” They develop the skills of enquiry, observation, research, selecting appropriate equipment and using it safely, measuring and checking results, making comparisons and communicating results and findings. Activities are challenging, motivating and extend pupils’ learning.**

**History Intent/Aims**

**To ensure all pupils:**

* **are curious about and develop their understanding of events, places and people in a variety of times and environments;**
* **understand the values of our society;**
* **learn about the major issues and events in the history of our own country, of the world, and how these events may have influenced one another;**
* **develop an understanding of chronology within which the children can organise their knowledge of the past;**
* **understand how people of other times and places may have had different values and attitudes from ours;**
* **understand the nature of evidence by emphasising the process of enquiry and by developing the range of skills required to interpret primary and secondary source materials;**
* **develop their ability to distinguish between historical facts and the interpretation of those facts;**
* **understand that events have a multiplicity of causes and that historical explanation is provisional, debatable and sometimes controversial.**

**Implementation**

**History is taught through the Kapow curriculum, with a two year rolling programme of topics being covered. The IPC makes cross-curricular links. Our focus is on topic work which develops a range of study skills. We use an enquiry-led approach to teaching history, allowing our young historians to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.**

**Pupils are encouraged to communicate their findings to others using a variety of methods, including written or verbal reports, pictures and drama activities. Opportunities for visits outside school, and visitors to school, are valuable experiences used to enhance learning in history.**

**Geography Intent/Aims**

**To ensure all pupils:**

* **understand, appreciate and respect the world in which we live and how it has evolved;**
* **recognise their roles as global citizens;**
* **are equipped with knowledge about diverse places, people, resources and natural and human environments;**
* **deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments;**
* **learn and explain how the earth’s features at different scales are shaped, interconnected and change over**

**time;**

* **acquire geographical knowledge, understanding and skills, this includes experiencing fieldwork and interpreting a range of sources of geographical information, such as maps, diagrams, globes and aerial photographs;**
* **can communicate geographical information in a variety of ways, including through maps, numerical and**

**quantitative skills and writing.**

**Implementation**

**Geography is taught through the Kapow curriculum with a two year rolling programme of topics being covered. Our focus is on topic work which develops a range of study skills.**

**Geography explores the relationship between the Earth and its people. It stimulates curiosity and imagination, and we aim to build each child as a geographer by developing geographical skills, understanding and knowledge through studying places and themes. Geography encourages children to learn through experience, particularly through fieldwork and practical activities.**

**Music Intent/Aims**

**To ensure all pupils:**

* **perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians;**
* **learn to sing and use their voices;**
* **have the opportunity to learn to play a musical instrument;**
* **to create and compose music on their own and with others;**
* **understand and explore how music is created;**
* **foster enjoyment of all aspects of music.**

**Implementation**

**Music is taught through the Kapow curriculum. We aim to make music an enjoyable learning experience and encourage children to participate in a variety of musical activities and performance opportunities. These include: the KS1 Nativity, KS2 Productions, musical assemblies and festival celebrations. We provide opportunities for all our musicians to sing and to listen to and appreciate different styles and genres of music. We teach them the skills of recognising and commenting on pulse, pitch, rhythm, timbre, dynamics and texture in music. We provide opportunities for children to work with others to make music and show how individuals compose and organise music. We also begin to teach them some of the features of musical notation and to develop an understanding of the history of music.**

**During year 5 and 6, children can choose from a selection of string instruments and learn that instrument for the whole year as a part of our whole school music provision. This leads to the children performing as part of the Hallé Orchestra. They are then encouraged to take part in the Year 6 ‘Play It Again’ scheme where individual tuition is offered. We also offer all children the opportunity to learn to play an instrument with peripatetic music teachers; currently, there is guitar and piano provision.**

**The school choir consists of children from Year 2 to 6. They rehearse throughout the year and perform at a variety of community events and the ‘Young Voices’ concert.**

**Art Intent/Aims**

**To ensure all pupils:**

* **foster an understanding and enjoyment of art, craft and design;**
* **experience a broad and balanced range of art activities and show progression within these experiences;**
* **show development of ideas and their own skills through the use of a sketchbook;**
* **develop their ability to observe, investigate, respond to and record the world around them through a growing variety of forms and media;**
* **develop their use of a range of tools, media and processes;**
* **develop an understanding of the work of artists, craftspeople and designers and apply this knowledge to their own work;**
* **study historical, cultural and religious art;**
* **extend and enrich other curriculum areas through art.**

**Implementation**

**Art is taught through the Kapow curriculum. The school uses a variety of teaching and learning styles in art lessons. Our principle objective is to develop children’s knowledge, skills and understanding in art. Our artists are encouraged to explore and develop their own ideas and review, evaluate and modify work as appropriate. This is achieved through a mixture of whole class teaching and individual and group activities. Art projects are linked to class topics.**

**DT Intent/Aims**

**To ensure all pupils:**

* **talk about how things work, and develop their ability to draft and model their ideas;**
* **develop imaginative thinking and enable pupils to talk about what they like and dislike when designing and making;**
* **learn how to select appropriate tools and techniques for making a product, whilst following safe procedures;**
* **develop an understanding of technological processes, products, their manufacture, and their contribution to our society;**
* **explore attitudes towards the human-made world and how we live and work within it;**
* **foster enjoyment, satisfaction and purpose in designing and making.**

**Implementation**

**DT is taught through the Kapow curriculum. Pupils develop and enhance their DT skills through a variety of practical and creative activities in designing and making products. They will learn about mechanisms, structures, electrical systems, textiles and food, evaluating the use and effectiveness of their finished designs. Children investigate and evaluate products. They participate in practical task to develop particular knowledge and skills, and design and make products, considering audience and purpose.**

**Our curriculum builds upon prior learning. We give children of all abilities the opportunity to develop their skills, knowledge and understanding and we also build planned progression into the scheme of work, so that the children are increasingly challenged as they move through the school.**

**Computing Intent/Aims**

**To ensure all pupils:**

* + **receive a relevant, challenging and enjoyable computing curriculum;**
	+ **use computing as a tool to enhance learning throughout the curriculum;**
	+ **are given opportunities to respond to new developments in technology;**
	+ **are equipped with the confidence and capability to use computing throughout their later life;**
	+ **develop the understanding of how to use computing safely and responsibly;**
	+ **can understand and apply the fundamental principles of computer science, including logic, algorithms, data representation, and communication;**
	+ **can analyse problems in computational terms, and have repeated practical experience of writing computer**

**programs in order to solve such problems;**

* + **can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems;**
	+ **are responsible, competent, confident and creative users of information and communication technology.**

**Implementation**

**Computing is taught through the Kapow curriculum. The children will experience a wide range of computing opportunities. They will learn to use a range of programs and to write their own. Along with learning specific computing skills, they will also use and apply these across the curriculum. In all classes, we make learning to be safe online a priority.**

**Teachers follow the school’s long term plan to ensure that each class will also cover an E-Safety and coding module each year. ICT skills will be taught throughout the year in a cross-curricular way, with opportunities planned to use computing to support and enhance other curriculum areas.**

**PE Intent/Aims**

**To ensure all pupils are:**

* **acquiring and developing useful skills that provides an ability to remember, repeat and refine actions where they can perform with increasing control, coordination and fluency;**
* **provided with a range of experiences through administering a varied selection of extra-curricular clubs and events so that all children can succeed and excel in competitive sport and other physically-demanding activities;**
* **developing their physical literacy by encouraging sporting attributes such as confidence, determination, resilience, motivation and physical competence;**
* **improving and evaluating their own and others’ ability through observations by making clear and simple judgements independently;**
* **knowledgeable of the effects and benefits of exercise on the body and how this correlates to living a healthy lifestyle;**
* **working independently and in teams to provide opportunity to communicate, collaborate and cooperate within a competitive environment;**
* **applying safety principles by developing a sense of responsibility towards their own and others’ safety and well-being whilst using their spatial awareness and surroundings.**

**Implementation**

**High-quality PE lessons will last at least 2 hours each week, and in addition to this, the children will attend swimming and forest school sessions.**

**In Early Years, opportunities will be provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities. Within all lessons, children are encouraged to develop their spatial awareness whilst learning multi-skilled games that continue to build their physical literacy.**

**In KS1, the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes a broad range of opportunities that involves ball skills, team games and multi-skills, gymnastics and dance. Within lessons, children are engaged in competitive and co-operative physical activities where they can become increasingly competent and confident in sport.**

**At KS2, pupils will continue to apply and develop a range of skills and units of work where children can communicate, collaborate and compete with one another. The curriculum content offers a broad range of skills with a variety of sports. Children are encouraged to evaluate their sporting ability and understand how to improve and excel in a range of sporting skills.**

**MFL Intent/Aims**

**To ensure all pupils:**

* **are introduced to another language in a way that is enjoyable and fun;**
* **foster an interest in learning other languages;**
* **are given an awareness and insight into the culture and civilisation of the countries where the language is spoken and learn to respect these;**
* **develop skills and confidence to express themselves in speech and writing in French.**

**Implementation**

**French is taught through the Kapow curriculum. Studying a modern foreign language is statutory at KS2 (age 7-11). Our chosen language for KS2 is French, which links to engaging topics. KS2 children have one hour of MFL teaching a week, and vocabulary is revisited throughout the week where appropriate. Our younger children (ages 4-7) are introduced to French games, stories and songs.**

**PSHE Intent/Aims**

**To ensure all pupils:**

* + **develop the self-esteem, confidence, self-awareness and understanding of risk to make informed choices and decisions;**
	+ **have opportunities to develop their social skills and social awareness;**
	+ **adopt responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;**
	+ **learn about effective interpersonal relationships and develop a caring attitude towards others;**
	+ **adopt a caring attitude towards and responsibility for the environment;**
	+ **understand how to manage their feelings;**
	+ **understand how society works and the rights and responsibilities involved;**
	+ **are given opportunities to explore, clarify and if necessary challenge, their own and others’ values, attitudes, beliefs, rights and responsibilities;**
	+ **receive an effective Relationships and Sex Education (RSE) programme which meets all of their needs.**

**Implementation**

**PSHE and wellbeing are taught through the Kapow curriculum. Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils’ education so that they are well prepared to play an active role as members of a diverse society.**

**PSHE encompasses many areas of study. Weekly assemblies and cross-curricular teaching allow children to explore themes relating to our three core teaching strands: Relationships, Health and Wellbeing and Living in the Wider World. We want our children to be safe and happy and we will encourage them to develop self-awareness, positive self-esteem and confidence during their time at school to enable them to make informed choices both now and in their future.**

**Our teaching gives children the knowledge, skills and understanding that they need to stay healthy and safe, develop relationships, respect differences and develop independence and responsibility.**

**RSE Intent/Aims**

**To ensure all pupils:**

* + **are given opportunities to consider and understand themselves within the wider context of physical and emotional changes;**
	+ **are equipped with the skills and understanding to be confident with their own physical, social and emotional development.**

**Implementation**

**Relationships and Sex Education (RSE) is an important part of our curriculum and objectives link to our PSHE and Science provision. However, there are times when some sessions will have to be delivered as stand-alone lessons.**

**Our teaching follows the approved Christopher Winter Project, the No Outsiders curriculum and follows statutory government guidelines from the Department for Education.**