

Curriculum Provision



Curriculum Statement

At St. Thomas C.E. Primary School the curriculum, underpinned by our Christian foundation, prepares our children for a constantly changing world, giving them the necessary skills to contribute to society and lead happy, healthy lives. Values such as respect, love and forgiveness permeate all that we do.

Our curriculum provides children with the opportunity to:

- Learn to value others, their views, cultures and beliefs
- Celebrate the uniqueness of everyone, treating everyone with care and respect.
- Provide a broad and balanced curriculum for all our children. This will be based on the principle that reading underpins everything we do. Whilst the curriculum is planned and organised in separate subjects, teachers make best use of links between subjects.
- Make effective curricular links, which enable children to apply the knowledge and skills learned in one subject to others. We bring together complementary aspects of subjects in a thematic approach to provide greater coherence to learning. Some aspects of some subjects will be taught in discrete units.
- Give learners the confidence that they can succeed.
- Establish what they already know and build on it.
- Enjoy challenging learning experiences, which promote independence.
- Inspire learning through passion for the subject.
- Provide collaborative learning opportunities to develop learning skills and personal qualities.

We follow, as often as possible, a theme-based approach to learning, in the belief that children learn best when logical connections are made between different aspects of their work.

We believe passionately in giving the children ownership of their learning. We support our children in becoming 'aspirational' – aiming high – in order to make the most of their learning opportunities. St. Thomas C.E. Primary School believes in an active partnership between school, pupil and home.

English

We are committed to developing literacy skills through uniting the important skills of **reading and writing**. We teach children to read initially by a synthetic phonics approach (Sounds-write) supplemented by a variety of means as children's skills develop. The children have the opportunity to select from a wide range of good quality reading books, from a well-stocked library in both Key Stages. Storytelling is also an important aspect of developing children's love of reading and this is timetabled in every class every day.

The development of early reading and writing skills is a school focus and children's progress in reading and writing is carefully monitored throughout the school. A variety of opportunities are provided across the curriculum for children to develop their writing

skills. For example, writing reports, stories, poems, notes, plays, lists and diaries and a creative room to promote writing across the curriculum.

To help children progress in their learning and understand what they need to do to improve, they have individual targets each half term, which are shared with parents.

Children are provided with regular opportunities to develop the essential skills of **speaking and listening**. This is done through discussion, drama and specific listening activities in pairs, groups and as a class. Good oral work enhances pupils' understanding of language in both oral and written forms.

From Early Years, children are taught letter formation and joins following our **handwriting** scheme, which enables children to develop an independent, mature style of writing. Good presentation is expected at all times and displaying children's work is an integral part of this process. Ultimately we want each child to develop a fluent, legible and attractive style of handwriting.

Mathematics

Our aim is to develop children into confident mathematicians who are able to use mathematics as a tool in a wide range of activities both in and out of school. All staff at St Thomas' aim to deliver an engaging and accessible style of mathematics teaching, inspired by Singapore and Shanghai. Teachers will strive to create maths masters (a concept has been mastered when a person can represent it in multiple ways, has the mathematical language to communicate related ideas, and can independently apply the concept to new problems in unfamiliar situations).

We expect **all** pupils to be able to:

- Become **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 non-routine problems with increasing sophistication, including breaking solutions.

Science

Science teaching follows the Curriculum 2014 guidelines providing a broad, relevant science curriculum for all the children. We teach the children a balance between knowledge and investigational skills. Active engagement in learning is encouraged and children often work co-operatively, communicating scientific ideas to each other. Basic scientific concepts are developed with the aim of helping children understand their world and encouraging them to develop a sense of responsibility towards it. Pupils are encouraged to combine interest and curiosity with a responsible attitude towards health and safety, as well as respect for living things and the physical environment. Scientific

ideas are applied to real life problems including those that require aspects of design and technology to solve them.

Geography

We teach geography throughout topic-based curriculum. The children are taught to use maps, atlases, globes and compasses. We endeavour to extend children's interest, knowledge and understanding of people and places both near and far. The infant children are involved in local investigations such as shopping surveys or looking at historical buildings using a simple map. Carefully planned visits are arranged for all children to study places outside the local area. Children are encouraged to think deeply about the environment in which they live and the scarce resources that the Earth provides and upon which all life depends.

History

We teach history throughout topic-based curriculum. We encourage our children to find out about the past by looking at evidence and considering informed opinion by using original sources. We use the locality, with its rich history as a basis for a lot of our work.

We aim to bring history to life and to instil a desire to find out about our predecessors. We organise a number of visits to sites of interest and have a wide range of historical artefacts that we use with the children. We help our children to understand that history means everything that has happened in the past, and also our actual record of what has happened.

Computing

We aim to teach high-quality computing education that equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Design Technology

We teach technology throughout topic-based curriculum. Design and Technology encourages the development of knowledge, skills and understanding in a practically based subject. Pupils are taught to develop, plan and communicate ideas. They work with tools, equipment, materials and components to make quality products. Upon completion of their task, they evaluate the processes and products.

In Early Years and Key Stage 1 pupils learn how to think imaginatively and talk about what they like and dislike when designing and making. They build on their early childhood experiences of investigating objects around them. They explore how familiar things work and talk about, draw and model their ideas. They learn how to design and make safely and start to use COMPUTING as part of their designing and making.

In Key Stage 2 pupils work on their own and as part of a team on a range of designing and making activities. They think about what products are used for and the needs of the people who use them. They plan what has to be done and identify what works well and what could be improved in their own and other people's designs. They draw on their knowledge and understanding from other areas of the curriculum and use computers in a range of ways.

Modern Foreign Languages

In KS2 all children learn how to speak French we focus on enabling all pupils to make substantial progress in this language. The teaching provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at key stage 3. It enable pupils to understand and communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary.

Music

School follows the Charanga scheme which supports teachers in delivering a high quality music curriculum. The learning within this Scheme is based on:

- Listening and Appraising
- Musical Activities — creating and exploring
- Singing, Playing Instruments and Performing

Children are encouraged to develop an awareness of the different effects of instruments used in music, as well as to give a thoughtful and sensitive response to recorded music.

Children are taught how to use pitched and unpitched percussion instruments. They are taught to recognise and discriminate between the various elements of music such as pitch and rhythm.

Children are also taught a wide repertory of songs appropriate to their age group. These include hymns, traditional songs from other lands and cultures and songs from former times as well as modern songs.

Additional Small Group Music Tuition

We have access to specialist music teachers from the Wigan Music Service who takes small groups of children for individual and group sessions.

Art & Design

We teach art through out topic-based curriculum Art for most children is a natural form of expression and a source of great pleasure. We aim to increase confidence and competence in the use of different media, such as pencil, charcoal, paint, collage, inks, textiles and clay. We promote the necessary skills for our children to develop their natural ability to be expressive and creative and we aim to instil pride by achieving finished work that is of a high standard. From Early Years to KS2 all pupils have opportunities to learn about and take inspiration from a range of artists and craftspeople.

Physical Education

Our sporting aims are to provide children with a balanced range of activities and the

opportunity to develop these in more specialist clubs. Each week our children work on at least one area of the physical curriculum.

Gymnastics and dance both take place in the Hall and involve all the children following various themes. Through dance and movement, they learn how to express themselves whilst being able to work at their own level. Whereas gymnastics, involves learning how to use equipment safely and acquire, develop and gain new skills. Games, outdoors and adventurous activities take place outside and children learn a variety of skills that are developed into small games and team building situations.

Children in year 3 have a period of time each year when they learn swimming, which takes place at the local swimming pool.

There are a range of sporting clubs on offer each week to enrich the Physical Education of pupils from Early Years to Y6 and school uses specialist sports coaches to deliver many of these sessions.

School is also part of a group of 26 local schools who take part in regular sporting competition in a range of sports.

Religious Education and Collective Worship

At St. Thomas C of E Primary School, children are taught to understand and respect the importance of religious beliefs in the world around them. We encourage children to use and develop their skills in RE and to participate in critical thinking. We aim to ensure that the RE curriculum is challenging, dynamic and relevant to pupils of all ages. In the Foundation Stage, RE is taught through topics based upon children's own lives and their own experiences. During Key Stage 1, the study of Christianity is introduced and aspects of Judaism and Islam are taught. There is also consideration for non-religious beliefs. In Key Stage 2, the study of Christianity is developed and religious beliefs within Hinduism, Judaism and Islam are explored.

Collective Worship

As a church school, collective worship at St. Thomas Primary is an integral part of school life. It creates, nurtures and sustains a sense of community and creates an opportunity to bring to life the core values of the school and local area. Each week we focus on one worship theme, allowing us to come together, celebrate children's achievements and provide an opportunity for pupils to reflect. Our close relationship with St. Thomas and All Saints Church provides children with another regular link to the Christian faith. Pupils are involved in various services at the church throughout the year and the vicar leads assemblies for both key stages and Communion Services for Y5 and Y6 both in church and in school.

PSHCE

Our PSHE curriculum follows the Jigsaw scheme of work from Early Years to Y6. Jigsaw is a unique, spiral, progressive and effective scheme of work, aiming to prepare children for life, helping them really know and value who they truly are and understand how they relate to other people in this ever-changing world.

The 6 Jigsaw Puzzles (half-termly units) are designed so the whole school can study the same learning themes at the same time, each year group at its own level. The Puzzles are sequential and developmental throughout each academic year. The puzzles are as follows:

- Being Me In My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

Special Educational Needs

The curriculum is planned through a whole school approach to curriculum planning, taking into account progression and inclusion for all pupils. Additional support and intervention is provided for identified groups and individuals. Children who have special education needs are supported in accordance with their individual needs and for some this support will be clearly stated on their Education and Health Care Plans (EHCPs).

Curriculum enhancement

The curriculum is enhanced by using visits and speakers whenever possible. We aim that each class should have one of these enhanced opportunities each half term.

Each year there is the opportunity for the children to enjoy some form of theatre/performance experience.

There are opportunities for the children to take responsibilities within their class and the whole school. Each class has children who have monitor roles and across the whole school, children can be School Councillors, or Play leaders, IT support etc. depending on their year group.