

St Lawrence C of E (A) Junior School Our Curriculum

Curriculum Intent Statement

At St Lawrence C of (A) Junior School the curriculum is guided by our vision and designed to help children develop:

- a love of learning
- a belief in themselves and others
- a respect of the world around them

We believe that learning involves a lasting change in pupils' capabilities or understanding, therefore whilst each subject at St Lawrence is taught discreetly, links and connections are made whenever possible to strengthen context and memory. Our curriculum recognises and accommodates our pupils' prior learning, building systematically on their gained knowledge, skills and understanding. Daily *Memory Moments* are built into the curriculum in order to encourage regular recall and retrieval and to embed key concepts to long-term memory. The curriculum provides first hand learning experiences in a wide range of topics which allows the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community. We continually provide enrichment opportunities to engage learning and believe that childhood should be a happy, investigative and enquiring time in our lives where there are no limits to curiosity; a thirst for new experiences and knowledge.

Community involvement is an essential part of our curriculum as we celebrate local traditions, learning new skills to enable the children to take an active role in events throughout the year. Children leave the school 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.

School Motto & Values

The learning culture is promoted through **3 attitudes to learning and life** which are used to remind and empower children of their potential, who they are and who they can become and the wider world around them.

These are:

- Achieving
- Believing
- Caring

Our curriculum provides opportunities to work towards and recognise successes, encourages children to embrace challenge, helps to develop positive mental health and self-esteem and cultivates a kind and considerate community spirit within the school, the local community and on a more global scale.

Our **Core Values** are promoted and nurtured throughout our curriculum, in assemblies, on our Recognition Board and in the wider opportunities we provide for our children. These are:

- | | | |
|--------------|---------------|---------------|
| • Aspiration | • Faith | • Generosity |
| • Courage | • Self-esteem | • Forgiveness |

- Perseverance • Community • Compassion

British Values

Across our curriculum, fundamental British values are embedded through a rolling programme of learning. They are introduced in assemblies, discussed in class and promoted through whole-school activities and actions. Children learn to take personal responsibility for their own thoughts and actions and become responsible and active citizens.

Curriculum Implementation and Impact

Learning Research

The curriculum at St Lawrence is well-established and recognises the importance of evidence-based practice. We are supporters of teaching in a Mastery style, both for maths and English, and work closely with many networks, such as NCETM and NPQ to ensure our teaching methods are in line with current research.

We promote the use of clear, focused learning intentions and success criteria as an effective tool in gaining intended learning outcomes. Each area of learning has clearly defined outcomes which are both knowledge and skills based. Key vocabulary is orally rehearsed and defined throughout the unit and is constantly reinforced through teaching, displays, unit topic front cover sheets and, where needed, pre-teaching through intervention programmes.

Throughout lessons, there are many opportunities for the pupils to recall their prior learning and apply it to their current study, for example through Memory Moments, Thinking Time, Talk Partners, low stakes quizzes and mind-maps. Our staff understand that regular retrieval practice is essential in order to strengthen the pupils' neural pathways and to enhance their learning.

We believe teachers are the experts and should deliver direct instruction to the pupils through an 'I do, We do, You do' approach, incorporating clear modelling into their practice. Staff have had training to use effective questioning techniques to develop higher order thinking skills.

Subject Leaders

At St Lawrence C of (A) Junior School we have subject leaders who oversee, develop, monitor and evaluate the effectiveness of their subject within school across all year groups and phases. All subject leaders are given training and the opportunity to keep developing their own subject knowledge, skills and understanding so they can support curriculum development and their colleagues throughout the school. They are given additional time out of class to monitor their subject when required. Whole-school staff meetings and INSETs, led by subject leads and SLT, provide opportunities to work collaboratively on curriculum design and development and allow all staff, including ECTs, HLTAs, and TAs to become experts in the curriculum.

National Curriculum

Art

The school believes that art is a vital part of children's education and has a significant and valuable role in the curriculum. We also offer many enrichment opportunities to allow children to further develop their creativity and understanding. The skills and knowledge that children will develop throughout each art topic are mapped through the school to ensure progression. The curriculum includes topics which ensure children understand the context of the artwork, as well as the artists that they are learning about and being inspired by. Children are given opportunities to link their art to other curriculum areas, including humanities and science.

A focus on skills means that children are given opportunities to express their creative imagination, as well as practise and develop mastery in the key processes of art: drawing, painting, printing, textiles and sculpture. Visual elements of art and design (including line, tone, texture, colour, pattern, shape, 3D form) are explored to provide children with the experience needed to express their ideas creatively.

Computing

Our computing curriculum is designed to equip children with the skills and understanding to live in a technological world, this includes being able to use a variety of computer software and coding programmes. There is an emphasis on the importance of Online Safety for all year groups. We want the use of technology to support learning across the whole curriculum and to ensure that our curriculum is accessible to every child.

English

Reading is a fundamental part of everything we do at St Lawrence C of (A) Junior School. Children are exposed to high quality texts across the curriculum and reading skills are taught explicitly in all year groups during Whole Class Reading sessions and daily English lessons. Alongside the skills of decoding and comprehension, book talk encourages children to think as a reader and discuss their preferences, likes and dislikes. Reading for pleasure is a cornerstone of our approach, with a well-stocked and well organised school library which children access both within the timetable and in their own time.

Mastery for Writing focuses on teaching the 'purposes' of writing: to entertain, to persuade, to inform and to discuss. We pride ourselves in teaching this through a range of exciting stimuli which includes books, film clips, artefacts, visitors and real-life experiences. We strive to equip children to develop a rich vocabulary which can help them bring their writing to life. Basic skills and non-negotiables underpin writing in all areas of the curriculum. Teachers model the writing process and demonstrate the ambitious high standards expected of all children. Every child is encouraged to let their imagination and personality shine through in their writing.

History & Geography

Developing historical and geographical enquiry skills, as well as learning fundamental facts about history and the world in which we live, play an integral part of our 'Topic' curriculum. Both history and geography are taught discreetly, however strong links are forged across the year groups in order to root each lesson in a strong context. One example of this is when studying the River Nile in Year 3 as part of our Mapping unit, pupils then go on to study the importance of the Nile in our Ancient Egyptian topic in Year 4. This allows them to draw on prior knowledge and deepen their learning of the topic. Mind-maps are used throughout the unit to support pupils to make connections and to embed key knowledge to long-term memory. Links are also made across the broader curriculum, particularly with English and maths. Through a variety of teaching techniques, drama, practical activities, primary and secondary sources, enrichment days, workshops, fieldwork, visits and visitors, pupils experience a broad range of study. Molesey - the development of the town, the resources available in the local area and the demographics of the pupils at our school - plays an important part in our curriculum in order to help children understand themselves, their community, and their place in the world better.

Maths

At St Lawrence the Mastery Approach is used. Each maths area is broken down into small units of learning and is taught at a whole class level. Maths is taught and practised with an emphasis on coherence, procedural and conceptual variation, fluency and flexibility, and problem solving and reasoning. Opportunities are given for all pupils to achieve greater depth and to dive deeper in to the area of maths they are learning. These skills are transferable to everyday situations where maths is seen as an integral part of life.

Modern Foreign Languages (French)

Our MFL curriculum, using the Rigolo scheme, is designed to progressively develop children's skills in languages, through regularly taught lessons. Children progressively acquire, use and apply a growing bank of vocabulary organised around topics. All of these approaches help to equip our children with the skills to be confident global citizens.

Music

Using the Music Express scheme of work our Music curriculum is designed to progressively develop children skills in the areas of musical appreciation (listening and discussing), performance on instruments and with voice, composition and recording and evaluating musical performances. We encourage children to focus on the work of great musicians for inspiration and exploration, and to build up a repertoire of techniques and approaches that they can apply in their own compositions. Links are made with our English, Science and History topics which support the children's understanding in these areas as well.

Personal, Social, Health & Relationship Education

Using the 'Jigsaw' programme, we have designed a whole school approach to PSHE which follows on from the foundation work completed in our main Key Stage 1 feeder school. By using this mindfulness approach to PSHE, we bring together Personal, Social, & Health Education, and Relationship & Sex Education. Together, children and teachers enjoy building relationships, getting to know each other better as unique human beings. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation.

Through this PSHE curriculum we enable our children to become healthy, independent and responsible members of society. It aims to help them understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up. We provide the children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a community both within and outside of the school. Relationships between each other, their families and members of society are explored and differences are celebrated. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

Physical Education

Our engaging, high-quality PE curriculum at St Lawrence inspires all pupils to succeed and excel individual's abilities in a range of competitive sports and other physically-demanding activities. Through problem-solving and the development of physical confidence we aim to both challenge children and promote their self-esteem. To enable children to build character and embrace values such as fairness and respect, we compete in sport and other activities and, in conjunction with our Science and PSHE/RSE curriculum, aim to develop healthy life styles, a positive growth mindset and resilience. Team building and opportunities to develop the skills to cooperate and collaborate with others are an integral part of the curriculum. By encouraging them to understand and take responsibility for their own health and fitness we aim to develop a love of physical activity and sport leading to a happy and healthy life.

Religious Education

Using the updated agreed Guildford Dioceses Agreed Syllabus pupils should extend their knowledge of Christianity, Judaism and Islam, and be introduced to aspects of Hinduism & Buddhism, recognising the impact of religion and belief locally (including within their own Church school), nationally and globally. The Optional Study Units for KS2 also include elements of Sikhism. Pupils may also begin to consider moral, ethical and philosophical issues, and where appropriate, they may also encounter non-religious belief systems such as Humanism. Pupils will also further develop important subject-specific and cross-curricular skills, which are identified within each unit of study. Where possible, pupils should be encouraged to make links between different aspects of their learning in RE, utilising higher level thinking skills and creating opportunities for greater progress and

challenge in RE. Pre and post unit questions are used as a means of assessing the children knowledge, skills and understanding.

Science

Our Science curriculum is designed to give children a broad spectrum of scientific understanding. There is a balance between knowledge-based learning and skills-based learning. Practical activities to support the children's understanding and give them first-hand experiences are a key part of the curriculum. Developing the scientific investigative skills of questioning, hypothesizing, planning, fair testing and drawing conclusions from results are in all units of work and these range in focus and development across the key stage. Curriculum design has allowed for progression across the year group with opportunities to embed and review knowledge where appropriate. Floor Books are a visual tool used in all classrooms to showcase progression of AT1 skills, as well as provide a stimulus for recall.

You can learn more about each these areas on their individual curriculum pages on our website.

Visits and Visitors- Developing our pupils' Cultural Capital

In the curriculum we recognise that children's learning is enhanced by different experiences. We offer children a wide range of educational visits which are used to motivate and engage learning which improves retention. For example:

- Year 3 visit Wimbledon theatre which supports learning in English
- Year 3 visit Kew Gardens which support learning in Science
- Year 4 visit Bhaktivedanta Manor which supports learning in RE
- Year 4 visit East Wittering which support leaning in Geography
- Year 5 visit the British museum which supports learning in History
- Year 5 participate in a Stardome workshop which supports learning in Science
- Year 6 visit the Royal Courts of Justice which supports learning in PSHE & RSE
- Year 6 participate in a Shakespeare workshop which support learning in English

Regular visitors in school give the children another perspective on values, attitudes, learning and understanding. These include charities, people from different professions and the community, include the local churches.

Lunchtimes

We consider lunchtime to be an extension of the curriculum. Children have the opportunity to practice the transferable skills they have learnt during lessons. Structured play opportunities are provided and children are encouraged to think creatively, apply their understanding in individual ways to be able to draw upon their own experiences and to be imaginative during play.

The primary focus of our extra-curricular programme is to raise aspirations, engender a sense of personal pride in achievement, and provide a purpose and relevance for learning. It encourages children to socialise and learn alongside children from different classes and year groups. Our clubs range from those that directly support our core curriculum to those that develop special skills such as photography and cooking.

The school takes pride in providing a highly inclusive environment, adapting teaching where necessary. Children at all levels are helped to achieve their potential. They are challenged and supported in their learning through being offered tasks which provide opportunities for greater depth or being given targeted support to embed skills, to develop at their own pace.

Curriculum Impact

The impact of the curriculum is evident in the outcomes for all pupils.