

# ST PETER'S COMMUNITY PRIMARY SCHOOL

## The Curriculum

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At St Peter's we follow the National Curriculum, which is designed for all children from Year One to Year Six (5-11 years old). Children aged 5-7 are in Key Stage One, those aged 7-11 are in Key Stage 2, and there are particular aspects of the National Curriculum to be covered in each Key Stage. The curriculum is broad based and balanced and caters for the spiritual, moral, cultural, mental and physical development of children, preparing them for the opportunities, responsibilities and experiences of adult life. It addresses the needs of every individual equally, regardless of colour, gender, race or religion. Further information about foundation subjects can be found at:

<http://www.greatlearning.com/ipc/>

A new national curriculum was introduced in September 2014. Compulsory national curriculum subjects at primary school are:

English  
Maths  
Science  
Design and Technology  
History  
Geography  
Art and Design  
Music  
Physical Education (PE), including swimming  
Computing  
Languages (compulsory at Key Stage 2 but we teach Spanish across all key stages)

Schools must provide Religious Education (RE) but parents can ask for their children to be taken out of the whole lesson or part of it.

At St Peter's we also teach Personal, Social and Health Education (PSHE) and introduce the children to philosophical thinking.

At St Peter's much of the curriculum is covered through class topics around a cross-curricular theme e.g. My School or Planet Earth. These have been planned to ensure that all the compulsory programmes of study have been covered. Some parts of the curriculum which do not fit naturally into the topic will be covered separately. Each child has a Learning Journal, which shows their learning across the curriculum, and parents/carers are invited to share it with them at the end of the term at our "Learning Share".



Children's progress is assessed throughout the year and parents are informed

termly of their child's progress in reading, writing and maths at Parent Evenings. At the end of each year, parents receive a written report evaluating progress from their child's teacher; at the end of each Key stage the report will also detail the child's level of attainment.

## LITERACY

Literacy consists of three main components

- Speaking, listening and responding,
- Reading
- Writing (including spelling and handwriting).

### Speaking Listening and Responding

It is vital that the importance of the relationship between listening and talking, and reading and writing is stressed here. What we write is what we want to say, what we read is what someone wants us to hear. Speaking and listening skills underpin all learning and are the basis of all other literacy skills. It is conversation which helps us to order the concepts which become encoded in writing and which we decode in reading. At St Peter's, the children are encouraged from the outset to communicate effectively with teachers, other adults and children, both as an individual and within groups. They will take part as speakers and listeners in a variety of situations including imaginative play. Listening is a skill essential to further learning. Listening to stories and poems and responding by expressing their thoughts and feelings help develop opinions and discuss other points of view.

### Reading

Research has identified five early reading skills that are all essential.

- *Phonemic awareness* - Being able to hear, identify, and play with individual sounds (phonemes) in spoken words.
- *Phonics* - Being able to connect the letters of written language with the sounds of spoken language.
- *Vocabulary* - The words children need to know to communicate effectively.
- *Reading comprehension* - Being able to understand and get meaning from what has been read.
- *Fluency (oral reading)* - Being able to read text accurately and quickly.



At St Peter's, phonemic awareness is developed through *listening activities such as songs, stories and rhymes*. Following the DCSF programme *Letters and Sounds*, phonics are introduced alongside the building up of sight vocabulary. Children learn to read using a wide variety of high quality books, which are banded into levels, and include a wide selection of "real" books alongside reading scheme books (Rigby Star, Oxford Reading Tree and Pearsons Bug Clubs).

A Home Reading Scheme to give children a shared experience of reading with parents and to promote a love of and respect for books is encouraged. A Home/School Link Book is used to help school and parents work together to

support children's reading. Children are encouraged to use a range of strategies such as sounding out and blending phonics, and using picture and contextual clues in their reading. This is discussed further in the section entitled "Supporting Your Child at Home".

### Spelling

As part of the learning to read process, and through the Letters and Sounds programme, children begin to develop their spelling skills. The majority of words can be built up phonetically and alternative spellings for phonemes are taught as well as those high frequency words that do not comply with phonetic pronunciation. Children are encouraged to try to apply the phonemes they have learned themselves. Simple word books and dictionaries are also used and children are encouraged to check words for accuracy. In Key Stage 1 and 2 children are taught grammar, punctuation and spelling (GPS) from a discrete programme. Children are encouraged to practise spelling using spelling patterns or rules at home in Key stage 2 with weekly wordlists.

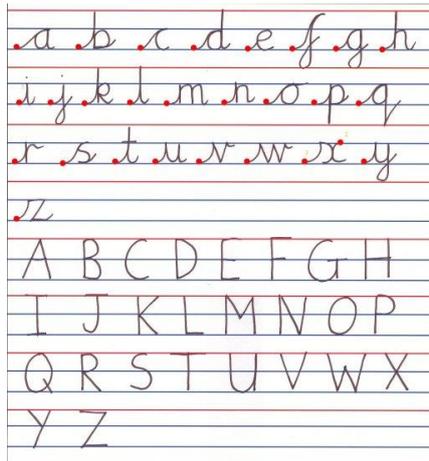


### Writing

At first, children are encouraged to "mark make" or do their own developmental writing and are given opportunities to "write" using a variety of media. Alongside this, and in conjunction with the teaching of phonics, they are taught letter formation in order that they may apply the phonics they have learned to the composition of words. The next step is to compose and record sentences and to demarcate them with capital letters and full stops. We encourage confidence in becoming a writer and offer a wide range of real opportunities for writing for a variety of purposes and audiences. Gradually, children learn to use a range of punctuation marks to edit and redraft their work.



Children are taught to form letters using a cursive joined script from Reception and develop correct pencil grip, control and position. They will be taught to form letters correctly using a variety of materials towards this end. Children are encouraged to take pride in the presentation of their work. It will be helpful if you encourage your child to write lower case letters only (except for the first letter of their name) and nearly always starting from the bottom.



## **MATHEMATICS**

### **Key Stage 1 - years 1 and 2**

The principal focus of mathematics teaching in Key Stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the 4 operations, including with practical resources [for example, concrete objects and measuring tools].

At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money. By the end of Year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency.

Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at Key Stage 1.

### **Lower Key Stage 2 - years 3 and 4**

The principal focus of mathematics teaching in lower Key Stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the 4 operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number. By the end of Year 4, pupils should have memorised their multiplication

tables up to and including the 12 multiplication table and show precision and fluency in their work.

Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word-reading knowledge and their knowledge of spelling.

### **Upper Key Stage 2 - years 5 and 6**

The principal focus of mathematics teaching in upper Key Stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them. By the end of Year 6, pupils should be fluent in written methods for all 4 operations, including long multiplication and division, and in working with fractions, decimals and percentages.

Pupils should read, spell and pronounce mathematical vocabulary correctly.

We know that mathematics is important and an essential skill in everyday life. Our mathematics teaching is lively, engaging and involves a carefully planned blend of approaches that direct children's learning and challenges the children to think.

Initially, the emphasis is on practical maths work using a range of apparatus, and progression is made on to written calculations. Across the maths curriculum there is an emphasis on using and applying knowledge and in each year group the children are given a range of problem solving and investigative experiences to allow them to progress in communication, reasoning and enquiry.



We encourage parents of our older children to participate in projects which involve practical maths related to maths learning that has taken place that week.

### **SCIENCE**

We teach children scientific skills: to observe, ask questions, investigate and solve problems, record their findings by talking, drawing or writing and then to apply the knowledge gained to other situations. They will do this through play situations, practical experiments, caring for living things and the environment, as well as using books, pictures and television. In these ways we seek to awaken and develop their enquiring minds. Our pond and garden are also used to extend first hand experiences.

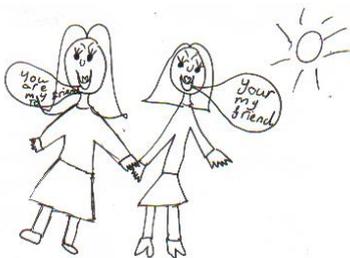
## COMPUTING

All children in the school and nursery have access to the ICT suite, in class computers and a variety of other ICT equipment and enjoy working with a variety of excellent computer programmes. All classrooms have an interactive whiteboard, which helps bring lessons to life with use of websites, film and interactive learning games. Computing is an important part of our cross-curricular teaching and learning and we are keen for our children to develop their confidence and skills with computers in a positive way.



## P.H.S.E. (PERSONAL HEALTH & SOCIAL EDUCATION)

We encourage good personal and social education through topic work and "Circle Time". This takes the form of whole class discussions and role-play etc. to enable children to form good and positive relationships.



Governors have accepted a policy of health and sex education integrated into our topic work for infant aged children and for children in Key Stage 2 we follow an approved Sex and Relationships policy through PSHE. Health Education is included through topic work, for example Food and Myself, but also in connection with the visits of dentist, nurse and doctor.

## ART AND DESIGN

The Arts have a very important place in our curriculum and at St Peter's the children are given the opportunity to express themselves in a variety of media e.g. paint, clay, pastels, and taught the age appropriate skills as part of a discrete curriculum. They learn to draw confidently using fine line pens right from Nursery for close observational sketching and keep a sketch-book throughout their school career to build up a portfolio of skills and to record aspects of school outings and visits. The children also have the opportunity to design and produce group models as well as individual pieces, using a variety of skills such as sticking, cutting and sewing, and to produce larger pieces such as collages and mosaics.



## MUSIC

Music plays a big part in life at St Peter's. Children are encouraged to enjoy and understand music, by listening to music and by participating in singing and instrument playing. (Music notation is used in the later stages.) Music is taught as a discrete subject in each class and there are opportunities to learn keyboard, guitar or violin at a subsidised cost through either the local



authority music service or in after school clubs. We produce several concerts and performances during the year, in which all children participate and have a variety of musicians in school to perform for us and with us. These all add to the children's individual self-esteem and confidence.

### **PHYSICAL EDUCATION**

We teach a wide range of both indoor and outdoor physical activities at St Peter's. We are fortunate in having a well-equipped hall, enabling children to take part in a balanced programme of physical activities, including the use of large climbing apparatus, the skills in using balls, bats, ropes, hoops etc. and dance and movement. The skills required for competitive games such as cricket, netball and rugby, multisports and cross country running are taught, both on site and in the local park, Vale Park. Every class in Key stage 1 and 2 attends swimming lessons at King Alfred, and we make good use of facilities in the local community such as sailing at Hove lagoon or climbing at Boulder Brighton with our older children. We are very fortunate to have a highly supportive local secondary who not only allow us to use their excellent facilities to hold our annual Sports' Day but also share their expertise in field games and dance.



### **DESIGN TECHNOLOGY**

Children have the opportunity to design and make working models to solve simple technical problems using a variety of materials and tools, learning how to use them efficiently and safely. They investigate materials and their properties and uses, as well as how to attach and join them.

### **RELIGIOUS EDUCATION**

Our RE syllabus does not seek to indoctrinate or persuade pupils to take up any one particular belief but seeks to inform children about a range of faiths. Whilst they learn predominantly about Christianity and Judaism, we also use opportunities to learn about and learn from the practices of other principal religions, traditions and world views which are found in Britain today, such as Islam and Hinduism, particularly when children of a significant faith attend our school.

### **GEOGRAPHY**

Geographical knowledge and skills are built up through visits to local sites and by train or coach to locations further away. Initially, children learn about their immediate environment and this is extended to knowledge about the world. "Barnaby Bear" and his travels engage our young learners in identifying different landmarks and their importance.

### **HISTORY**



History is taught mainly through topic work on a theme. Children learn through first-hand experience, such as visiting the Royal Pavilion and local venues and having visitors to talk to them about life in the past, including our very own Air raid shelters. We believe that through learning about the past, children will be



empowered to make informed decisions about the future.

### **LIBRARY**

Our library is housed in our ICT/Resources suite and the infant corridor. We have a wide range of fiction and non-fiction books and most children join our lending library to borrow books to take home and share with parents. Our School Librarian helps us to manage our school lending library and she is regularly in school to help the children select books to take home.