



St. Peter's CE Primary School

Curriculum Intention Statement



OUR VISION: INTENTION

We want our children to become fluent in key skills and have an in-depth knowledge of a variety of subjects

What our vision means for each subject

Subject	Explanation: what we want the children to be able to do*
Reading	Read fluently which enables them to read challenging books with understanding and develop a love of reading.
Writing	Develop fluency in cursive handwriting, spelling, grammar and use of punctuation so they can devote their thinking to the content of their writing, drawing on the wide range of books they have read.
Maths	Become fluent in calculations so they can concentrate on building an understanding of the way things link together in Maths, applying their knowledge in a variety of ways.
Science	Acquire an in-depth scientific knowledge of the various topics, e.g. plants, animals, forces. They develop their knowledge of how to work scientifically.
Design and Technology	Children acquire knowledge by evaluating existing products and learning how to use equipment and materials. This knowledge can then be applied to their own designs.
History	Build knowledge of the significance, causes and consequences of important events and the decisions/actions of key people in history.
Geography	Build knowledge of where places are in the world and what places are like. Identify the significance and impact of key aspects of human and physical geography. Become proficient in the use of geographical fieldwork skills, e.g. maps, atlases, compasses.
Art & Design	Build knowledge of the work of a range of artists, craftmakers/architects and designers and apply this to their own art. Build knowledge of a range of materials used in art and become skilled in art techniques, e.g. drawing, painting and sculpture.
Music	Build knowledge of different musical traditions (e.g. great composers and musicians). Become skilled in musical performance, e.g. in playing instruments and singing.
PE	Become skilled in a broad range of physical activities. Be physically active for sustained periods of time to lead healthy, active lives.
Computing	Build knowledge of the safe use of technology, know how things work and become skilled in using a variety of software; know how to write their own programs.
Modern Foreign Language (French)	Know how to ask questions and communicate ideas, facts and feelings in speech and in writing, using knowledge of sounds, grammar and vocabulary.
Personal, Social and Health education (PSHE); Relationships and Sex Education (RSE)	Become knowledgeable about how to lead a healthy lifestyle, respect others and to stay safe.
Subject	Explanation: what we want the children to be able to do*
Religious Education	Build knowledge of Christianity and other major religions, developing a tolerance and respect for the beliefs of others.

Curriculum content

The content of our curriculum is drawn from:

- The statutory framework for the Early Years Foundation stage (Nursery and Reception children)
- The National Curriculum (Years 1 to 6)
- The Bury Agreed Syllabus for Religious Education
- The 'Heartsmart' programme for PSHE and RSE

The importance of achieving fluency

Where we are trying to achieve fluency, we give the children regular opportunities for practice and application in a variety of ways. Examples include:

Subject	Practice	Aim	Application
Reading/Writing	Phonics	To read fluently	When reading books and spelling in pieces of their own writing
Writing	Handwriting	To develop a joined, fluent, cursive handwriting script	When writing across a range of subjects
Maths	Times tables	To have instant recall of times tables to 12x12	Mathematical calculations and problem solving
All subjects	New vocabulary	To understand the meaning of new words	How the new words are used in published books; using the words in pieces of their own writing

How we build children's knowledge

1. Revision

Revision is an important part of our approach to help children commit knowledge to their long-term memory. Teachers revise prior learning where it is relevant to a current lesson or topic.

2. Sequencing

The way we sequence our curriculum helps children to make connections between knowledge which means they develop a 'web' of knowledge. Long-term plans are designed in a logical sequence and there is a clear rationale for the sequencing of individual lessons.

3. Learning in small steps

Assessment is used to develop children's learning in small steps, building on previous learning.

Children with learning difficulties receive teaching on the full curriculum with the whole class. When completing learning tasks they work on their own learning needs, in the context of the lesson content.

The most common barriers to success for children entering our school are:

- Underdeveloped spoken language skills, including a restricted vocabulary
- A lack of experience of children's literature
- A lack of knowledge of the wider world

By achieving our vision, we will address these barriers. Our children will develop a wide vocabulary and read a wide variety of high-quality literature. Through access to a broad and engaging curriculum, our children will develop an excellent foundation of knowledge of the wider world that will mean they are well placed to succeed at high school and beyond.