



## Our Curriculum

### ENGLISH

#### Intent

English underpins our whole school curriculum. The skills of speaking and listening, reading and writing are emphasised and developed throughout our curriculum.

Speaking and listening skills are essential to children's progress in reading and writing. Our curriculum encourages the use of oral strategies in every subject. Clear communication is a vital life skill, and as such, we value it highly.

Our intent in reading is to develop fluency, comprehension and also to foster a life-long love of books and stories.



#### Implementation



At St Keyna we use the Read Write Inc. scheme to develop phonic skills and begin the journey of our children as readers. We support this by using decodable books as home school readers. Whole class guided reading is used throughout the school to develop vocabulary and age appropriate reading skills. Written tasks are used from Key Stage 1 to support the acquisition of comprehension skills.

Our children are encouraged to think of themselves as writers who can draft, edit and refine their writing with increasing competence. There is a clear progression in the teaching of spellings and grammar which enable children to make progress in writing.

### MATHS

#### Intent

Our intent in teaching mathematics is that the children will enjoy the subject and study with confidence; achieve the highest standards in numeracy and a range of other mathematical skills and be able to apply these skills successfully and with understanding when problem solving in real-life.



## Implementation

Our curriculum places emphasis on mathematics as a key skill for life. We endeavour to teach our children using a **concrete – pictorial – abstract** approach. This means teaching using a very practical approach with counters, cubes, Dienes etc., before moving on to pictures of the objects and then, when the children have developed sufficient understanding of the concepts, moving on to more formal methods. We follow a mastery approach endeavouring to ensure that **all** children become fluent with the main concepts and skills for their year group. Throughout this process we encourage children to reason both verbally and in writing, enabling them to develop a secure understanding. We follow the White Rose Maths scheme of learning in which we cover the various areas of maths such as: number, calculations, fractions, statistics, geometry and measurement.

## SCIENCE

### Intent

Our intent in teaching science is that the children will be taught essential aspects of the knowledge, methods, processes and uses of science. Through learning key knowledge and concepts, the children are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They are encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

### Implementation

Children are given first-hand opportunities to explore and interpret the world around them using their senses. There is a clear focus on vocabulary and discussion in order to develop ideas and knowledge.

Our work on scientific enquiry enables children to investigate and satisfy their curiosity through practical activities. Children are encouraged to understand how science can explain occurrences, make predictions and analyse causes. They also learn to predict, question and formulate hypotheses to investigate. They will observe, measure and record during their explorations and learn how to interpret their results, draw conclusions and evaluate scientific evidence.

Adults will check pupils' understanding systematically, identify misconceptions and provide feedback, adapting teaching as necessary.





## COMPUTING

### Intent

Our intention in computing is to teach the key computing skills necessary for the next stage of our children's education, such as: touch typing, programming and digital literacy. In addition we enable our children to recognise online risks to their well-being and the dangers of inappropriate use of mobile technology and social media, ensuring they are equipped with the skills to act responsibly.

### Implementation

Through a programme of regular computing lessons we teach the principles of information and computation, how digital systems work and how to put this knowledge to use through programming; equipping our children to use information technology to create programs, systems and a range of content. Through a range of software we ensure that our children become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the next step of their education and as active participants in a digital world.

Online safety is covered via termly lessons in class, beginning each year by drawing up a set of class online safety rules. Online safety is also reinforced through whole school assemblies and additional PSHE lessons, ensuring that our children know how to use technology safely and respectfully, keeping personal information private and identifying where to go for help and support when they have concerns.

## RELIGIOUS EDUCATION

### Intent

It is our intention that the children learn about a range of religions and beliefs, often based on stories and religious practices. Our Curriculum focuses on the values of Christianity and explores other religions and beliefs present in our multi-cultural society. It is also our intention that the children learn from religions and we encourage the children to be tolerant, understanding and sympathetic towards the beliefs of others.

We follow the [Awareness, Mystery and Values agreed syllabus](#) in Religious Education. Our daily assemblies often have a religious and/or moral focus. We invite local clergy of various denominations and other visitors, to lead assemblies at key times during the year. Children may be withdrawn from Religious Education if a parent wishes. In such circumstances, alternative learning activities are arranged.

## GEOGRAPHY

### Intent

It is our intent that children develop a range of key knowledge and skills, such as: interpreting maps and atlases, gathering, analysing and communicating data gathered through fieldwork. The children will explore some locations in depth and will regularly use atlases and maps to reinforce their locational knowledge and sense of place.

### Implementation

Through a topic based approach children will explore and investigate the world around them and its people. By focusing on a particular region, the children will understand how weather and climate, geology, topography, trade links and natural resources and their distribution are interconnected through the study of geography.

## HISTORY



### Intent

Our intent in history is to inspire the children's curiosity of the past, develop an understanding of chronology and appreciate history from a variety of perspectives. Children learn specific knowledge about key events and can see where a particular event belongs on a timeline. They have the opportunity to use artefacts, records and other resources to expand their knowledge and understanding of the past.

### Implementation

At St Keyna, history is taught through topic work relating to a specific time period. By applying skills, such as perceptive questioning, and through the development and understanding of historical terms, the children develop an awareness of past events, people and changes, both in Britain, and the wider world. Using primary sources in and around the local area, and through visits to museums and to sites of historic interest the children develop their understanding of the relationship between the past and the present and how this relates to their own lives. The children will have the opportunity to compare view points and understand how historians work and approach source evidence.



## DESIGN AND TECHNOLOGY

### Intent

Our intention is to develop children's ability to design by, first, providing them with knowledge of materials, equipment and tools to support their application of concepts such as 'functionality' and 'aesthetics'. Children are encouraged to work with a range of simple materials and tools, emphasising the design process rather than simply the end product. Through the Cooking and Nutrition strand of D&T children will be taught about the principles of nutrition and will develop their cooking skills by using a range of ingredients and techniques.

### Implementation

At St Keyna, D&T is often incorporated into topic work. Children are taught to create, design and make products using a variety of materials, tools and techniques. As they progress, the children are encouraged to select from and use a wider range of tools, equipment, materials and ingredients to achieve their planned objectives. The children are taught to test, critique and evaluate their ideas and products and the work of others, making judgements about such things as the suitability of the design for the intended purpose and the appropriateness of the materials used.



## PHYSICAL EDUCATION

### Intent

Through the teaching of PE at St Keyna, our aim is to promote the physical well-being of the children, equip them with the key physical skills to succeed in sport and inspire them to be successful.

With regards to P.E. our aims are:

- For every pupil to enjoy exercise and participation in physical activity
- To promote the attitude; 'to strive to be their best'
- To develop a progression of skills and knowledge from Nursery to Year 6
- To develop a secure knowledge of key PE vocabulary across all year groups
- To develop an awareness of the outdoors's potential for leisure and recreation.
- To develop self-esteem, co-operative learning, leadership and respect for others' abilities
- To provide opportunities for competitive sport





## Implementation

Here at St Keyna the children are taught a variety of sports including basketball, cricket, tag rugby and swimming (Y3-Y6) at different times in the year, all run by external, qualified coaches.

All year groups also have PE lessons once a week, following the [Real PE](#) scheme of work. This scheme develops children's fundamental movement skills, which once developed, enables them to experience success in competitive games.

We also take part in the 'Daily Mile' run, giving children the opportunity to be active every day to improve not only their fitness but also their focus and mental well-being.

In addition, we provide an extensive range of after-school clubs allowing children to experience and enjoy a wide range of sports from football and cross-country to dance and gymnastics.

Within the variety of activities the children are encouraged to experience a range of roles from performers to spectators, referees, umpires and officials.

## MUSIC



### Intent

Our intent in music is to inspire a love of music, singing and composing. Children learn to 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. They learn to sing and use their voices, to create music and compose music on their own and with others, have

the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence.

We teach children to understand and explore how music is created, produced and communicated, including through the inter-related dimension: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

## Implementation

At St Keyna Primary School, we use the '[Charanga Music School](#)' scheme of work which supports all the requirements of the National Curriculum and gives children access to a wide range of musical concepts and experiences.



Throughout the year we provide opportunities to perform in musical performances such as our Christmas and Easter celebrations. Our annual Festival of Music is also an opportunity for children to increase their confidence and experience a sense of achievement as they perform to an audience of peers and family members.

All Year 3 pupils learn to play the violin and Key Stage 2 children have the opportunity to purchase a variety of instrumental tuition from the Bath and North East Somerset Peripatetic Music service. All children are encouraged to critically engage with music from different periods of history and different genres from J.S. Bach to Michael Jackson. Through participation in Zumba and other dance lessons our children are also enabled to explore the interrelated dimensions of music.

## MODERN FOREIGN LANGUAGES

### Intent

Our intention is to provide a high-quality languages education that will foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. We aim to provide the foundation for learning further languages, ensuring that children can transfer confidently and successfully to KS3.

### Implementation

Children are taught French in KS2 with a 30- minute lesson per week, or one hour per fortnight, using 'Salut' materials. Following collaboration with our KS3 partner schools, children in Lower KS2 are encouraged to develop their speaking and listening skills through conversation, songs and games. As confidence and skills grow, pupils are expected to find ways of communicating through asking questions and role play. In upper KS2, with increasing fluency, children record their work through pictures, captions and sentences. The scheme of work revisits earlier topics to ensure consolidation of previous learning; teachers are encouraged to use French for classroom routines and activities to reinforce understanding and demonstrate the practical application of language skills.

## ART AND DESIGN

### Intent

Our intent is to foster a high quality Art and Design education which engages, inspires and challenges pupils. In addition, it equips them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. They will learn how art and design both reflect and shape our history and contribute to the culture, creativity and wealth of our nation.



## Implementation

To ensure high standards of teaching and learning in Art and Design, we implement a curriculum that is progressive from year group to year group throughout the whole school. Art and Design is taught weekly, focusing on knowledge and skills stated in the National Curriculum, plus the progression statements from 'Target Tracker.' Art and Design is linked to the termly topics and other significant events, for example 'Black History Month.' Pupils are also encouraged to enter out-of-school Art competitions.

## PERSONAL, SOCIAL, AND HEALTH EDUCATION (PSHE)

### Intent

PSHE enables our children to become healthy, independent and responsible members of society. Our intent is that children will develop the knowledge, skills and attributes they need to manage their lives, now and in the future.

### Implementation

At St Keyna we use the Jigsaw programme to bring consistency and progression to our children's learning in this vital curriculum area. We cover areas such as: Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. We aim to provide a caring environment, so that children feel secure and able to question and discuss sensitive issues openly. We



We encourage children to be fully involved in all areas of school life through opportunities such as the Equality Team, School Council and buddy schemes. Our School Council is made up of two representatives from each class who are elected by their fellow pupils. The children are responsible for bringing class issues to council meetings, where they are encouraged to solve problems and come up with solutions.

### Relationship, Sex and Health Education

Our RSHE curriculum is designed to support children to develop effective, appropriate relationships with others and to teach children the facts about human reproduction and the changes which happen as we grow and develop. It is fully compliant with the DfE Statutory Relationship and Health Education Guidance. We believe that the lessons are an important part of safeguarding children, as knowledge empowers them, helping them to stay safe and cope with puberty, understanding why





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their bodies will change. The lessons involve the exploration of related social and emotional issues such as respect for themselves and others, taking responsibility for their own actions, making informed choices and keeping safe. Prior notification will be given when we are planning to teach RSE focussed activities across the school. More information about RSE can be found on the 'Our Curriculum' page of the school website and the policy on the Policies and Plans page.