



The St David's Primary School Curriculum

For Years 1 – 6

Introduction

Here at St David's, we felt excited and positive about the changes the National Curriculum provided for us from September 2014/15. As a team, we embrace the opportunities the curriculum offers such as:

- **Freedom to explore the children's natural curiosity through their own ways of thinking, questioning and lines of enquiry as many of the subjects now offer this flexibility.**
- **The potential to refocus our school curriculum that centres itself on our children, their passions and interests, our school-life and its place in our unique community.**

The following document presents you with not only the statutory outline of core knowledge as expected by the National Curriculum, but our wider school curriculum that acknowledges and celebrates our wonderful children and the vibrant community in which our school is positioned.

Our school curriculum is presented as two columns. The first column details the main statutory requirements for each subject area in every year group as stated by the National Curriculum – be mindful, this is just a summary,

please search the national curriculum online if you would like to read the complete document.

The second column illustrates how our wider St David's curriculum is tailored to bring certain subject areas to life through detailed planning that enhances our children's school experiences and will evolve, develop and change as time passes and our children grow - ensuring we, too, grow with them. *These details will be shown in italics and our school colour.* The statutory requirements will remain in normal print.

As stated, our school curriculum is a 'working document' and is not meant to be presented as a finished piece but an on-going, evolving plan of teaching and learning that lifts the lid on set learning objectives and encourages breadth and depth of knowledge, skill and understanding for our whole school community.

At our school, learner values underpin all that we think and do. These are our tools to articulate our findings and discoveries, making links to real-life situations, celebrating and valuing others and prompting questioning that steers learning in all sorts of exciting directions, led by our children and effectively planned by all teaching staff.

We aim to nurture our children to become life-long learners with a thirst for exploration, knowledge and understanding. We want to provide the skills and foundations that will equip our children to embrace life and all the challenges and opportunities it brings with confidence and security.

Here at St David's Primary School, we recognise the scope and opportunity for our children within the objectives set out in the National Curriculum. We aim to nurture, foster and celebrate our children and the skills, knowledge and understanding they develop over time.

Our enquiry-based curriculum allows our children to reach higher, lifting the lid on set learning intentions, freeing them to soar and reach their full potential. Through focusing on our children's interests, we create learning environments to inspire critical thinking, foster creativity and nurture talent. Our curriculum ensures breadth and depth of knowledge, skill and understanding within a nurturing vibrant and vital school. We want our children to feel safe to question, ponder and wonder about the world around them. Our Learner Values encourage them to think about how they are learning and not just what they are learning. We equip our children to celebrate the skills and talents of their peers in a positive way.

Our School Aims and beliefs

to develop lively, enquiring minds together with a willingness to ask questions and to debate rationally

- ❑ to think and act creatively and with imagination
- ❑ to gain knowledge, skills and understanding appropriate to a fast- changing world, so they may be self-reliant and adaptable
- ❑ to develop an understanding of the past which will help them to live successfully in the present, and to plan intelligently for the future
- ❑ to grow in confidence and independence, and to learn the value of co-operation
- ❑ to encourage and explore their own spirituality
- ❑ to consider thoughtfully their own feelings, attitudes, values and beliefs and to respect these in others
- ❑ to achieve their true potential, and to take pride in that achievement, whilst taking pleasure in the achievement of others.

Learner Values

At St David's Primary School we aim to develop children who are:

ENQUIRERS	<p>They:</p> <ul style="list-style-type: none"> • Develop natural curiosity. • Acquire enquiry and research skills. • Become independent, self-motivated learners. • Have a love of learning that will be sustained through life. 	<ul style="list-style-type: none"> • Are we curious? • Do we know how to find things out? • Do we ask the right kinds of questions? • Do we love learning because it is fascinating and fun?
CRITICAL THINKERS	<p>They:</p> <ul style="list-style-type: none"> • Apply thinking skills to solve problems. • Look below the surface. • Use reasoning based on logic and deduction. 	<ul style="list-style-type: none"> • Can we look below the surface? • Can we give reasons for our opinions based on evidence • Can we use what we know to ask the next question?
CREATIVE	<p>They:</p> <ul style="list-style-type: none"> • Apply their imagination. • Generate and extend ideas. • Suggest hypotheses. • Look for alternative and innovative solutions. 	<ul style="list-style-type: none"> • Can we use our imagination? • Can we make suggestions about what might happen if ...? • Can we think of new ideas and solutions?
RESOURCEFUL	<p>They:</p> <ul style="list-style-type: none"> • Know where to find things or people to help them. • Find different ways of working through problems. • Show initiative. 	<ul style="list-style-type: none"> • Do we know what to do if we're stuck? • Can we find things or people to help us? • Can we find different ways to do things? • Can we come up with great ideas to help solve problems?

RESILIENT	<p>They:</p> <ul style="list-style-type: none"> • Persevere when something is difficult. • Get involved in their learning. • Practise in order to improve. • Cut out distractions. 	<ul style="list-style-type: none"> • Can we stick at a job even when it is hard? • Can we get really involved in our learning? • Can we practise things in order to get better?
RESPONSIBLE	<p>They:</p> <ul style="list-style-type: none"> • Take responsibility for their own actions. • Make sensible choices. • Manage themselves independently. • Help others. • Look after the school and wider environment. 	<ul style="list-style-type: none"> • Do we make sensible choices? • Do we make sure we're in the right place, at the right time? • Do we make sure we have the things we need? • Do we help others?
COMMUNICATORS	<p>They:</p> <ul style="list-style-type: none"> • Understand and express ideas and information confidently and creatively. • Use rich language and a variety of modes of communication 	<ul style="list-style-type: none"> • Do we enjoy learning about ways to use words. • Do we use the right words at the right time? • Do we speak and write confidently? • Can we put our ideas across in lots of different ways?
RISK-TAKERS	<p>They:</p> <ul style="list-style-type: none"> • Approach unfamiliar situations with confidence. • Have the independence of spirit to explore new roles, ideas and strategies without fear of failure. 	<ul style="list-style-type: none"> • Do we show that we are not afraid to try things out? • Do we know that powerful learning comes from mistakes?
ETHICAL	<p>They:</p> <ul style="list-style-type: none"> • Have integrity, honesty and a sense of fairness and justice • Be assertive and courageous when defending those things in which they believe • Know that we have social and global responsibilities. 	<ul style="list-style-type: none"> • Do we know how to work out what is right and fair? • Do we try to see different people's points of view? • Do we care about others and about our planet? • Do we think about how we can make a difference?
COMPASSIONATE	<p>They:</p> <ul style="list-style-type: none"> • Show empathy, compassion and respect towards the feelings of others. 	<ul style="list-style-type: none"> • Do we help other people? • Do we think about how we can help to make the world a happy place? • Do we look after our local and wider environment?

	<ul style="list-style-type: none"> Contribute towards positive change in local and wider communities and environments. 	
OPEN-MINDED	<p>They:</p> <ul style="list-style-type: none"> Understand that different people and cultures have different sets of principles and values and know that these should be respected. Look at issues from different perspectives 	<ul style="list-style-type: none"> Do we understand that people have different customs and ways of living? Do we try to see different people's points of view? Do we respect others even though they might be different from us?
WELL-BALANCED	<p>They:</p> <ul style="list-style-type: none"> Understand the importance of physical, mental and personal well-being. Develop a positive, well balanced out look to work and play. Develop a sense of inner peace. 	<ul style="list-style-type: none"> Do we know that work and play are both important? Do we look after our bodies and our minds? Do we love ourselves!
REFLECTIVE	<p>They:</p> <ul style="list-style-type: none"> Give thoughtful consideration to their own and the group's learning and to their personal development Are able to analyse their strengths and weaknesses in a constructive manner. 	<ul style="list-style-type: none"> Do we know what we are good at and what we need to work on? Do we think about what we want to learn next? Do we think about ways to get better at doing things?
COLLABORATIVE	<p>They:</p> <ul style="list-style-type: none"> Understand the benefits of working together as a learning community. Are able to work confidently and successfully as a team. 	<ul style="list-style-type: none"> Can we learn from each other by working together? Can we use each other's strengths and abilities to get a better result?
RESPONSIVE	<p>They:</p> <ul style="list-style-type: none"> Exhibit an individual response to a wide range of stimuli and ideas. Develop a sense of awe and wonder at the richness of life. 	<ul style="list-style-type: none"> Do we develop our own ways of looking at things and doing things? Do we think that life, the universe and everything are really amazing?!

Support, challenge, progress

Our Learning Document

The remainder of this document will now detail our programme of study. It will start with the National Curriculum core subject areas (English, Maths and Science) followed by the foundation subjects in no particular order. It will conclude with Religious Education (RE), which is a statutory subject but not part of the National Curriculum. All statutory requirements will be in normal print and non-statutory requirements in *italics*.

Just a reminder, this is a working document that will be added to and developed over time when appropriate. *How we personalise our wider school curriculum to celebrate our children's interests and passions will be detailed in italics and our school colour.*

We hope you continue to enjoy reading our school curriculum and all we are about as a unique, small, city centre school with the feel of a vibrant, welcoming, village community and articulate, curious and fun children at it's heart.

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