



### Mission Statement

*“A Caring Christian Family Where We Grow Together”*

## CONNECTED CURRICULUM POLICY

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Review Date	Signed Head Teacher	Signed Director RCSAT
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Persons Responsible for Policy:	Executive Headteacher RCSAT
Approval Date	01/04/2017
Signed:	Director RCSAT
Signed:	Executive Headteacher RCSAT

## Article 29 Goals of Education

**1. Introduction**

‘I HAVE COME THAT YOU MIGHT HAVE LIFE AND HAVE IT TO THE FULL’ (Jn.10.10)

- 1.1. The Curriculum implemented at Rural Church Schools Academy Trust (RCSAT) has been created and refined by all teachers to meet the needs of all pupils. It is based on our inclusive Christian principles leading to our desire to develop ‘life in all its fullness’ for our pupils.
- 1.2. It is regularly reviewed and scrutinised in accordance with the School Improvement Plan.
- 1.3. The RCSAT’s Curriculum plays a pivotal role in promoting a thirst for knowledge and a passion for learning for life. Our Curriculum provides pupils with independent skills and prepares them for the next phase of their learning.
- 1.4. RCSAT is committed to instilling a love of learning that lasts a lifetime, working towards successful and happy futures for our young people and our community.

**2. Aims of the Connected Curriculum**

- 2.1. Pupils’ individual responsibility, success and confidence are key to our curriculum.
- 2.2. Our connected curriculum includes all subjects as listed in the National Curriculum (2014) and covers both Key Stages one and two.
- 2.3. The learning objectives for each individual subject continue to be covered but with a more creative and imaginative approach. It prioritises core subjects while promoting learning opportunities across the curriculum and encouraging personal development.
- 2.4. Across Years 1-6 the curriculum is organised into overarching themes, linked to a Pathways to Write texts. Each theme lasts for a term. The themes cover a wide range of different topics and have been carefully mapped out to ensure children have access to a broad and balanced curriculum.
- 2.5. The EYFS curriculum is also organised into overarching themes, ensuring all children have access to achieve the requirements of the EYFS curriculum and still incorporating the children’s interests and ideas.
- 2.6. We strive to make our curriculum:
  - 2.6.1. Interesting and engaging – whole school and class topics will reflect topics of interest to the children.
  - 2.6.2. Relevant and motivating – topics will reflect the time, interests and environment in which children live.
  - 2.6.3. Flexible – our curriculum will change and evolve in line with the needs and interests of our schools.
  - 2.6.4. Based on real, first hand experiences – we will provide a rich, broad and exciting set of learning experiences taking full advantage of the local and wider community.
  - 2.6.5. Encouraging children to lead their own learning – the topics chosen and the direction the learning takes will be driven as much as possible from the children themselves.
  - 2.6.6. Promoting standards and excellence – our curriculum must promote standards as a key driver to all learning experiences.
  - 2.6.7. Linking learning experiences across subjects – learning in a holistic, meaning way taking advantages of links between subjects both core and foundation.
  - 2.6.8. Supporting and encouraging the individual – in the belief that “every child matters”.
  - 2.6.9. Encouraging learning through a global perspective.



### 3. Curriculum Drivers

**3.1.** The core beliefs on which our curriculum has been developed are:

**3.1.1.** Aspiring to become the best person God created us to be.

**3.1.2.** Inspirational and Creative Learning.

**3.1.3.** Curiosity and appreciation of God's World.

**3.1.4.** A culture of Care for all.

**3.2.** The connected curriculum is delivered through the core and foundation subjects as laid out in the national curriculum. Learning will take place across subjects and in a meaningful way. Themes are inspired by Pathways to Write texts.

**3.3.** Topics will be taught through English, Mathematics, Science, IT, P.E., Art, Design and Technology, History, Geography, PSHE, Music, PE, RE. Subject links will be made to make the breadth of learning broad and rich.

**3.4.** We accept that some subjects will also require some explicit teaching in order to effectively cover the statutory coverage e.g. Science, RE, Mathematics, French, PE.

### 4. Connected Curriculum and Skills Development

**4.1.** The Connected Curriculum at RCSAT has been organised into integrated skills & knowledge -based topics, based around high quality stories and texts, using the objectives of the National Curriculum.

**4.2.** An overview of how the topics are linked to the national curriculum can be found on our school website on the class pages.

**4.3.** Opportunities for speaking and listening are utilised and pupils are skilled in work that requires collaboration. When possible, the use of IT is encouraged in all areas of the National Curriculum as it can enhance the learning experience of children.

**4.4.** We also encourage a respect for difference, diversity and ways of living across all curriculum areas in line with our Christian principles.

**4.5.** Each class teacher is responsible for the delivery of the Curriculum. It is also teaching staff's responsibility to broaden children's 'first-hand' experiences by arranging at least two educational visits for pupils at RCSAT (per academic year). Visitors and shared experiences of members of the wider community are also encouraged.

**4.6.** A broad, rich school experience is rooted in coverage of the National Curriculum. We monitor this coverage by recording consistently those areas, skills and experiences covered in each topic, in each subject area. This is recorded for each year group with records clearly laying out those areas, levels covered by each cohort of children. The records will follow the cohort group through the school to ensure that skills, knowledge and learning is truly varied & sequential for each individual child.

**4.7.** Teaching the subjects both core and foundation takes place in a variety of ways based on the knowledge the teacher has of the cohort. Teaching may be as a discrete subject, a session which takes advantage of cross curricular links or as a block of sessions over several days or weeks to reflect the needs of the individual subject or the individual class/child.

**4.8.** All children's achievements are celebrated through:

**4.8.1.** The School Newsletter

**4.8.2.** Curriculum/ Photos Displays in the Classroom

**4.8.3.** End of topic exhibitions

**4.8.4.** Assemblies

**4.8.5.** Communication home to parents

**4.8.6.** Twitter

#### 4.8.7. Facebook

4.9. Alongside the Connected Curriculum we develop skills of pupils which will promote life-long learning. The skills of reflectiveness, resourcefulness, resilience and responsible relationships are developed through our PSHE curriculum.

### 5. Environment

- 5.1. RCSAT believes that the learning environment plays a crucial part in a child's development and can have an impact on their learning.
- 5.2. By changing the classroom environment to reflect the theme, we hope to engage our children and ignite that spark that makes them want to question why and how things happen and plant that seed that makes them want to go and find out more. We pride ourselves on transforming our whole school learning environment.
- 5.3. We believe that by immersing the children in a rich environment, which stimulates all the five senses, we develop and provoke the want and deeper need to learn; questioning why and how things happen.
- 5.4. In doing this, we encourage children to have a choice and choose their own personal learning style which suits them best. We understand that not all children learn and develop in the same way, and therefore in order to help them succeed we offer them a variety of different ways in which to achieve the desired outcome.
- 5.5. We encourage visitors to come into school and for children to go out on visits which will extend and develop their knowledge and understanding of what they are learning. These opportunities enable our children to have first-hand experiences, which brings the curriculum alive and gives it purpose and meaning.

### 6. Responsibilities and Roles

- 6.1. The Executive Headteacher Principals and Board of Trustees have overall responsibility for the Connected Curriculum, supported by the Connected Curriculum Leadership Team.
- 6.2. The Connected Curriculum Leadership Team is responsible for overseeing the delivery of the Connected Curriculum through:
  - 6.2.1. Liaising with Staff team
  - 6.2.2. Liaising within the Connected Curriculum Team,
  - 6.2.3. Providing Inset and Staff training,
  - 6.2.4. Monitoring planning to ensure National Curriculum Coverage,
  - 6.2.5. Carrying out 'Book Scrutinies' alongside planning to ensure cross-curricular links are optimised,
  - 6.2.6. Observing and monitoring learning to ensure progress is being made within Topic Work,
  - 6.2.7. Regular Reviews of the Curriculum through pupil questionnaires and staff dialogue,
  - 6.2.8. Speaking with the pupils about their learning.
- 6.3. All Teaching Staff are responsible for:
  - 6.3.1. Planning and delivering the National Curriculum on a day to day basis and making cross curricula links where possible.
  - 6.3.2. Making amendments to planning in order to maximise learning opportunities.
  - 6.3.3. Ensuring there is both appropriate differentiation (so all pupils make 'good' progress) and can access classroom learning.
  - 6.3.4. Using the local area and planning for outdoor learning.
  - 6.3.5. Ensuring that the National Curriculum is taught in an engaging manner which is in-line with the ethos of Rural Church Schools Academy Trust.



## 7. Connected Curriculum Planning

7.1. There are three parts to our planning process at Rural Church Schools Academy Trust:

7.1.1. Year Group Booklets & Curriculum subject booklets- These outlines not only the objectives that are taught throughout the year in core subjects and foundation subjects year but also details the progression within the subject year on year.

7.1.2. Curriculum plan and Medium Term Plan - For each subject medium-term plans hold the relevant learning and National Curriculum Objectives. These highlight the activities that will be covered and assessed at the end of each term. Teachers use the National Curriculum objectives and create ways to turn these into purposeful activities for children. Once this has been established teachers create a logical learning sequence for their pupils. This has to include, a 'wow moment' (this could be a guest speaker, a trip, a focus day etc.), a range of different recording styles (e.g. use of IT, extended writing, photographs) and a formal assessment of pupils' understanding. Once Year Groups have decided upon the learning sequence parents are informed of the upcoming topic through the class webpage and via a letter. This letter allows parents and carers to support their children with their learning.

7.1.3. Planning - All plans are monitored by S.L.T. and the Connected Curriculum Team. At the beginning and end of each topic pupil evaluations of their learning are taken and this information is used to adjust the planning for the next term.

## 8. Inclusion

8.1. RCSAT prides itself on giving the opportunity to all learners to be creative. We provide an encouraging learning environment which adopts a range of different teaching styles. We make learning fun and make the most of our resources. This approach motivates and supports children's learning at all abilities (e.g. Disadvantaged, Gifted and talented, E.A.L. and children with Special Education Needs (S.E.N.D.).

## 9. Assessment

9.1. Assessment – Core Subjects - English, Mathematics, and Science, will be assessed in line with the assessment policy. Records will be collected half termly and recorded/monitored/analysed in the whole school tracking systems SIMs.

9.2. Assessment – Foundation Subjects RE - Each cohort file has on-going termly assessment sheets inside for each subject area. These records will show whether a pupil has achieved/not achieved the learning goal. Pupils are then monitored with appropriate interventions based on individual learning needs.

## 10. Subject Specific Information

10.1. At RCSAT, we aim to deliver a rich topic based curriculum in which all subjects are taught in an exciting, inspiring way where children are given opportunities to explore and develop specific skills.

10.2. The details of the Specific Subject Information is contained in Appendix 1.

## 11. Reporting to parents

11.1. Parents will be invited into school to share children's work and to talk to teachers on a one to one basis and through parents evening and Star Day.

11.2. Written reports will be issued for each child annually referring to all subject areas.

## 12. Monitoring and Assessment

- 12.1.** Monitoring and Review takes place on a regular basis in accordance with the School Development Plan, the Connected Curriculum Action Plan and in accordance with the Performance Management Policy.
- 12.2.** Monitoring takes place in line with the whole school monitoring process through book scrutiny, planning scrutiny, and pupil conferencing.



## APPENDIX 1

### SPECIFIC SUBJECT INFORMATION

#### 1. Art

1.1. The National Curriculum 2014 states:

**“During key stage 1** pupils should be taught to use a range of materials creatively to design and make products. They use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. They develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. They learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

**“During key stage 2** pupils develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.”

1.2. Children will be given a range of experiences that promote:

1.2.1. Exploring and developing ideas.

1.2.2. Investigating and making art, craft and design.

1.2.3. Evaluating and developing work.

1.2.4. Knowledge and understanding.

1.3. It is an important element of our topic based creative curriculum that pupils experience a wide breadth of study.

1.4. Pupils will work in practical first-hand situations, work individually and alongside others, explore a range of tools and techniques and use a range of art, crafts and a range of work by different artists as a starting point and reference to their work.

1.5. Pupils being able to evaluate their own and the work of others is an important feature of our art curriculum.

#### 2. Computing

2.1. The National Curriculum 2014 states:

**For key stage 1**, Pupils should be taught to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

**For key stage 2**, Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
  - use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
  - select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
  - use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.
- 2.2.** It is an important element of our topic based creative curriculum that pupils experience a wide breadth of study.
- 2.3.** Pupils will discover the links with mathematics, science and design and technology. They will be taught to become literate digitally – able to use, and express themselves and develop their ideas through, information and communication technology as active participants in a digital world.

### 3. Design and Technology

#### 3.1. The National Curriculum 2014 states:

**“During key stage 1** pupils learn through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home and school, gardens and playgrounds, the local community, industry and the wider environment. They learn how to think imaginatively and talk about what they like and dislike when designing and making. They build on their early childhood experiences of investigating objects around them. They explore how familiar things work and talk about, draw and model their ideas. They learn how to design and make safely and could start to use ICT as part of their designing and making.”

**“During key stage 2** pupils learn through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They work in a range of relevant contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment. Pupils work on their own and as part of a team on a range of designing and making activities. They think about what products are used for and the needs of the people who use them. They plan what has to be done and identify what works well and what could be improved in their own and other people’s designs. They draw on knowledge and understanding from other areas of the curriculum and use computers in range of ways”.

- 3.2.** Pupils will be given a range of experiences that promote:
- 3.2.1.** Developing, planning and communicating ideas.
  - 3.2.2.** Working with tools, equipment, materials and components to make quality products.
  - 3.2.3.** Evaluating processes and products.
  - 3.2.4.** Knowledge and understanding of materials and components.
- 3.3.** It is an important element of our topic based creative curriculum that children experience a wide breadth of study.
- 3.4.** Pupils will investigate familiar products, work in a first-hand practical way, both individually and alongside others, explore a range of techniques, skills and processes and be encouraged to make a range of products/assignments using the knowledge gained.
- 3.5.** Evaluating the product explored and made is an important feature of Design and Technology teaching.

## 4. English

### 4.1. The National Curriculum 2014 states:

#### Writing

**During key stage 1 and 2** pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. They should be taught the correct use of grammar. They should build on what they have been taught to expand the range of their writing and the variety of the grammar they use. The writing they do should include narratives, explanations, descriptions, comparisons, summaries and evaluations: such writing supports them in rehearsing, understanding and consolidating what they have heard or read.

#### Reading

**During key stages 1 and 2** pupils should develop the skills involved in reading so that they can read easily, fluently and with good understanding. They should develop the habit of reading widely and often, for both pleasure and information as well as acquiring a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language. Through their reading of a wide range of quality texts they should develop and appreciate our rich and varied literary heritage.

#### Spoken Language

**During key stages 1 and 2** pupils should develop speaking and listening skills so that they are able to listen and respond appropriately to adults and their peers. They should be able to ask relevant questions to extend their understanding and knowledge and use relevant strategies to build their vocabulary. Using appropriate spoken language pupils should be able to articulate and justify answers, arguments and opinions in formal and informal situations. In discussions pupils should develop well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings. As they progress they need to develop the ability to maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments; They should participate regularly in discussions, presentations, performances, role play, improvisations and debates.

**4.2.** It is an important element of our topic based creative curriculum that pupils experience a wide breadth of study.

**4.3.** Pupils will discover the links between writing reading and the spoken language and develop their skills in articulating the English language, both as a core subject and as part of other curriculum activities.

## 5. Geography

### 5.1. The National Curriculum 2014 states:

**“During key stage 1** pupils investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there. They also begin to learn about the wider world. They carry out geographical enquiry inside and outside the classroom. In doing this they ask geographical questions about people, places and environments, and use geographical skills and resources such as maps and photographs”

**“During key stage 2** pupils investigate a variety of people, places and environments at different scales in the United Kingdom and abroad, and start to make links between different places in

the world. They find out how people affect the environment and how they are affected by it. They carry our geographical enquiry inside and outside the classroom. In doing this they ask geographical questions and use geographical skills and resources such as maps, atlases, aerial photographs and ICT.”

- 5.2. Pupils will be given a range of experiences that promote:
  - 5.2.1. Geographical enquiry and skills.
  - 5.2.2. Knowledge and understanding of location and places.
  - 5.2.3. Knowledge and understanding of patterns and processes.
  - 5.2.4. Knowledge and understanding of environment change and sustainable development.
- 5.3. It is an important element of our topic based creative curriculum that pupils experience a wide breadth of study.
- 5.4. Pupils will study a range of localities both locally, nationally and globally. Learning about their immediate environment will be very important. Carrying out field work outside of the classroom is valued as a crucial way of developing essential geography skills.
- 5.5. Pupils will be encouraged to learn about important world events as they happen and become relevant to them e.g. global geographical disasters such as floods, earthquakes etc.

## 6. History

- 6.1. The National Curriculum 2014 states:
 

“During key stage 1 pupils learn about people’s lives and lifestyles. They find out about significant men, women, children and events from the recent and more distant past, including those from both Britain and the wider world. They listen and respond to stories and use sources of information to help them ask and answer questions. They learn how the past is different from the present, investigate their local area and a contrasting area in the United Kingdom or abroad, finding out about the environment in both areas and the people who live there.”

“During key stage 2 pupils continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They note connections, contrasts and trends over time and develop the appropriate use of historical terms. They regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They construct informed responses that involve thoughtful selection and organisation of relevant historical information. They understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this.”
- 6.2. Pupils will be given a range of experiences that promote:
  - 6.2.1. Chronological understanding,
  - 6.2.2. Knowledge and understanding of events, people and changes in the past,
  - 6.2.3. Historical interpretation,
  - 6.2.4. Historical enquiry,
  - 6.2.5. Organisation and communication.
- 6.3. It is an important element of our topic based creative curriculum that pupils experience a wide breadth of study.
- 6.4. Pupils will think about their own life and that of their family members as well as people in the more distant past including significant people from Britain and the wider world.
- 6.5. Pupils will be encouraged to find out about topics that become relevant to them through new events or major events that happen both nationally and globally, e.g the Olympic Games/Royal Weddings/elections.



## 7. Music

7.1. The National Curriculum 2014 states:

“During key stage 1 pupils will be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes. They will play tuned and untuned instruments musically. They will also listen with concentration and understanding to a range of high-quality live and recorded music. They will experiment with, create, select and combine sounds using the inter-related dimensions of music.”

“During key stage 2 pupils will be taught to sing and play musically with increasing confidence and control. They will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils will be taught to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. They will improvise and compose music for a range of purposes using the inter-related dimensions of music. They will also listen with attention to detail and recall sounds with increasing aural memory. Pupils will use and understand staff and other musical notations. They will be encouraged to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. They will also develop an understanding of the history of music.”

7.2. Pupils will be given a range of experiences that promote:

7.2.1. Improvising and composing.

7.2.2. Listening.

7.2.3. Appreciating.

7.3. It is an important element of our topic based creative curriculum that pupils experience a wide breadth of study.

7.4. Pupils will be taught to sing and play musically with increasing confidence and control. They will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

## 8. Mathematics

8.1. Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history’s most intriguing problems.

8.2. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment.

8.3. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

8.4. The National Curriculum for Mathematics aims to ensure that all pupils:

8.4.1. Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately,

8.4.2. Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language,

8.4.3. Can solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

8.5. The National Curriculum 2014 states:

“During key stage 1 pupils will be taught to develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four 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.”

“During key Lower stage 2 pupils will be taught to become increasingly fluent with whole numbers and the four 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.”

“During key Upper stage 2 pupils will be taught to 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 four operations, including long multiplication and division, and in working with fractions, decimals and percentages. Pupils should read, spell and pronounce mathematical vocabulary correctly.”

8.6. Pupils will be given a range of experiences that promote:

8.6.1. Fluency and efficiency in mental arithmetic calculations and times tables knowledge,

8.6.2. Problem Solving,

8.6.3. Reasoning, justifying, explaining and creating.

## 9. Religious Education

9.1. As Church schools, Religious Education is very important to RCSAT and is taught as a core subject.

9.2. This RE scheme of work is a collection of medium term plans based on eleven Christian theological concepts. Each concept is built on progressively from Reception to Year 6.

- 9.3. Pupils will be taught concepts that are linked to the cycle of the Church’s Year are **Incarnation, Salvation, Resurrection and Holy Spirit**. Links are also made to the national **Understanding Christianity** Project.
- 9.4. Pupils will study the following topics (based on the Chester Diocese scheme of work): Good news; God; the Christian Community; Incarnation; Kingdom of God; Forgiveness; Salvation; Resurrection; Discipleship; Holy Spirit; Creation; World Religions.
- 9.5. It is an important element of our topic based creative curriculum that pupils experience a wide breadth of study.
- 9.6. Pupils will think about their learning in the contexts of their own life and that of their family members as well as people in the school community, locally, nationally and internationally. They will be encouraged to explore “Big Questions” about life to develop their understanding of topics such as: disadvantage, deprivation, the exploitation of the natural world, ways to challenge injustice and equality.

## 10. Science

10.1. Working scientifically. The National Curriculum states:

“During years 1 and 2, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions”

“Lower key stage 2 programme of study : Working scientifically

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.”

“Upper key stage 2 programme of study: Working scientifically

During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- using test results to make predictions to set up further comparative and fair tests
- reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- identifying scientific evidence that has been used to support or refute ideas or arguments.”

**10.2.** It is an important element of our topic based creative curriculum that pupils experience a wide breadth of study.

**10.3.** Children will be taught to be curious, ask questions, experiment, observe, describe, measure, explore the local environment, sort, compare and classify, record and analyse.

**10.4.** The teaching will include topics such as plants, animals, materials, habitats, light, forces, magnets, rocks, states of matter, sound, electricity, earth and space, forces and evolution.

**10.5.** First hand experiences are at the heart of the curriculum.

