

## CURRICULUM

### FOUNDATION STAGE PRE-SCHOOL AND RECEPTION

The Early Years of your child's education are crucial. It is at this stage that children form lasting attitudes towards learning and relationships.

The school has a Foundation Stage unit. This covers pre-school children and our reception class. The Early Years Foundation stage follows the Early Years curriculum.

Our Foundation stage unit has two classroom spaces linked via a folding door. This enables younger and older children to have age appropriate focused teaching time when the doors are closed but also mean that younger and older children share resources and learning spaces for child initiated play and child led learning. We have outside area that is accessible from the class space for both pre-school and reception age children. This was designed with the children in Spring 2015.

All children in our Foundation stage children learn outdoors every day within the school grounds. The children also regularly use our school field and go out every week to the park, beach or local area. Visits last year included Trengwainton, a local farm, Newlyn crab tanks and the Pirate ship.

At St. Mary's children in our reception class are an integral part of our school and there are strong links between reception class and the rest of the school. This includes our Buddy scheme with class 6 (year 6) to ensure all children feel welcomed and included at playtime. Our playtime leaders (year 5 and 6 children) help organise activities for younger children. Working in this way builds a real sense of community across our school. Reception class children also attend assemblies so they feel part of the whole school community.



**Children learning about Mini beasts with a visitor to the school**



## CURRICULUM KEY STAGE 1 AND KEY STAGE 2

The curriculum aims of the school are primarily that the school should provide a well-balanced curriculum for all the pupils, based on the statutory requirements of the National Curriculum. Each child should experience a curriculum suitable to his/her ability and be motivated to do their best whilst enjoying a happy and stimulating environment.

As a school we have decided our curriculum should:

- Fully engage and enthuse children
- Be set in meaningful contexts
- Develop skills in each subject area and give opportunities for furthering English skills in different contexts
- Make meaningful links between subject areas (cross curricular links)

We want children at St Mary's to be:

- Ready for learning – motivated and curious
- Resilient and risk taking – persevere with challenges
- Resourceful – creative, collaborative and able to apply learning
- Responsible – make the best of learning opportunities
- Reflective – of their own and each other's learning, make connections and know what to do to improve learning

We achieve these within the following approaches:

- A rolling programme of topics that has been planned to ensure continuity and progression in teaching essential skills of each subject.
- Ensuring each topic starts with finding out prior learning and questions the children have about the topic. We build out plans around this.
- Learning around half termly or termly topics.
- Have educational outings and visitors linked to the topic being studied. These are carefully planned to ensure they have a high educational content.
- Inspiration days designed to enthuse the children, immersing them in the topic and generating curiosity and enthusiasm for learning.
- Using Cornwall as a culturally unique area of the UK and including local history, literature, art and music in our curriculum. We use Sense of Place resources designed to give children a sense of Cornwall through history, geography, art, story and music. By using topics linked to the local area we can easily bring the learning to life by going on trips to enhance the children's enjoyment and understanding.
- Making the learning memorable for the children and providing many hands on experiences for the children each term.
- Believing in learning through doing and creating throughout the primary years.
- Ensure that we use the richness of the culturally diversity of the school to learn about other cultures and learning to be inquisitive but respectful of these.
- Using Home learning projects linked to topics so children have the freedom to be as creative and also to engage parents in their child's learning. These take place at the start of a topic.
- Celebration days each term where the children will share their learning with an audience and present what they have learnt this term. This may be an open afternoon, assembly etc.



## Organisation of learning

For 2015-16 we will retain seven classes – a class for each year group in the school.

All teaching is Quality First Teaching to ensure the learning is inclusive, accessible to all and is of the highest quality for the children.

Children with additional needs are provided for through our wave 2 and wave 3 provision (see provision map on website). Wave 2 includes targeted intervention groups for specific areas with aim of these being a catch up programme for the child. At St Mary's we offer a range of effective intervention to meet child's needs. Wave 3 meets the needs of children who need personalised learning approaches to meet their needs and ensure progression in key essential skills. Within these classes the children are may be divided into smaller groups of similar ability for some subject areas

### Homework

Homework given is set out below. It is important that your child reads daily at home and keeps up with homework. Your child's class teacher will let you know how your child has got on with homework and results of any weekly spelling or times table tests. We also provide an after school Homework club for children in Key stage 2 (classes 3-6)

Foundation stage	Key stage 1	Key stage 2 class 3 and 4	Key stage 2 class 5	Key stage 2 class 6
Daily reading Daily sound work	Daily reading Spelling Maths or literacy once a week	Daily reading Spellings Times tables Maths and literacy once a week.	Daily reading Spellings Times tables Maths and literacy once a week.	Daily reading Spellings Times tables Maths and literacy two to three times a week. Children keep homework diaries in preparation for secondary school.
Topic homework – may be in advance that topic one per term	Topic homework – one per half term	Topic homework – one per term	Topic homework – one per term	Topic homework – one per term

### Topic Homework

This is an open ended piece of work and parents are welcome to assist their child. Children are encouraged to respond as creatively as possible! The purpose of this is to encourage the child to talk about their learning in school. We have received some fantastic and innovative projects from pupils. Children complete this over the school holiday prior to the topic starting so the children generate ideas for further learning during the project.

Home-Learning Project The Rainforest

