

Curriculum Intent

St. Peter's is a 'Take Care' School.

We take care of ourselves, each other, the world and with our work.



At St. Peter's we have created a thematic spiral curriculum that is driven by our Take Care values. This broad and balanced curriculum has been designed to build upon children's prior learning, help them to acquire essential knowledge and skills to prepare them for later life and to encourage curiosity and enthusiasm for learning. We believe children learn better when they are given opportunities to acquire a range of skills and knowledge by participating in lessons and activities that provide first-hand learning experiences, incorporate times to revisit and consolidate information, and develop their ability to think differently and imaginatively.

Our 'Beyond Expectation' curriculum has been designed to be carefully sequenced, academically rigorous and allow time for children to create, innovate and think to a higher, deeper level.

Designed around answering an enquiry question, teachers plan for engaging hooks, interesting discovery lessons and a chance to 'show off' everything they have learnt by completing 'Be... challenges' to finish the topics. The discovery lessons include activities and tasks that challenge the children to solve problems, apply themselves creatively and express their knowledge and understanding effectively and articulately.



For children... for all.

All children are unique and different and deserve the opportunity to excel whatever their ability. We believe that an inclusive education means ensuring all children have the opportunity to learn, contribute and participate in all aspects of school life alongside their peers. We make adaptations wherever possible, in order to fully meet the needs of all pupils.

Five-a-day approach

The Education Endowment Foundation (EEF) has identified five techniques that can help all learners, including those with SEND, to get the most out of learning. They suggest using:

- **Explicit instruction** to ensure that tasks are clear and complete and pupils are given feedback
- **Use Cognitive and metacognitive strategies** to encourage pupils to effectively use their thought processes
- **Scaffolding** to ensure learning is broken down into digestible chunks of learning with a tool or structure to support
- **Flexible groupings** so that pupils can learn effectively while still feeling a part of the wider class
- **Technology** to bring learning to life

At St. Peter's we are looking at how we can incorporate the five-a-day approach across the curriculum to support all our children's learning and achievements.

Whole School Curriculum Overview

Our Beyond Expectation Curriculum is based on two cycles of learning (A and B). Each subject has been carefully mapped to ensure that we deliver the subject knowledge and skills in a progressive and sequential way so that children can build on prior learning.

Each cycle is divided into three 12 week blocks that all have their own umbrella question. This allows the children to explore related knowledge from different subjects and make connections and links that make their understanding more effective. The topics all follow the same format.

Hook or Memorable Learning Experience

This engages and introduces children to the new topic and gives a chance for the teacher to revisit knowledge and assess, informally, what the children know and have remembered.

Discovery Phase

This teaches the children new concepts, knowledge and skills that have been planned and mapped by subject leaders. Children will explore and learn new information through a range of activities and lessons that help children to absorb and embed key knowledge, skills and vocabulary.

Signature Work

This challenges the children to bring together everything that they have learnt and present it in an interesting way.

