

The Curriculum, Teaching and Learning

St Werburgh's will promote the mental, physical, moral, cultural and spiritual development of all pupils. The school aims to provide a broad and balanced curriculum within a Christian atmosphere and a caring, stimulating and happy environment.

Children are prepared for the opportunities, responsibilities and experiences of society. This influences the curriculum offered in school. We teach all National Curriculum subjects together with RE and French. At St Werburgh's the basic curriculum is enriched through a variety of strategies. For example the children receive a wide range of learning experiences through working with a variety of people both inside and outside school, educational visits, and numerous out of school clubs. Where appropriate, children are ability grouped in the classroom for some lessons. We aim to develop independent learners who respect and care for each other, work well together and take a pride in their school.

Throughout the year the school community join together, in church, for worship. The children, staff, parents, carers and invited guests celebrate several services including Easter, Christmas, Mothering Sunday, and leavers service. We strive to educate the whole child, to develop and realise her/his full potential, and to grow in happiness, confidence, self-reliance and knowledge of God's love for them.

Literacy

Literacy is taught through our cross curricular topics and the school following guidance from the National Primary Strategy and Early Years Foundation Stage Strategy. Foundation children are introduced to literacy skills through a range of carefully planned integrated activities, following child's own interests. In all classes the children are given opportunities to develop their skills of reading, writing, speaking and listening.

Children have access to a range of texts including stories, poetry, non-fiction and play scripts. Examples of texts are available to bring home at various stages and the support of home reading is important. Phonic skills are introduced at an early age and developed throughout the school. We begin by learning to recognise high frequency words and letter sounds with Letters and Sounds and Jolly Phonics teaching materials. When the children are confident and familiar with the single letter sounds, we begin to blend the sounds together.

Spelling strategies are also taught. The children are given many opportunities to write for a range of purposes and in a variety of ways e.g. letters, stories, poems, lists, reports etc. They also have regular access to a range of software, which supports the teaching and learning of literacy.

Other literacy opportunities include the Foundation Stage and Key Stage 1 lending library, Werburgh's Gazette Journalists group, and presentations for class worship and year group drama productions. ICT supports literacy teaching and learning as appropriate throughout the school.

Numeracy

We plan from and use the National Primary Strategy and the Early Years Foundation Stage Strategy. This is supported by a variety of strategies and resources.

Within Foundation, Key Stage 1 and 2 classes, numeracy will be taught as a daily mathematics lesson which will include mental warm up, activities and plenary. In Foundation, numeracy is planned into the week's activities and is part of their integrated, child led programme. ICT supports numeracy teaching and learning as appropriate throughout the school. An outline of the methods we use to teach the four operations is available on request.

Science

Pupils learn about a wide range of topics within these broad subject areas: Living Things, Materials and their Properties and Physical Processes, and the scientific skills with which to enquire. They begin to make links between ideas and explain their findings using simple models and theories. They apply their understanding of scientific ideas to everyday occurrences. They begin to think about the positive and negative effects of scientific and technological developments in the environment. They carry out investigations working on their own and in groups. Pupils ideas are communicated using a wide range of scientific language, diagrams and graphs.

Information and Communications Technology (ICT)

Children have day-to-day access to a computer, including a computer suite. We have a school web site, which is regularly updated and a Learning Platform that is accessible at home and at school. ICT is built into subjects across the curriculum, including Literacy and Numeracy. Activities are planned to allow for different levels of achievement and for extension activities. Children are supported in performing tasks of increasing complexity using a variety of software, which extends their learning in a number of areas. Safe practices are taught explicitly, and learning is shared with parents.

Physical Education

Physical Education is taught to all children for up to two hours per week. Children take part in dance, Gymnastics, Games, Outdoor and Adventurous Activities and Athletics. Yr3&4 children also swim each year. Representatives from our school take part in many local competitions and events, we have extracurricular activities in hockey, netball and dance and the city offers coaching in football. Our annual sports day reflects the skills developed through the year as well as giving children the opportunity to compete against each other in mixed age teams.

Health Education

The school promotes general health and safety in a number of areas. SEAL (Social and Emotional Aspects of Learning) is a program used throughout the school. Children are encouraged to walk safely to school and to enjoy exercise. They are supported in developing a good self image through personal safety, hygiene and diet.

Relationships and Sex education is part of a wider developmental curriculum for Personal, Social and Health Education. Pupils are given responsible and relevant Relationships and Sex Education, appropriate to their age. Parents/carers have the right to withdraw children from areas of the Relationships and Sex Education programme. This programme is aimed at supporting the home. Parents will be informed of timing and content, and are welcome to see the Head if there are any concerns.

Drugs education is planned to raise children's awareness of the dangers of drugs which they may encounter. Professionals from the Health and Police services are involved in planning and delivering responsible and relevant education, appropriate to the children's age.

Religious Education

Religious Education is a subject in its own right and as a Church of England (Voluntary Aided) School we are guided by the Diocesan Syllabus for R.E. Daily Collective Worship forms an important part of Worship in our school. Parents have a right to withdraw children from RE and collective worship. Children who are withdrawn may miss out on other learning experiences. However, if this is an issue of concern to you please contact the Head. We teach RE to raise awareness of different religions of the world, with the emphasis on Christianity. Our aim is also to encourage empathy and develop self awareness and understanding. These aspects are also covered in our daily worship. Eleanor, Team Vicar from St Werburgh's Church, leads us in Monday Collective Worship. Parents, grandparents and friends are invited into class collective worship when their child is taking part.

Teaching assistants work in each class. They take responsibility for groups and individual children. They carry out Special Needs work and may also take the whole class following the teacher's plans. Each teacher is entitled to 10% of their teaching time for planning, preparation and assessment. Their class is taught by a teaching assistant or another teacher for this part of the timetable.

Educational Visits and Charging Policy

From time to time throughout the year we may ask for voluntary contributions towards the cost of educational visits, cookery and so on. This will help to provide the widest curriculum, and is not profit making. Teachers endeavour to provide as much notice as possible of school visits and residential trips. Many visits are subsidised by the St Werburgh's Support Group (PTA).

Homework

St Werburgh's has a policy of setting homework for all pupils in the interest of raising standards, reinforcing the learning at school and ensuring that parents are able to be involved in their children's school work. Education of the child happens at home as well as school, and research shows that an adult supporting a child at home will help the child's progress. The amount of work expected to be done at home will increase as children move up through the school, and our top juniors should be in the habit of working at home independently and showing a level of responsibility for returning homework on time. Staff will liaise closely with parents to ensure that work at school links closely with that done at home.

Extra-Curricular Activities

We offer a range of clubs. Activities are run by a variety of people – our own staff, external coaches and peripatetic teachers. These include football, hockey, netball dance, art & craft including knitting, Lent club, French, cycle club, our school newspaper and a wide range of musical instruments. Coaching by recognised external coaches is provided by First Grade Coaching and AM Sports Coaching. Where staff or resources have to be paid for, a nominal fee is charged. Instrumental lessons are taught by peripatetic teachers through the school day and involve a charge. We offer a residential trip to Yr2, Yr4 and Yr6 every year.

Foundation Stage Topic Plan – Journeys



Starting Point: Bring in photographs of journeys been on

Conclusion: Trip to Tramway Museum

Personal, Social and Emotional Development	Communication and Language	Physical Development
<ul style="list-style-type: none"> • How do we get to school? • Talk about own experiences - modes of transport • How do holidays make us feel? • Space - being part of a big wide world • Exploring elements of right and wrong in Peter Pan • Looking at consequences/conflicts/teamwork within a story 	<ul style="list-style-type: none"> • Listening walk around the local environment • Describing vehicles using a feely bag • Holiday stories - what do I need to pack? • What do you think is in space? • Conversations about right and wrong doings of pirates • Retelling of stories 	<ul style="list-style-type: none"> • Road safety and road care • Rolling wheels through clay/dough • Movement to weather sounds • Going for a moon walk • Constructing large ships • Journeys around the apparatus in the hall

Literacy	Mathematics
<ul style="list-style-type: none"> • Mark making - symbols on trails • Make a non-fiction book about vehicles • Planning for a holiday - writing lists • Reading space stories • Wanted posters for pirates • Traditional fairy stories (Red Riding Hood, The Gingerbread Man) 	<ul style="list-style-type: none"> • How do we get to school chart • Sorting vehicles - comparing sizes • Buying tickets - money • Space shape pictures - making 3D rockets • Counting games - treasure island, counting on and back • Sequencing of events in a story - time
Understanding of the World	Expressive Arts and Design
<ul style="list-style-type: none"> • Road safety walk around the local area • Comparing old and new vehicles • Maps of holiday destinations • Planets • Magnifying glasses, telescopes, binoculars to explore • Cooking through stories 	<ul style="list-style-type: none"> • Make models/paint pictures of what is seen on the way to school • Paintings/drawings of vehicles • Artists seaside pictures • Painting aliens • Moving pictures of the sea • Create music to accompany the story
Developing imagine and imaginative play:	Airport

Y3/4 Curriculum Overview

Items written in green italics provide opportunities to develop the global dimension of the curriculum.

Visits

- *Frequent visits around the locality*
- *Building project / local industry*

Possible Starting Points

- 'Window' by Jeannie Barker

Possible End Products

- Display of fieldwork findings

Links to Core Values

- Wisdom
- Hope
- Justice
- Responsibility
- Compassion

PSHE

- *Human needs*
- Report back from homework
- *Pressure groups*
- *Rules and regulations*
- *Voluntary and community groups*

Knowledge and Understanding

Geography

- *Window to consider change linked to human impact on environments*
- Quality of environment around school
- *Futures, local, national, international*
- Fieldwork, survey of local facilities, identifying changes needed by groups in our community
- Using evidence to propose change

Computing

- *Map skills*
- *Researching old and new maps*
- *Design a simple questionnaire*
- Create a pie chart

Homework/Independent Learning Opportunities

- Talk to older relatives about changes they have seen
- *Gather information on local area*

Science

- *Investigating materials*
- Memorise Science 'Killer Facts'

Numeracy Links

- *Grid references*
- *Distance*
- *Scale*
- *Populations*
- *Graphs and charts*

Literacy Links and Speaking & Listening

- Report writing
- Newspaper reporting of concerns
- Estate Agent
- ~~EuroMillions~~ win – how to spend it

Art

- Sketch ideas for Fantasy window
- Plan of 'Fantasy window from home'
- Fantasy window collage
- Ideal building

Sketchbook

- Observational Skills
- Textures

History

- *Stories of new towns and model villages*
- Local old maps

Year 5/6

Curriculum Overview

Summer term 1 (SATs Preparation)

Literacy	Comprehension skills Connective work Grammar and editing skills Spelling strategies Writing composition skills
Numeracy	Formal written methods for multiplication and division 2d and 3d shape Coordinates Problem solving Mental methods Measurement – converting units of measurement
RE	Why is pilgrimage important to some religious believers?
ICT	Word Processing Research Coding
French	Catherine Cheater programme
Geography	The Great UK Geographical Challenge – Research and presenting information regarding the physical and human geographical features of a location in the UK.
PE	Athletics Cricket Rounders