



Curriculum Intent

2019-2020

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At Holy Trinity Academy, we want all learners to leave our care with a well-developed love of learning and a strong moral core of Christian values. Our subject leaders have designed and continue to adapt a bespoke curriculum which celebrates the local identity of the academy and prepares our children for the rigours of life in the twenty-first century.

We are constantly developing innovative ways of giving the pupils opportunities to develop and enhance their key English and Mathematics skills across the curriculum. Many subject areas are taught cross-curricular through topics, but there are times when key subject-specific skills need to be imparted to the children. Staff are eager to create 'touchstone' moments for the children through topic-themed days and weeks, which bring learning alive.

We always look to make the learning as meaningful as possible and related to the real world by giving the pupils hands-on experiences and the chance to meet people and visit new locations to enhance their learning experiences. Learners at Holy Trinity have a developed understanding and empathy with their local, national and global communities.

How is the curriculum organised?

In their first year in school, children will follow the Foundation Stage Curriculum. Those who have attended a pre-school setting will already have started working towards the 'Early Learning Goals' - this play-based learning continues throughout their first year at Holy Trinity. We aim to develop the children's curiosity and capacity to innovate as independent thinkers and learners, through a balance of teacher-directed and independent learning opportunities.

During their time at Holy Trinity, children are taught in a variety of ways. Some children may work individually or in small groups with extra support, either inside or outside the classroom, to support specific SEND (Special Education Needs & Disabilities) targets.

English

At Holy Trinity, we believe that reading is the foundation stone of the curriculum. We aim to engender a life-long love of reading, whereby children take pleasure in reading and feed their fertile imaginations. Children, who read regularly, with the support of their parents, will develop a bank of stories which will develop their writing. Reading is magical; at Holy Trinity we have developed a library that reinforces our belief in the power of reading. We have a wide range of books, newspapers and magazines in school to help nurture a child's reading at each level of development. At Holy Trinity we use three key book schemes; Nelson PMs, Alphakids/Alphaworld (non-fiction texts) and Kingscourt to give the children a wide range of high quality texts. We are keen for children to take books home to share with their family and we provide a reading record book for parents to note their child's reading progress at home.

Speaking and Listening is also an essential part of the curriculum, and indeed, everyday life. The children are given many opportunities to speak in a variety of situations throughout their school life. We encourage them to speak clearly and in sentences using an increasingly wide vocabulary and help them to focus on the richness of our language. The children are taught to listen respectfully and to value each other's contributions, thereby increasing the confidence of the speaker. All pupils have opportunities to speak, sing and perform to audiences throughout the year in a range of activities in class, in assemblies, in school plays, at Holy Trinity Church, St Mary's Church or at various events both locally and nationally. The academy employs a Speech and Language Therapist to work with children with any difficulties; this has proved incredibly successful in developing the confidence and improving the communication of individual children at the optimum time.

There is something magical about writing.

It is a very personal skill that involves us recording ideas using language and ideas that are unique to each of us.

Writing is how we set down *our* thoughts for others to enjoy, be inspired by, learn from.

The magic takes place as on a blank piece of paper something new and never-seen-before takes shape. We are crafting something that has never appeared before; we are telling things *our* way. A familiar story is shared using new language, twists and turns; an original story is crafted and brought to life.

Writing matters to us at Holy Trinity. It allows our children to fire up their imaginations and record their experiences of the world around them. This is really important and is a way of showing them the importance of their views and ideas.

To inspire writers that know how to captivate and engage their readers, we use a rich variety of text types that enthuse and absorb the children. We understand that we need to select engrossing texts and stories and model excellent writing in order to develop our children as writers.

We want children to be familiar with the rules of written language so that these can be used in an almost 'auto-pilot' sense, where it becomes natural to employ correct punctuation, and the focus can remain on enthralling compositions.

Mathematics

At Holy Trinity, we aim to foster an enjoyment and enthusiasm for Mathematics. Pupils enjoy engaging and challenging Mathematics lessons, in which they develop their fluency, reasoning and problem-solving skills.

In the EYFS, development involves providing pupils with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems and to describe shapes and measures.

In Key Stages 1 and 2, in following the National Curriculum (2014), all aspects of number are taught, including place value, mental and written calculations, fractions, measurement, geometry and statistics. Pupils develop their fluency in calculation and are always encouraged to explain how they get to an answer to help consolidate their understanding, using mathematical vocabulary accurately. Within the curriculum, it is recognised that having a secure knowledge of multiplication tables is a key to mathematical fluency; in addition to learning their multiplication tables and related division facts in lessons, pupils from Year 1 to Year 6 have access to 'Times Tables Rockstars' at home to encourage them to develop their knowledge in a fun way.

All pupils are taught to apply their knowledge in a variety of contexts in order to develop their reasoning further. In solving real life problems, they are taught the relevance of their mathematical learning and they can demonstrate their mastery of the subject. Pupils are also given opportunities to carry out investigations which help to develop their critical thinking skills, whilst also consolidating their knowledge and understanding. Mathematical skills are applied in other subject areas as appropriate.

Religious Education (RE)

The school follows the Wiltshire Agreed Syllabus. Holy Trinity uses a mixture of units from 'Understanding Christianity' and 'Discovery RE'. Each unit of learning begins with a Key question for enquiry based around a theme. Teaching and learning activities follow a key pattern of engagement, investigation, evaluation and expression. Children learn about both religion and human experience of religion as well as the ability to learn from religion and apply their learning to their lives

At Holy Trinity we believe that the understanding and education gained through Religious Education is essential to developing a cohesive and accepting society that builds bridges and community conscious citizens. As a church school we focus on the foundations within the Christian faith and the life of Jesus. We also believe that it is right to learn about a range of other faiths which include Judaism, Sikhism, Islam and Hinduism.

We have annual 'touchstone' moments within our school life which then children value and look forward to as events which allow them to have space to explore their own spirituality and to think about the foundations of the Christian faith. Our 'Trinity day' allows the children to explore what the Trinity is and what it means. This is important to our school community as it allows children to explore challenging concept and understand why we have it as our school name.

Our Prayer Space is a new addition to our school diary. This is a special space where children of any faith are given time within a calm and adapted room, enabling students to explore prayer and time to think about their relation to God or their own beliefs. Our first prayer space in the summer term of 2019 focused on the Lord's Prayer and broke it down into a variety of interactive stations which prompted children to think about their own lives and how they relate to others and to God.

Computing

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate - able to use, and express themselves and develop their ideas through, information and communication technology - at a level suitable for the future workplace and as active participants in a digital world.

At Holy Trinity Academy, we have a range of IT devices to help support the delivery of computing. These include ipads and laptops. Additional equipment such as data-logging and microscope hardware, programmable robots, digital cameras and control technology (Flow-All, Lego WeDo) also enable the pupils to use computers as a part of their everyday learning and yet another tool for life in the 21st century.

Computing is generally taught through the use of laptops and ipads to develop specific skills. Each class has an interactive whiteboard for whole-class teaching. Ipads can be linked to the interactive board to aid delivery of lessons.

Physical Education (PE)

All children have two PE lessons a week focusing on gym, games, dance, outdoor games or athletics. Children in Year 2 and Key Stage 2 attend swimming lessons at Calne Leisure Centre through the school year for which we ask an additional contribution from parents. This cost also includes lifeguards, qualified swimming instructors and an additional member of staff to supervise the changing rooms.

PE in our school aims to promote personal, social, intellectual and physical skills. Throughout the school it is taught with an emphasis on fun, fitness and the development of a healthy lifestyle. Each pupil has approximately two hours of PE a week, where we provide a breadth

and balance of activities. Children have the opportunity to join a wide variety of sports clubs after school and during holidays.

We use the majority of the Sports Premium Funding to employ specialist sports coaching from outside agencies including dance, football, basketball, tennis, hockey, athletics and cricket.

Personal, Social & Health Education (PSHE)

At Holy Trinity, PSHE is viewed as a very important subject by the pupils as, to quote a Y5 pupil "It deals with life and stuff we will need to know even when we are older!" Many pupils feel that we should do even more than we do.

The PSHE curriculum reflects the values and ethos of Holy Trinity Academy. The main components are: Developing confidence and responsibility, preparing to play an active role as citizens, developing a healthy safer lifestyle, developing good relationships and respecting differences between people.

PSHE is taught by the class teacher using the Values for Life scheme, circle time and is part of the everyday classroom ethos as issues arise. It is also taught through Collective Worship and in some year groups via a scheme called "Healthy heroes". The school also enjoys visits from members of the local community e.g. local police or paramedic.

We have a Pastoral Support Manager, who works with children on an individual basis. A tailored approach is designed for each child.

Relationship & Sex Education

Our philosophy is the development of the whole person and specifically to give young persons a wider understanding of themselves, of personal relationships, social responsibilities and to enable them to make effective and responsible choices in matters of personal behaviour.

The aims are:

- To introduce and enhance the personal and social skills needed to make informed decisions;
- To offer the children appropriate, age-related knowledge about their bodies and how they function;
- To help children cope with the emotional and physical challenges of growing up.
- To foster self-esteem and mutual respect;

- To encourage children to appreciate the value of family life and have regard to moral considerations within the family and community.

Sex and Relationships Education in its widest sense may appear many times throughout the school - how the major body organs work, healthy eating, how we grow, young animals, etc.

A specific programme of Sex Education and Relationships lessons dealing with human reproduction occurs in Key Stage 2. Parents of pupils in Key Stage 2 will be consulted each year regarding the video material and will have the opportunity to preview teaching materials.

Parents have a right to withdraw their child from Sex Education lessons, other than those covering aspects required by the National Curriculum orders in science, and should consult the Headteacher if concerned about this aspect of the curriculum.

Modern Foreign Languages (MFL)

Our pupils are fascinated by other languages and enjoy learning vocabulary and phrases from other languages. At Holy Trinity, pupils are taught to speak French and also about the culture of France and other French-speaking countries. In some year groups they are able to write to a French pupil at one of the schools in Charlieu, Calne's twin town, and get very excited when replies arrive.

French is usually taught by the class teacher, following the Lightbulb scheme of work. Pupils enjoy a range of activities including games and simple dialogues to practise their French. This is supported by activities such as answering the register using vocabulary recently taught e.g. a colour.'

Science

We aim for pupils to develop an enjoyment and interest in Science and an appreciation of its contribution to all aspects of life. This enjoyment begins in the EYFS, when Science is taught through the key area of learning of 'Understanding of the World'. Pupils have opportunities to explore outside and look closely at living things, considering similarities, differences, patterns and change.

By following the National Curriculum for Science (2014), pupils in Key stages 1 and 2 learn about Life processes and living things, Materials and their properties and Physical processes. They learn to work scientifically and deepen their knowledge and understanding via first-hand experiences and investigations.

Children are given opportunities to record findings in a variety of ways and will analyse their results, looking for trends, patterns and surprises. They are encouraged to make predictions and to explain their observations clearly, using scientific vocabulary.

Geography

The chief aim of geography is to stimulate children's interest in and engagement with the physical and human world. By equipping pupils with knowledge about diverse people and place, and natural and human environments, together with an understanding of the Earth's key physical and human processes, we seek to instill a curiosity about the wider world.

Children will be taught to read, draw and interpret maps, to scrutinise data and ask questions about contemporary issues such as deforestation, pollution and fair trade. They will learn about their local environment and to make comparisons between Calne and other places in the UK and further afield.

History

History teaches our pupils all about their local area in the past and how we used to live. It also takes on major historical themes and civilisations of the past and times in history that have a major impact on how our towns look today. Children are taught chronology (the timing of historical events) and knowledge and understanding of why certain events happened in the past.

They consider changes in living memory & events of local importance along with significant historical figures. They are taught British history from the Stone Age through Bronze & Iron Ages to Romans, Anglo-Saxons, Vikings, and on to more recent kings & queens. They also study a local historical area in more depth and a broader historical study, such as Ancient Egypt or Ancient Rome.

They study ways of interpreting the past from a range of sources including photographs, pictures, artefacts, documents, museum and ancient site visits, IT resources and oral histories from our older relatives or visitors to the school. They then learn how to organise their information and communicate it in a variety of ways, including talking, writing, model making, drama and IT presentations.

Art and Design

The desire to create is in all of us.

Art should be a time of exploration as children come across different media - pencils, paints, ink, clay, paper mache, plaster, card, tissue, textiles and more! We want children to feel inspired, motivated and brave when they make art at Holy Trinity and we want it to be fun.

To stimulate their imaginations, we aim to expose our children to the work of a range of artists as they pass through the school. We also want them to see work from painters,

designers, printers and sculptors, knowing that art is multi-faceted. Art from different epochs - in traditional and contemporary styles - also lets children engage with a range of design and lets them see how art has changed and developed as history and culture has taken twists and turns. Children can begin to see that art is individual - no two people perceive the world, or the things in it, in the same way. Colour and form, shape and texture can all be played with and taken risks with. We want children to experience a range of techniques and styles and have the opportunities to use art across the entire curriculum.

Design and Technology (DT)

In Design Technology, we aim for children to explore their creativity and develop a range of technical and design skills. They will learn about, and experience, the complete design process. They will: define needs; develop, plan and communicate ideas; work with appropriate tools and materials; develop a working knowledge of materials and components; evaluate and test their work and ideas and review them; develop creative, technical and practical expertise. This will include the use of mechanical and electrical systems in their designs. Children will also apply understanding of computing to aid programming, monitoring and controlling their products. Cooking and nutrition is now a larger part of our D&T curriculum and pupils will be taught practical skills in preparing and cooking a variety of dishes, as well as understanding of the principles of a healthy and varied diet, where food comes from and how it is grown seasonally, reared, caught and processed.

Music

Children are taught music on a weekly basis through whole class lessons or recorder groups. Lessons are fun and interactive, with children learning through singing, playing and participation. We provide regular opportunities for listening, composing, performing and appraising in order to develop a good appreciation and understanding of music.

Children sing on a regular basis during Collective Worship and we also have choirs and music clubs which perform to the local community and alongside other local schools.

We have specialist music teachers who visits the school each week to provide individual and group tuition in guitar, keyboard and piano.

Drumming is taught in Year 3 and Year 4 by a qualified drumming teacher, this leads to a performance to the whole school.