



Curriculum Intent

2021-2022

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Authorised by	Headteacher and Governors

We are currently experiencing one of the most disrupted periods in education since the end of the Second World War. Some children across the country have missed out on nearly nine months of education. At Holy Trinity, we addressed this by reopening the school to all the children, before the summer holiday in July 2020 so that they could work with their new class teachers. This alleviated much of their stress and enabled them to work in a Covid safe environment before they returned full time in September 2020. Our recovery plan has been guided by a need to support all the children in our care and ensure that they are best placed to fulfil their potential – despite potential gaps in their learning.

Writing this at the end of September 2021, it is testament to the support of the whole school community that the children have returned brilliantly. We know that we are living in unprecedented times; but it is imperative that the children at Holy Trinity experience a well-rounded curriculum that meets their needs as learners and potential leaders in the twenty-first century.

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. 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.

Every classroom contains a bright and inviting book corner where the children spend focussed sessions exploring a specifically chosen range of books. These books are either works that the children have encountered as class readers or through specific literacy topics. We also keep abreast of any current releases by specific year group appropriate authors and aim to keep copies of new titles in the classrooms or in the library. There is a recommended reading list that has produced by our staff - <https://www.holytrinitycalne.co.uk/our-library/>

In order to support the acquisition of early reading skills, Reception and KS1 children take home a phonetically decodable book each week and a book that they have selected for themselves at the appropriate level. This enables them to practise key phonetic skills and patterns they are learning in class as well as develop their own bank of favourite stories and information texts.

As the children progress through our school, they are encouraged to read aloud in all curriculum areas and work individually, in groups and as a whole class. These reading experiences take the form of weekly guided reading sessions, individual reading opportunities and planned whole class reading experiences.

By the time they leave our school, we hope to have developed children who are eager to read at any opportunity in order to extend knowledge, investigate possibilities and immerse themselves in a world of escapism and excitement.

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.

Written communication is an utterly unique skill to humans. It is a wonderful skill; something that marks us apart.

Where would we be without it? Our history stands upon it; our knowledge and ideas are imparted through it; our recipes cooked from it.

There is something magical about writing. It is a personal skill that involves us setting things down in ways that only we would – our language and thought trains unique to each of us. Familiar stories are shared using new language, twists and turns; original stories are planned and brought to fruition.

Writing matters at Holy Trinity. It is an important outlet for children to reveal their imaginations, voice their views, state their opinions, divulge their understanding, tell their stories and impart their learning to others.

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.

Of course, writing – being such a skill – takes time to craft and develop. Here is a brief outline of how writing develops at Holy Trinity:

Reception: Writing labels and captions before moving on to some short sentences.

Year 1: Planning texts and sequencing sentences to create short narratives.

Year 2: Planning and writing about real and fictional events using a variety of sentences such as questions and exclamations.

Year 3: Writing narratives that begin to incorporate more punctuation including speech.

Year 4: Structuring texts with greater clarity including paragraphs and headings.

Year 5: Having clear links and structure in well-developed and animated texts.

Year 6: To have greater certainty when adopting a format to write and making clear choices about the audience, tone and register of writing.

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 fact that Holy Trinity is a church school permeates its whole character. We have a strong sense that education is not nearly complete as is it is solely academic. We all need a sense of values that help shape us as characters and provide us with a sound compass in life. In keeping with the centrality of our ethos, we have seven beautiful – child designed – friezes in the school hall that aim to recall the Big Picture of Christianity.

For us, our foundations are found within the Christian faith and the life of Jesus. Each term we focus on a value that helps to unite us and ground us as a whole school body. This value then becomes the focal point for assemblies for the term and the children see how the values can be applied and used through Bible stories, teaching stories and every-day, real-life narratives. We also sing worship together and pray together in assemblies or at home time.

Of course, this would mean nothing without our staff modelling these values to the school community. The thoughts, actions and attitudes of individuals (pupils and staff) should reflect our whole school Christian ethos and it is our values, as much as anything, which we aim to impart as a part of the legacy we hand on. The school keenly recognises its duty of care and pastoral role and we are a place everyone can expect to feel nurtured and valued.

Whilst we are a church school, we also recognise the value of Religious Education as being essential to developing considerate and compassionate citizens with a good understanding of other people. We also believe that it is important to learn about a range of other faiths which include Judaism, Sikhism, Islam and Hinduism.

Religious Education allows children to reflect upon meaning, morality, celebration and the idea of truth.

It leads to deep questions and challenging pursuits. Therefore, lessons should carry a great sense of investigation, evaluation and expression. As a team, we have considered the material from various sources, and although we follow the Wiltshire Agreed Syllabus we have also adopted units from 'Discovery RE' and 'Understanding Christianity'. We did this feeling that this would enhance the subject for the children and get them to look at bigger pictures and go deeper.

We have annual 'touchstone' moments within our school that children often look forward to and enjoy. These include Trinity Day or Pentecost Celebrations. These events allow the children to explore their own spirituality and to think about the foundations of the Christian faith. We try to use various media to engage the children on these occasions: dance, drama, sculpture and art included.

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 Learning 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)

At Holy Trinity, pupils are taught to speak French and they learn about the culture of France and other French-speaking countries. In some year groups they have the opportunity to correspond with a French pupil at one of the schools in Charlieu, Calne's twin town.

French is usually taught by the class teacher and pupils enjoy a range of activities including games and simple dialogues to practise their French. Other languages may be explored during our annual creative arts week, when the whole school studies the cultures of three contrasting countries.

Science

At Holy Trinity, we aim to provide inspiring and exciting visions of the world through science by making the ordinary fascinating. 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. By offering motivating starting points and a creative context for learning children learn to work scientifically, developing skills such as questioning, drawing conclusions and evaluating. In turn, this will enable them to 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

We aim to stimulate children's interest in, and engagement with, the physical and human world. We seek to instill a curiosity about the wider world by equipping pupils with knowledge about diverse people and places and natural and human environments, together with an understanding of the Earth's key physical and human processes.

Each unit of work answers a geographical question and considers elements of locational knowledge, place knowledge, human and physical geography, geographical skills and fieldwork. Children are taught to read, draw and interpret maps, to analyse data and consider contemporary issues such as pollution and fair trade. They will learn about their local environment and make comparisons between Calne and other places in the UK, and further afield.

History

At Holy Trinity we believe that a knowledge and understanding of the past helps us to understand the present and comprehend what the future may bring.

During their history lessons children will learn about their local area in the past and how we used to live. They will explore major historical themes and civilisations of the past and times in history that have a major impact on how our towns look today. Children will be taught chronology (the timing of historical events) and knowledge and understanding of why certain events happened in the past.

They will consider changes in living memory & events of local importance along with significant historical figures. Pupils 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.

Through using and interpreting a range of sources including photographs, pictures, artefacts, documents, museum and ancient site visits, IT resources and oral histories they will explore how we can accurately picture life in times gone by. This discussion and analysis will prompt them to ask questions and seek answers or possibilities as to how and why life has changed through different eras. We use this exploration as a catalyst for different types of oral and written work in order to ensure that we develop the children's willingness to learn from the past in order to understand the future.

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. Children in lower Key Stage 2 take part in weekly drumming sessions, using djembe drums. 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 are given opportunities to perform, listen to, review and evaluate a variety of music cross different historical periods, genres, styles and traditions. They will experience a wide range of great composers and musicians.

Children will use their voices to create and perform music, on their own and with an ensemble. They will use a variety of classroom instruments and incorporate technology to help with compositions.

Children will explore how music is created and performed through use of pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

We have specialist music teachers who visit the school each week to provide individual and group tuition in guitar, woodwind, brass, 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.

Children sing on a regular basis during Collective Worship. They have opportunities to perform in KS2 productions, the Christmas Carol Service and the KS1 nativity. We also have a choir which performs to the local community and alongside other local schools in the Calne Music Arts Festival (when Covid-19 restrictions allow), they also perform during school events throughout the year.

Outdoor Learning

Our outdoor learning begins with our youngest learners, where much of the learning takes place in the Reception outdoor area. Weekly welly walks in the school grounds add to the children's experiences, when they continue to explore the natural world around them.

Lessons in different areas of the curriculum are taught in Year 1- Year 6 in our school grounds, to enrich and enhance in-school learning experiences. One of the primary aims of our outdoor learning is to develop children's personal, social and emotional development. It also builds resilient and independent learners, builds self-esteem and confidence in children. Furthermore, it develops children's creativity, encourages collaboration and develops a respect for the natural environment.

Many activities involve using natural resources, such as leaves, stones or sticks (e.g. In Maths, 2D shapes can be made with natural resources). In some areas of the curriculum, concepts are explored outside (e.g. Scientific concepts, such as investigating air resistance, or plant growth) and in others, learning is simply taken outside (e.g. In Literacy, teachers read to the children outside, or the children perform dramatic interpretations of scenes they may have written).