

Rural Church Schools Academy Trust

**A RCSAT Speaker**

Warmingham CE Primary





**RCSAT Curriculum Overview 2021**  
**LET YOUR LIGHT SHINE**  
**Matthew 5:16**



Article 29: Children’s education should develop each child’s personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

Our Curriculum Policy details our intent behind our curriculum, how we implement it and our desired impact. At RCSAT, the school curriculum consists of all those activities designed or encouraged within its organisational framework to provide the intellectual, emotional, personal, social, spiritual and physical development of all its pupils. It includes not only the subject specific curriculum but also the ‘informal’ programme of enrichment and extra-curricular activities.

The curriculum at RCSAT, developed over a number of years, is firmly rooted in and stems directly from our Vision, Mission and Core Values.

Our Vision – ‘**Let your Light shine**’ *Matthew v5:16*

Our Mission – ‘**A Caring Christian Family Where We Grow Together**’

Our Core Values – WE aim to create an enjoyable, inclusive, safe, and nurturing environment that allows all children to develop spiritually, morally and socially. – *every child is a child of God, made to contribute to our world.*

We aim to create an inspiring environment, which encourages enthusiasm for lifelong learning and establishes an expectation of high standards – *knowing the way, showing the way and going the way.*

We aim to encourage caring, sensitive, and inclusive attitudes where individuals feel secure, valued and respected by others. – *like Jesus showed us through his teachings.*

We aim to provide a broad and connected curriculum which challenges and develops the potential of each child – *as Jesus needed his disciples to support and guide, so we look to others with more knowledge.*

We aim to develop a positive relationship between home, school and our wider community - *as a family – as brothers and sisters.*

**The RCSAT curriculum is designed to:**

**Embody - the Christian values we live by**

**Enable – all children to flourish in mind, body and spirit**

**Ensure – that all pupils are given the experiences to ‘Let their Light Shine.’**

Reading	<ul style="list-style-type: none"> <li>Loving God, loving and accepting ourselves and loving and responding well to others</li> <li>A joy of learning</li> <li>A peaceful classroom environment</li> <li>Kindness and generosity towards others</li> <li>Gentle interactions</li> <li>Patience and understanding</li> <li>Excellent behaviour and positive attitudes</li> </ul>	PSHE and Pastoral	Religious Education
Writing	<p style="text-align: center;"><b>The Fruit of the Spirit is Love, Joy, Peace, Patience, Kindness, Generosity, Faithfulness, Gentleness and Self control</b> Galatians 5: 22-23</p>		Art
Spelling & Grammar			Design & Technology
Speaking	<p style="text-align: center;"><b>GROWING THE FRUIT OF THE SPIRIT</b></p>	<p style="text-align: center;"><b>Love the Lord God with all your heart, with all your soul and with all your mind. Love your neighbour as yourself.</b> Matthew 22: 36-40</p>	Computing & E-safety
Maths			Music
Science	<p style="text-align: center;"><b>Christian Distinctiveness</b></p>	<p>Being an inclusive school that celebrates diversity and ensures that all pupils are given equality of opportunity regardless of gender, special needs, disability or race.</p> <ul style="list-style-type: none"> <li>Positive relationships</li> <li>High levels of praise</li> <li>Love and care for others</li> <li>Learning from mistakes</li> <li>Fostering a growth mindset &amp; perseverance</li> <li>Equal opportunity for all pupils</li> <li>Nurturing positive self-esteem</li> </ul>	Physical Education
History			Modern Foreign Languages
Geography			Early Years Curriculum

**Intent:**

The schools within RCSAT are strongly committed to helping our children grow and develop the skills required to be successful in life. Our curriculum is designed to promote every child's individuality giving them the skills, knowledge and understanding to prepare them for the future. At RCSAT, our Connected Curriculum is planned around the development of Knowledge, Skills and Understanding. We ensure a curriculum that nurtures fascination and imagination and promotes an appreciation of creativity & individuality. One that also works in strong partnership with parents and carers to ensure high standards, engendering a strong sense of community, where all children and families are key to the delivery of a challenging, inspirational and innovative curriculum.

As a trust, we provide varied opportunities throughout their time with us, which promote independent, interactive and collaborative learning that builds on the children's natural curiosity and eagerness to learn. We teach children to aspire to be the best possible version of themselves through our key drivers.

**Our Key Drivers:**

- Inspirational and connected curriculum which instils a love of learning
- Curiosity and appreciation of God's world through our Christian Values
- A culture of care for everyone in our community and in the world around us (RRSA, Global Learning, British Values)
- Aspiring to become the best person God created us to be – Let your light shine (Matthew 5:16)

Academic success comes through creativity and problem solving; responsibility and resilience, as well as physical development, well-being and mental health all being key elements in supporting the whole child through their learning journey. Our curriculum also celebrates diversity and utilises the skills and knowledge of the community to enhance our curriculum while supporting the children's emotional and spiritual development.

**Implementation:**

Our curriculum is driven by a desire to develop the whole child and therefore delivers much more than just the National Curriculum.

Our connected curriculum provides opportunities for the children to learn about managing themselves, relationships and situations.

Our curriculum is not simply a set of encounters from which children form ad hoc memories; it is designed to be remembered in detail – to be stored in our children's long-term memories so that they can later build on it, forming an ever wider and deeper pool of knowledge.

Our curriculum is connected. It is planned vertically between year groups, horizontally within the academic year and diagonally to build on prior knowledge.

Our connected curriculum stems from a key question linked to a specific concept which then underpins the children's learning. Knowledge around this concept is delivered through primary sources such as high-quality texts, music, art and technologies, enabling connections to be made across a range of National Curriculum subjects. Our teachers skillfully plan to ensure the children in their class experience a curriculum that inspires a love for learning.

Our curriculum is predominantly organised around rich and engaging, high-quality texts, making links and connecting to all curriculum areas where relevant. There is always an overarching text which connects the curriculum across the school. Beneath which sit key texts in each year group. Subject leads ensure progression and coverage of knowledge, skills and understanding are weaved into a meaningful and cohesive curriculum drawing in learning based on local, national and international events.

Medium term plans outline the learning to take place for the term and are developed as mind maps using the phrases; As Artists, As Geographers, As Historians, As Writers, As Readers, As Mathematicians, As Musicians, As Programmers, As Designers, As Performers, As respectful, responsible citizens to frame ideas and concepts to be taught. The core basic skills of English and Maths are planned and delivered to reflect the National Curriculum 2014 changes and many elements of the new statutory orders are reflected in our practice.

## **We also feel that the following are necessary to support the implementation of our connected curriculum:**

**Learning Environment** – We work hard to make sure that our learning environment supports the development of the whole child both inside, outside and beyond. Our classrooms are well organised and resourced allowing children to choose resources independently to support their learning. Our outdoor areas have been developed to enhance our connected curriculum with developments such as: running paths, outdoor stage, mini woodland, outdoor reading provision, wilderness area and forest schools. This enables pupils to explore at break and lunch-times and gives teachers a range of resource to tap into to support teaching and learning at various points within the year.

**Learning Partners** – It is important that as a school we engage with external partner, locally, nationally and internationally to bring added dimensions to our curriculum offer. We partner with artists, musicians, coaches, poets, cultural organisations, engineers, other schools to bring expertise and difference to our curriculum offer. These may be short term projects over a few weeks or much longer endeavours. It is through these partnerships that we may light a spark of interest, enthusiasm and passion within our children that they may carry forward with them into their future lives and schooling.

**New Pedagogies** – As we continue to develop our curriculum, our approach to teaching and learning also develops. We take a blended learning approach where multiple disciplines will be touched upon within a lesson. It may be a 'Science' based lesson where problem solving, maths, literacy and art disciplines are enveloped within the taught session. Project based inquiry learning coupled with direct instruction ensure that our curriculum is relevant and provides children with opportunities to develop the skills of communication, collaboration, critical thinking, citizenship and creativity whilst also building their own character.

### **Impact:**

Through our connected approach:

- Our children will have the capacity to control and express their emotions and handle interpersonal relationships whilst keeping themselves safe.
- Our children will become confident and successful lifelong learners, demonstrating the Christian Values to ensuring they let their individual lights shine as they make the right choices about their learning.
- Our curriculum has an ambition for high achievement of all pupils irrespective of their background or starting point.
- Our curriculum promotes a love of learning.

The curriculum also includes those features which produce the school's ethos (i.e. the 'hidden curriculum') such as the quality of relationships and the values exemplified by the way the school sets about its task. Our aim is to provide a curriculum which will firstly expand the pupil's knowledge, experience and imaginative understanding, and thus his/her awareness of moral and Christian values and capacity for enjoyment, and secondly, enable the pupil to enter the world after formal education is over as an active participant in society and a responsible contributor to it, capable of achieving as much independence as possible.

There is an Act of Worship every day. Worship is a time where we come together to reflect on the school's vision and to learn about the '*person, love & work of Jesus*' which is central to the school's vision and curriculum. The daily Act of Worship promotes the Christian and Learning values which permeate the ethos of the school. As such, Worship is an essential part of the school day and the contributions of staff, pupils, clergy and other visitors are valued highly.

## **Why is Speaking & Listening Important?**

English is a vital way of communicating in school, in public life and internationally. Literature in English is rich and influential, reflecting the experience of people from many countries and times. In studying English pupils develop skills in speaking, listening, reading and writing. It enables them to express themselves creatively and imaginatively and to communicate with others effectively. Pupils learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. The study of English helps pupils understand how language works by looking at its patterns, structures and origins. Using this knowledge pupils can choose and adapt what they say and write in different situations.

**RCSATs's Vision for Speaking** - On completion of the Speaking curriculum our pupils will have developed:

- The ability to speak confidently, purposefully and with detail on a number of topics throughout the curriculum.
- Spoken techniques such as pace, tone, clarity, projection, facial expression and eye-contact to engage the listener.
- An impressive vocabulary.
- The ability to ask pertinent questions.
- The ability to articulate personal ideas and opinions, using evidence and explanation in support
- The ability to participate in discussions, listen attentively and respond to others' points of view, drawing on evidence and explaining ideas.

## **A Speaker at RCSAT**

### **YEAR 1**

- I speak clearly and confidently in front of people in my class.
- I can re-tell a well-known story and remember the main characters.
- I can hold attention when playing and learning with others.
- I can keep to the main topic when we are talking in a group.
- I can ask questions in order to get more information.
- I can start a conversation with an adult I know well or with my friends.
- I listen carefully to the things other people have to say in a group.
- I join in with conversations in a group.
- I join in with role play.

### **Greater Depth in Speaking**

- I can explain my answers, arguments and opinions when challenged.
- I can give careful descriptions, explanations and narratives for different purposes.
- I can express my personal feelings when involved in discussions.
- I can take part keenly in discussions and debates.
- I can retell a story I know, remembering details and adding my own point of view.
- I can make changes to events (*usually endings*) in a familiar story when asked to do so.
- I can consider the views of everyone in a discussion.
- I can use appropriate language to ensure the listener knows when something happened.
- I can understand the consequences of what is said to others.
- I can summarise the outcome of a discussion.

### **YEAR 2**

- I can ask question to get more information and clarify meaning.
- I can talk in complete sentences.
- I can decide when I need to use specific vocabulary.
- I can take turns when talking in pairs or a small group.
- I am aware that formal and informal situations require different language (beginning).
- I can retell a story using narrative language and linking words and phrases.
- I can hold the attention of people I am speaking to by adapting the way I talk.
- I understand how to speak for different purposes and audiences (beginning).
- I can perform a simple poem from memory.

### **Greater Depth in Speaking**

- I can use different style, tone and loudness of speech when speaking to a larger audience.
- I can help the discussion to go well by listening and responding to others' ideas.
- I can think of some questions about a group of objects that is shared or discussed with the class.
- I can explain the main things I have learnt from a presentation by someone else.
- I can talk about why I think certain things happen in science.
- I can talk about own feelings when thinking about a story.
- I can choose persuasive language to suit the listener
- I know when to vary my voice and language to express my feelings at a key moment.
- I can make sure instructions follow one another in sequence.
- I can decide how to present a poem dramatically, using all members of the group.

### **Year 3**

- I can sequence and communicate ideas in an organised and logical way, always using complete sentences.
- I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience.
- I take a full part in paired and group discussions.
- I show that I know when Standard English is required and use it (beginning).
- I can retell a story using narrative language and add relevant detail.
- I can show that I have listened carefully because I make relevant comments.
- I can present ideas or information to an audience.
- I recognise that meaning can be expressed in different ways, depending on the context.
- I can perform poems from memory adapting expression and tone as appropriate.

### **Greater Depth in Speaking**

- I can speak with good diction so that those at the rear of the audience can hear clearly what I am saying.
- I can talk about my personal feelings in relation to the way a story starts and ends.
- I can ensure that my persuasive talk provokes a strong response.
- I can listen to others responsively in discussion and link ideas clearly to what others have said, even when my point of view is different.
- I can make use of what is learnt from a discussion, presentation, or broadcast
- I can ensure the language and structure I use when giving instructions are appropriate for the task.
- I can give instructions with clear diction, so that everything can be heard and understood.
- I can adapt instructions to suit different audiences, for example, for adults or younger children.
- I am happy to attempt different roles/responsibilities according to what is needed.
- I am happy to look at a different viewpoint to influence my feelings about a character or situation.

### **Year 4**

- I ask questions to clarify or develop my understanding.
- I can sequence, develop, and communicate ideas in an organised and logical way, always using complete sentences.
- I show that I understand the main point and the details in a discussion.
- I adapt what I am saying to the needs of the listener or audience (increasingly).
- I show that I know that language choices vary in different contexts.
- I can present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear.
- I can justify an answer by giving evidence.
- I use Standard English when it is required.
- I can perform poems or plays from memory, conveying ideas about character and situations by adapting expression and tone.

### **Greater Depth in Speaking**

- I can prepare and deliver a talk to the class on an aspect of learning in science, history or geography.
- I can present a strong argument in a formal debate on an issue, using the language and procedures of debating.
- I can propose and discuss possible explanations and questions (E.g RE, phenomena in science, history or geography) as a basis for planning an investigation with roles, activities and resources.
- I can develop a group presentation that reports recent learning to the class, with vocabulary and grammar appropriate to the subject.
- I can listen to a debate with an open mind, recall the main arguments and decide, for clear reasons, which one was most convincing.
- I can comment on the language used in the arguments presented in a debate.
- I can take roles to argue opposing views on an issue, and then discuss ways of dealing constructively with disagreement.
- I can reflect on and evaluate my dramatic presentations and those of others.
- I can explain the advantages and disadvantages of the formal rules of debating.
- I show a good understanding of what has been said and can introduce new ideas that are valid.

### **A Year 5 Speaker at RCSAT**

- I can engage the listener by varying my expression and vocabulary.
- I adapt my spoken language depending on the audience, the purpose or the context.
- I can develop my ideas and opinions, providing relevant detail.
- I can express my point of view.
- I show that I understand the main points, including implied meanings in a discussion.
- I listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views.
- I use Standard English in formal situations.
- I am beginning to use hypothetical language to consider more than one possible outcome or solution.
- I can perform my own compositions, using appropriate intonation and volume so that meaning is clear.
- I can perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone.
- I am beginning to select the appropriate register according to the context.

### **Greater Depth in Speaking**

- I can organise and shape a talk, making connections between ideas and drawing on different points of view.
- I can use Standard English appropriately.
- I can use persuasive language and techniques to influence the listener.
- I show an understanding of how and why language choices vary in my own and others' talk in different contexts.
- I can sustain listening to different sources, retaining or noting key information.
- I can speak in extended turns to express ideas and opinions, with some relevant detail.
- I can vary vocabulary, grammar, and non-verbal features to suit the audience, purpose, and context.
- I can sustain listening to different sources, retaining or noting key information.
- I can listen to others in discussion and link my own ideas clearly to others' views.

### **A Year 6 Speaker at RCSAT**

- I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary.
- I ask questions to develop ideas and take account of others' views.
- I explain ideas and opinions giving reasons and evidence.
- I take an active part in discussions and can take on different roles.
- I listen to, and consider the opinions of, others in discussions.
- I make contributions to discussions, evaluating others' ideas and responding to them.
- I can sustain and argue a point of view in a debate, using the formal language of persuasion.

- I can express possibilities using hypothetical and speculative language.
- I engage listeners through choosing appropriate vocabulary and register that is matched to the context.
- I can perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear.
- I can perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.

### **Greater Depth in Speaking**

- I can adapt spoken language confidently according to the demands of the context.
- I understand that there are different registers and levels of formality within Standard English and that this is dependent upon the context.
- I can make considered choices about the required register and vocabulary I need to use to engage my audience, according to the context.
- I can ask pertinent questions to develop and extend ideas.
- I can articulate ideas and opinions, using evidence and explanation in support
- I participate in discussions, listen attentively and respond to others' points of view, drawing on evidence and explaining my ideas.
- I can adopt group roles and responsibilities independently, drawing ideas together and promoting effective discussion.
- I can debate an issue, structuring a logical argument using formal discursive language and responding to the opposite point of view.
- I can explore complex ideas and feelings in a range of ways, both succinct and extended.
- I can maintain generally controlled and effective organisation of talk to guide the listener.
- I can perform my own compositions, using appropriate intonation, volume and expression to engage my audience.
- I can perform poems or plays from memory, making deliberate choices about how I convey ideas about characters, contexts and atmosphere, to engage a specific audience.

