



ST RICHARD'S
VC ACADEMY

Our Curriculum



Aspire, learn, serve & grow in Christ



At the heart of everything we do at St Richard's is our Catholic faith. Rooted in the teachings of Christ, we are the living Church; and all who pass through our doors are invited into a relationship with God the moment they step over our threshold. In the words of our patron saint, we endeavour to:

“Know Jesus more clearly, love Him more dearly and follow Him more nearly”

It is not only in our daily prayer and worship or moments of quiet reflection, but in our relationships with one another that we bring our children, families and staff to know, love and follow Jesus, so that we may truly live out our mission:



ST RICHARD'S

VC ACADEMY

Our Mission Statement:

Our school is a place where all learn and grow knowing that Christ's love surrounds them and all are valued for their uniqueness.

**Aspire • Learn • Serve
and Grow in Christ**





Our Vision

At St Richard's VC Academy, we recognise that all our children are ST@Rs who are bursting with talent and ready to shine. Our aim is to unlock the potential of every child, empowering them to know more, remember more and do more as they journey through our enabling school. We achieve this through our coherent, progressive curriculum and through the development of the **St Richard's ST@R Qualities**.

We model how to serve others in our school family, in our community and throughout the world by being compassionate and altruistic. We guide the children to care about the world and its people in order that they will become Global Citizens and proactive caretakers of the world.

Through their personal development, we help our children to grow, enabling them to become resilient and rise with determination to the many challenges that each day brings. We teach them to take pride in themselves, their heritage and their community, setting high expectations for work and behaviour, celebrating successes. Our school is a sanctuary: a place where we value showing respect to others and to ourselves.

As our children learn and acquire more knowledge and skills, we teach them to recognise that they have the responsibility to take ownership of their own learning, enabling them to become increasingly self-motivated and independent as they progress through school.

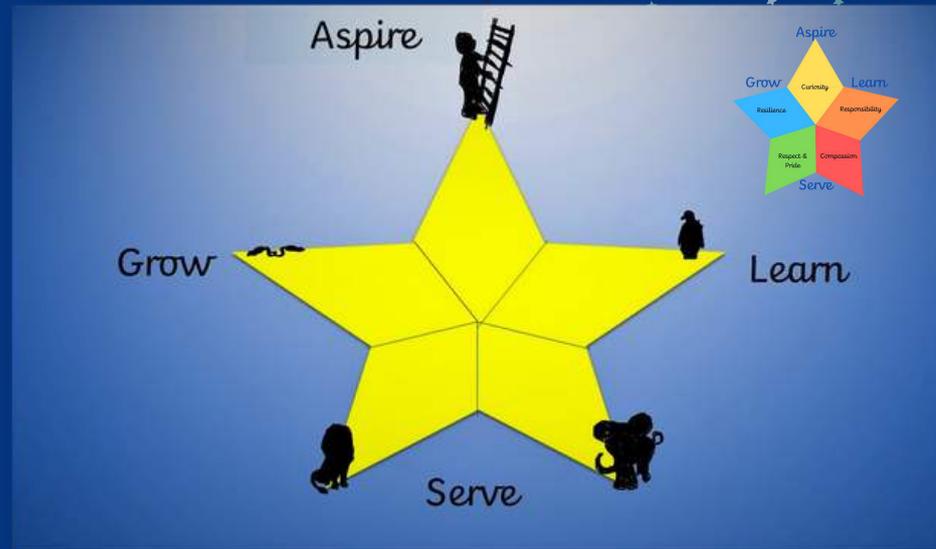
We fuel their curiosity through rich and diverse experiences which will give them the cultural capital to succeed at St Richard's and in life. We open their eyes to aspire for their future; a future in which they will shine brightly.



The Lost ST@R

To help our children connect with the learning characteristics and attributes that form our ST@R Qualities, we have created a poignant story which is layered appropriately for each stage of our children's development. In each version of the story, the children meet the same characters who personify the ST@R Qualities that we seek to foster at St Richard's.

- Elephant – Compassion
- Lion – Respect and Pride
- Penguin – Responsibility
- Mouse – Resilience
- Child – Curiosity



Through the story, the children come to recognise that all the animals have a part to play to complete the star, leading them to understand that all these qualities are needed in equal measure for them to find success at St Richard's, in the next stage of their education and in life. We believe that embedding these attributes as they journey through school, whilst simultaneously developing their knowledge and skills, will enable them to shine.



Open ended "I cans" have been developed for each characteristic. This ensures that they are accessible and progressive for all pupils from Nursery to Year 6. These are displayed prominently in each classroom and are used to highlight and celebrate the children who demonstrate them in their learning, their behaviour and at home.

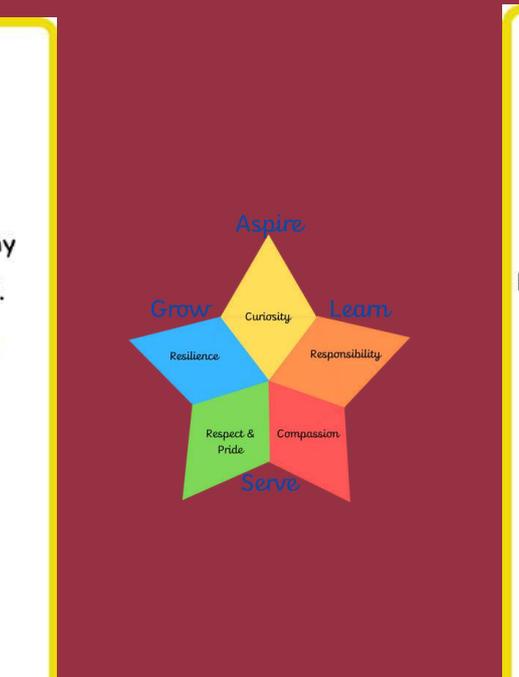
I can keep going even when something is hard or goes wrong.

I am determined to achieve. I can do my very best.



Resilience

I can listen and work well with others. I can be a good team player.



I can present my work neatly.

I can show a positive attitude. I can set myself goals.



Respect and Pride

I respect myself and I am proud of who I am. I respect my community and those around me.

I am kind to everyone.

I can give to others. I can show love and care.



Compassion

I can understand how other people feel. I can forgive those who have hurt me.

I can be independent and do things for myself.

I am enthusiastic about my learning. I can challenge myself.

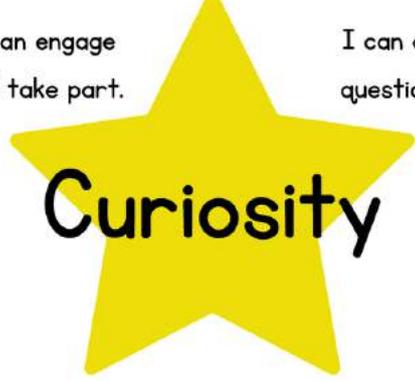


Responsibility

I can take ownership of my own work and behaviour. I can act as a member of God's global family.

I can use research to answer my questions.

I can engage and take part. I can ask questions.



Curiosity

I can explore to find out more. I can make my own opinions about the information given to me.

Shine Like ST@Rs

Each week, the entire school community focusses upon a different quality. Deliberately, yet subtly, they are used to make links across the curriculum and back to prior learning; kept live and diverse through cultural and religious festivals and current affairs.

Each week, the qualities are celebrated through weekly ST@R certificates.

They are also reinforced by our ST@R Ambassador system whereby each class has a role model who has been chosen by their teacher to fulfil the role of ST@R Ambassador. These pupils have been nominated as they embody the ST@R values.

Wearing a red ST@R Ambassador hoody, they stand out as shining representatives and live models of our ST@R qualities for all members of our school community to witness. A new ST@R Ambassador is chosen each year.



“You will shine like stars in the sky”
Philippians 2:15



Our Curriculum:

At St Richard's, we recognise that knowledge is the key to our pupils' opportunities in the future. Our curriculum is carefully sequenced to allow our pupils to develop the fluency and automaticity they need in basic skills and is knowledge and vocabulary rich. Designed with ambition, and based on the progression of substantive and disciplinary knowledge to meet the needs of all of our pupils, it provides them with a broad range of opportunities and memorable experiences.

Our curriculum, which has been designed and personalised to enable our pupils to investigate and develop their knowledge and skills around the foundation subjects more fully, is split into three main themes:

- Time Travellers
- World Wanderers
- Culture Creators



Each term, we focus on a key foundation subject to deepen learning and, where possible, links are then made across the curriculum with discrete lessons also taking place.

- In Autumn, time is spent discovering about the past through a British history focus
- In Spring, we explore our geographical skills and knowledge, whilst we also consider significant global issues.
- In the Summer term, in Key Stage 1, we consider the significant people and British traditions from the past that still influence our lives today. Whilst in Key Stage 2, we broaden our gaze to study the World history of significant civilisations: their lives, achievements and legacy. As the pupils progress through the school, narratives are developed across the periods that are studied.

History long term plan:

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Black History	Mary Seacole	Dr Mae Jemison	Rosa Parks	Martin Luther King Jr	Paul Stephenson (Bristol Bus Boycott)	Jesse Owens
Autumn	Entertainment (toys, games & technology)	Explorers	Stone Age to Iron Age (including Invasions)	Anglo Saxon Settlements & Viking invasions	Hull Blitz	Conflict
Summer	Seaside	Inspirational People	Romans	Egyptians	Greeks	Mayans



- Technology
- Political
- Social/Cultural
- Religious



Launch It !

Each topic begins with a stimulating launch which immerses the pupils in their new learning, sparks their interest and actively engages them from the outset. A coherent learning sequence then weaves substantive and disciplinary knowledge linked to the overarching theme. Within every lesson, retrieval practice is used to build on and embed knowledge – helping pupils to remember more.



Knowledge is the Key

In each topic, there are 5-7 key facts which pupils are expected to remember. This is the core knowledge that underpins the key ideas and concepts taught in each subject and this schema of knowledge is progressively built upon as the pupils' journey through the school. Horizontal links are made to knowledge from within that particular year group and vertical links to knowledge that came before and will follow subsequently. Through memorising these key facts, cognitive science informs us that pupils will be able to make stronger connections to other parts of their learning, ensuring that each pupil's 'cultural capital' will empower them to achieve success in the future.

Time for Talk

Additionally, each topic has an open-ended enquiry question which is used to spark debate and discussion. This happens at least twice: once at the very beginning of the topic, to allow the pupils to make links to their previous learning and wider knowledge, and once again at the end of the topic. This time they will reflect upon the question in light of their new knowledge and understanding. Through discussion, they will be guided to use the knowledge and new vocabulary that they have learnt to build on their initial responses. The topic culminates in a spectacular showcase event where pupils can demonstrate and celebrate their new knowledge to the wider community. This is a wonderful opportunity for parents to engage with their child's learning and has proved to be a very popular occasion.

Pupils also 'showcase' their new knowledge through producing a 'double-page spread'. This is an opportunity for them to assimilate their new knowledge and present their learning creatively under the guidance of their teacher.



“If you make one gift this year, make it the gift of knowledge” Nelson Mandela

In a quest to ensure that our pupils have the knowledge they need to succeed, the leaders of the school have undertaken research on retrieval practice as a way of ensuring our pupils embed and secure their new knowledge and that it 'sticks'. Research tells us that, 'Almost all information stored in short-term memory that is not rehearsed is lost within 18 to 30 seconds' (Peterson and Peterson 1959).



Consequently, retrieval practice has become a vital element of our lesson design. Cognitive science informs us that for learning to take place there must be a change in long term memory: “If nothing has been changed nothing has been learnt” (Kirshner, Sweller & Clarke). Through using this strategy, we are ensuring that the new learning is committed to long-term memory.

We also know that every time a memory is retrieved it becomes deeper, stronger and easier to access in the future; therefore, a variety of low-stakes assessments are built into the lesson sequence, including spaced retrieval on previous topics.

We use horizontal links across the curriculum and vertical links to previous learning to build interconnected webs of ideas and knowledge. This is because we understand that the deeper and more interconnected ideas are, the easier it is for pupils to make sense of new related information and the better they are able to understand it. This provides the children with a degree of autonomy and independence which enables them to showcase their new knowledge with pride.



Reading



Reading for Pleasure

Our goal at St Richard's is to instil a love of reading in all pupils which will begin from the minute they join us in Nursery and grow as they progress through school. We prioritise this through exposure to high quality texts through our reading spine and via classroom reading areas. We promote a love of reading through 'Drop Everything and Read' sessions at the end of every day where class teachers model reading aloud for enjoyment. This is then promoted further through the use of our attractive lending library. In this stimulating space, pupils can immerse themselves in a wide range of fiction and non-fiction books.

As a school, we understand the importance of building fluency and automaticity in reading through frequent opportunities for children to read aloud to adults. 'Early Bird Reading' takes place every morning whereby Teaching Assistants listen to pupils read.

Assessment

The teachers use both teacher and formal assessment methods when assessing the children's knowledge and understanding. Key Performance Indicators (KPIs), which have been developed by the St Cuthbert's Trust, are used to assess if pupils are working at Age Related Expectations. As a school we use the PIRA testing scheme, as this provides an accurate and measurable indicator of the pupils' attainment, allowing teachers to carefully plan for next steps. Reading levels are entered onto SIMS every term so pupil progress can be analysed.



Parental Links

Home reading is central to our parental engagement. We provide every new starter with a book bag and reading record to demonstrate the importance we place on reading at home and school to parents.

We are fortunate enough to work with Ready Steady Read, a local charity. Through their generous support we are able to provide weekly reading prizes to encourage home reading. Ready Steady Read were also instrumental in supporting us to establish our stunning lending library, ensuring children can take books home to share with their family.



Classroom Environment

One board is dedicated to a guided reading working wall on which the content domains, suitable to their key stage, are visible for pupils. Key vocabulary and sentence stems, to support the pupils with their current text, are displayed alongside teacher modelled examples using the 'I do/We do/You do' scaffolded approach to learning.



Reading



Lesson Sequence – What does Guided Reading look like at St Richard's?

EYFS:

Alongside daily phonics sessions to gain reading fluency, pupils are constantly exposed to reading in their continuous provision. A highly stimulating and purposeful reading area is at the heart of both indoor and outdoor provision, and here the pupils have free access to a range of engaging texts. Adults are used in provision to support reading for pleasure, deepen pupils' understanding of texts through elicited questioning. Texts are also used to plan purposeful and exciting learning opportunities.

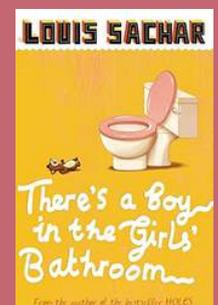
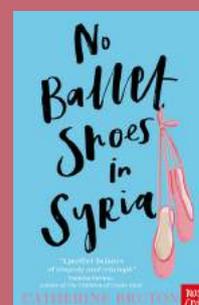
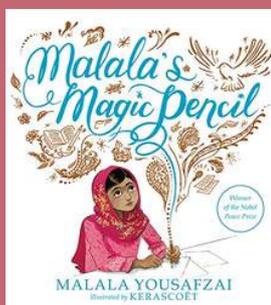
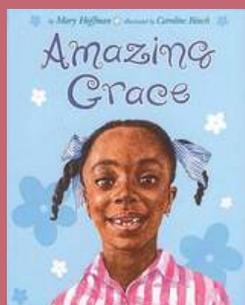
KS1:

Alongside daily phonics sessions to develop reading fluency, pupils gain a deeper understanding of reading through a minimum of 3 guided reading sessions per week. These guided reading sessions are based upon a class text, which is accessible to all pupils. The sessions follow the National Curriculum and aim to develop the pupils' understanding of the content domains. The lessons are sequenced using a 'I do/We do/You do' approach to create independent learners who can apply their new scaffolded knowledge to cold texts as well as more familiar ones. The use of 'Can I's' allow the teacher to carefully plan for progression not only in one lesson, but across a sequence of lessons.

KS2:

In KS2, pupils gain a deeper understanding of reading through a minimum of 4 guided reading sessions per week. These guided reading sessions are based upon a class text which is accessible to all learners. The sessions follow the National Curriculum and aim to develop the children's understanding of the content domains. The lessons are sequenced using a 'I do/We do/You do' approach to create independent learners who can apply their new scaffolded knowledge to cold texts as well as more familiar ones. The use of 'Can I's' allow the teacher to carefully plan for progression not only in one lesson, but across a sequence of lessons. If any pupils are identified as not working within age expected expectations, they are swiftly given additional support through RWI, Freshstart or Reading for Inference interventions.

At St Richard's we have a progressive reading spine which is carefully tailored to expose learners to vocabulary-rich texts from a variety of classic and modern authors. This also allows teachers to revisit and recap on previous texts, knowledge and skills. The purpose of the reading spine is to ensure clear progression between year groups, in order to broaden our pupils' horizons, aspirations and culture capital to ensure that they are Secondary ready.



Phonics



Read Write Inc. Phonics

What is Read Write Inc?

At St Richard's we recognise that reading is the gateway to the curriculum and our aim, therefore, is to support our pupils in their quest to become fluent readers as quickly as possible. Consequently, the teaching of phonics is a high priority. We believe that fidelity to the Read, Write, Inc (RWI) phonics provides the foundations of learning to make the development into fluent reading and writing easier. Children 'learn to read' quickly; this means that the fun can really begin as they 'read to learn'. Children learn to read fluently and at speed so they can focus on developing their skills in comprehension, vocabulary and spelling. Through Read, Write, Inc phonics children learn a simple alphabetic code followed by a more complex code. All reading books progress cumulatively, matched to the sound's children are learning and already know. Whilst learning to read, the children also develop a wide range of vocabulary and develop a love of stories. At St Richard's, to get the children off to a flying start in their reading journey, we follow the programme from Nursery onwards .

The children also learn to break down or 'segment' words into individual sounds in order to write them. When using RWI to read the children will:

- Learn to read effortlessly so that they can put all their energy into understanding what they read.
- Learn 44 sounds and the corresponding letter/letter groups using simple picture prompts.
- Learn to read words using 'Fred Talk'.
- Learn to read words by blending the sounds together.
- Read lively stories featuring words they have learnt to sound out.
- Show that they understand the stories by answering 'Find It' and 'Prove it' discussion questions.



Writing

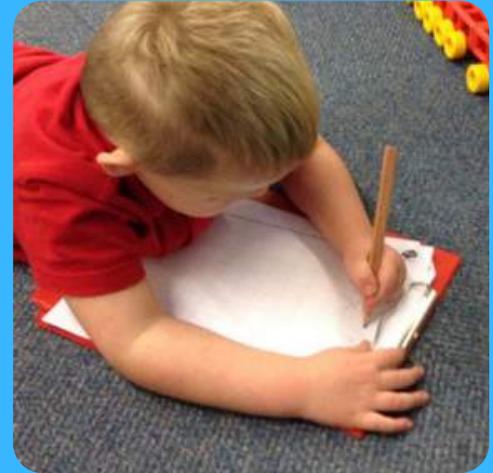


Talk for Writing

Why Talk 4 Writing?

At St Richard's, we adapt the Talk for Writing Programme in each Phase, to suit the needs of our pupils. Our writing curriculum aims to develop the ambitious and articulate authors that we believe exists in every one of our pupils.

Talk for Writing is an engaging teaching framework that raises progress and boosts standards. It enables learners to imitate the language they need orally, before reading and analysing it and then writing their own version. A key feature is that pupils internalise the language structures needed to write through 'talking the text', as well as close reading.



Parental Links

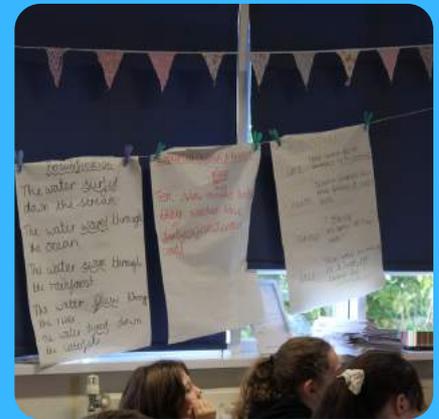
Writing plays an important part at St Richard's when engaging parents. We provide every new starter with a book bag and home reading record as this models the importance we place on reading supporting pupils' writing to the parents.

Every child has a subscription to Spellzone, which is an interactive spelling programme. Pupils use Spellzone both in and out of school which we believe promotes further parental engagement in the importance of writing at St Richard's.

Classroom Environment

One board is dedicated to a Writing working wall: the genre of writing should be present, alongside suitable Michael Tidd posters. Key vocabulary to support the learners in their current topic is displayed alongside teacher modelling.

There is a washing line in each classroom which contains the build-up of work over the unit. On a washing line you will see story maps, boxing up, model texts, GPS and the pupils' work. The washing lines are used to support learners when they are innovating.



Assessment

Writing levels are entered onto SIMS every term.

Teachers use both teacher assessment and formal assessment methods when assessing the pupils' knowledge and understanding.

Key Performance Indicators (KPIs), have been created by St Cuthbert's Trust, to assess pupils' writing against Age Related Expectations once per term, as this gives an accurate and measurable indicator of the learner's attainment, allowing teachers to plan for next steps.

Teachers moderate writing with their year group partner, across key stages and across the whole trust. As a school we place high importance of this as it supports teacher's assessments and ensures accuracy across the whole school.



Writing



Lesson Sequence – What does the Talk 4 Writing sequence look like at St Richard's?

Planning	<ul style="list-style-type: none"> • Baseline assessment - (cold task - have a go) • Refine language focus and adapt model text • Test model: box-it-up, analyse it, plan toolkit
1. Imitation	<ul style="list-style-type: none"> • Creative hook & content • Warm up words/phrases/sentences/short-burst writing • Internalise model text - text map • Deepen understanding, e.g. drama • Read as a reader- vocab + comprehension • Read as a writer - box-up, analyse & co-construct toolkit
2. Innovation	<ul style="list-style-type: none"> • Box-up new version & talk the text • Shared writing - innovate on model • Pupils write own version : peer assess • Teacher assesses work - plans next steps • Feedback & improvement
3. Independent application	<ul style="list-style-type: none"> • Next steps based on assessment • Pupils write independently (hot task)
Final assessment	<ul style="list-style-type: none"> • Compare cold / hot assess progress

Writing Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Fiction : name writing/labelling/retell - Stickman Non-fiction: instructions - Goldilocks Poetry: Nursery rhyme spine Fiction		Fiction: The Very Hungry caterpillar – retell Non-fiction: labelling animals Poetry: nursery rhyme spine		Fiction: Mrs Armitage on wheels – innovate story Non-fiction: Commotion in the ocean – recount/post card Poetry: nursery rhyme spine/acrostic poems	
Year 1	Fiction: Retell - Dogger Non-fiction: Information text – top trumps linked to toys Poetry: Rhyming words – When we were very young	Fiction: Journey narrative – Lost in a toy museum Non-fiction: Instructions – Making a paper doll Poetry: Nursery rhyme	Fiction: Narrative – Everywhere bear Non-fiction: Information text - Hull Poetry: List poem – My Hull	Fiction: Character description – Snail and the Whale Non-fiction: Instruction – Jasper's Beanstalk Poetry: Animal poetry – shape poems	Fiction: Narrative – Goldilocks and the three bears Non-fiction: Instructions - Elmer Poetry: Here's a little poem	Fiction: Non-fiction: report – how to care for an animal or pet Poetry: Funny bones
Year 2	Fiction: Retell- Beegu Non-fiction: Letter-Neil Armstrong/NASA Poetry: Rubbish Tip Alien	Fiction: Character description- Traction Man Non-fiction: Recount- Moon Landing Neil Armstrong Poetry: Pie Corbett model text	Fiction: Paddington Non-fiction: Letter-The Day the crayons quit Poetry: Colour poetry- The day the crayons quit link	Fiction: Setting description Paddington/London Non-fiction: Recount school trip stimulus Poetry: Animal poetry- what am i?	Fiction: Retell – Pie Corbett Kassim and the Greedy Dragon Non-fiction: Instructions – The Lighthouse Keeper's lunch Poetry: Magic box – Pie Corbett	Fiction: Retell – Meerkat Mail – focus on setting description Non-fiction: Fact file – inspirational person Poetry: Rhyming poetry – senses
Year 3	Fiction: Character description – Jack and the beanstalk Non-fiction: Persuasive writing - Bronze Age village Poetry: Light poetry	Fiction: Narrative – Stone Age boy Non-fiction: Instructions – How to wash a woolly mammoth Poetry: Michael Rosen – I was born in Stone Age	Fiction: Diary – Escape from Pompeii Non-fiction: Biography - Mary Anning Poetry: Earth verse	Fiction: Setting description – Extreme Earth Non-fiction: Information poster – Natural disasters Poetry: Haiku/Shape poetry	Fiction: Narrative – Diary of Ilonia Non-fiction: Explanation text – Life cycle of a plant Poetry: I am a Roman Soldier	Fiction: Roman tales – The Fatal fire Non-fiction: Newspaper report Poetry: Acrostic poem – plant poems
Year 4	Fiction: Narrative – King of fishes Non-fiction: Non-chronological report - dragons Poetry: dragon poems	Fiction: warning tale – Now press play Anglo Saxons Non-fiction: instructions – how to trap a dragon Poetry: The sound collector	Fiction: Journey tale- Pie Corbett Non-fiction: Newspaper report - pollution Poetry:	Fiction: story told from different viewpoint – Voices in the Park Non-fiction: Explanation text – water cycle Poetry:	Fiction: Narrative – fairy tale with a twist Non-fiction: Persuasive writing – travel leaflet Egyptian Poetry:	Fiction: Character description Non-fiction: Diary entry – Tutankhamun's tomb Poetry: Kennings poems ancient Egypt
Year 5	Fiction: Character description – The Lion and the Unicorn Non-fiction: Newspaper report – The Lion and the unicorn Poetry: Haiku – Remembrance poetry – Where poppies now grow	Fiction: setting description Non-fiction: diary Poetry: Christmas Haiku	Fiction: Journey story – Pie Corbett stimulus The Journey Non-fiction: persuasive writing – letter Poetry: With my magic pencil	Fiction: Warning tale – Pie Corbett Non-fiction: Newspaper report – The Journey Poetry: The magic box – Kitt Wright	Fiction: Character description – mythical creatures Non-fiction: Non-chronological report – Athena/Sparta Poetry: Wishing poem	Fiction: Losing Tale - Pie Corbett Non-fiction: Balanced argument Poetry: Modal verbs – If Only
Year 6	Fiction: Narrative – birthday boy Non-fiction: letter – war game Poetry: vehicles	Fiction: setting description – image of war Non-fiction: newspaper recount - wargame Poetry: Remembrance poetry Flanders Field	Fiction: Narrative – The lighthouse Non-fiction: Balanced argument – The Watertower Poetry: Narrative poetry – The Highway Man	Fiction: Character description - Alma Non-fiction: Report – Missing person report - Alma Poetry: Animal poems – Pie Corbett	Fiction: Suspense story – Nightmare Man Non-fiction: Recount – Now press play Mayans Poetry: Narrative poetry – The listener	Fiction: Descriptive recount Non-fiction: Non-chronological report – Let Loose trip/residential Poetry: If – Rudyard Kipling

A 'Talking' Culture

Weaved through our high-quality curriculum, are opportunities for pupils to develop their speech, language and communication skills. Our teaching pedagogy is rooted in the importance of children learning to talk fluently, confidently and articulately through play, role-play, collaborative learning challenges, discussions and debates. We believe that by enabling our pupils to 'find their voice' we equip them with the language skills that they need to succeed both in school and in life.

Pupils are taught to: speak clearly and convey ideas confidently; justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others and select the appropriate register for effective communication.

As our pupils move through the school, the curriculum provides new challenges and opportunities for oracy. These experiences build on previous learning and mean that learners are able to engage in a range of different types of talk through a variation of context and audiences.

Learning New Vocabulary

Pupils are explicitly taught new vocabulary and then retrieval practice is used to ensure that the new words become embedded.

Through teacher modelling and partner talk, the pupils are encouraged to use these new words in their oral and written work.

Pupils are then given opportunities to show their new vocabulary during their written responses to our enquiry questions and through their double-page spreads.

Some examples of the talk opportunities planned into the wider curriculum are:

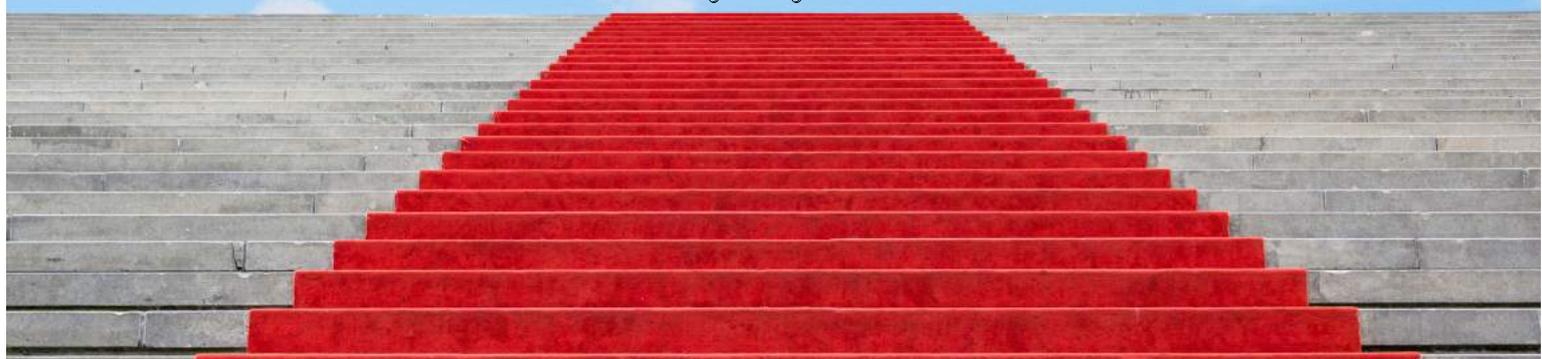
- debates about our enquiry questions linked to our history and geography themes
- justifying our views and opinions in response to 'big questions' in RE
- taking on the role of expert curators and 'living history' characters during our Time Travellers exhibition
- peer teaching in maths
- role play in EYFS
- retelling stories, texts and poems through Talk for Writing.

Classroom Environment

In every classroom, key vocabulary for each subject area is prominently displayed and referred to during sequences of lessons. Frequent opportunities are given for pupils to discuss and practice their responses, ideas, thoughts and feelings with their talk partners.

"The limits of my language means the limits of my world."

Ludwig Wittgenstein



Spelling



At St Richard's learning to spell starts in Foundation Stage. Following the Read Write Inc phonics programme supports our pupils to learn the fundamentals of spelling. The pupils write every day rehearsing out loud what they want to say, before spelling the words using the graphemes and 'tricky' words they know.

For our Key Stage 2 pupils, we have also invested in an online spelling programme called Spellzone which is an independent learning tool that is accurately paced for every pupil.

Spellzone unlocks the mystery of English spelling and adapts to all abilities including SEND, SLC and EAL. In addition to the work they do in school, pupils are encouraged to access Spellzone at home. This allows for further practice whilst promoting parental engagement.



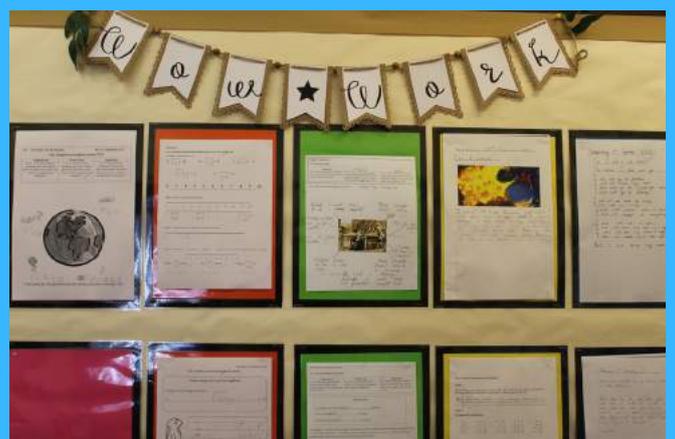
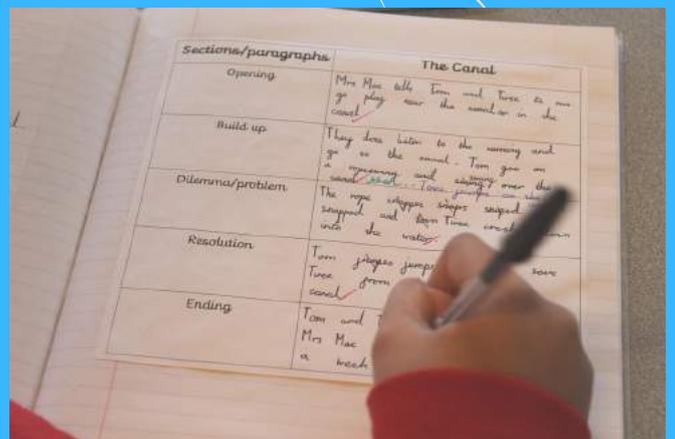
Handwriting



At St Richard's we want the children to be proud of all they do; this is reflected in our high quality, purposeful classroom environments and wider school surroundings.

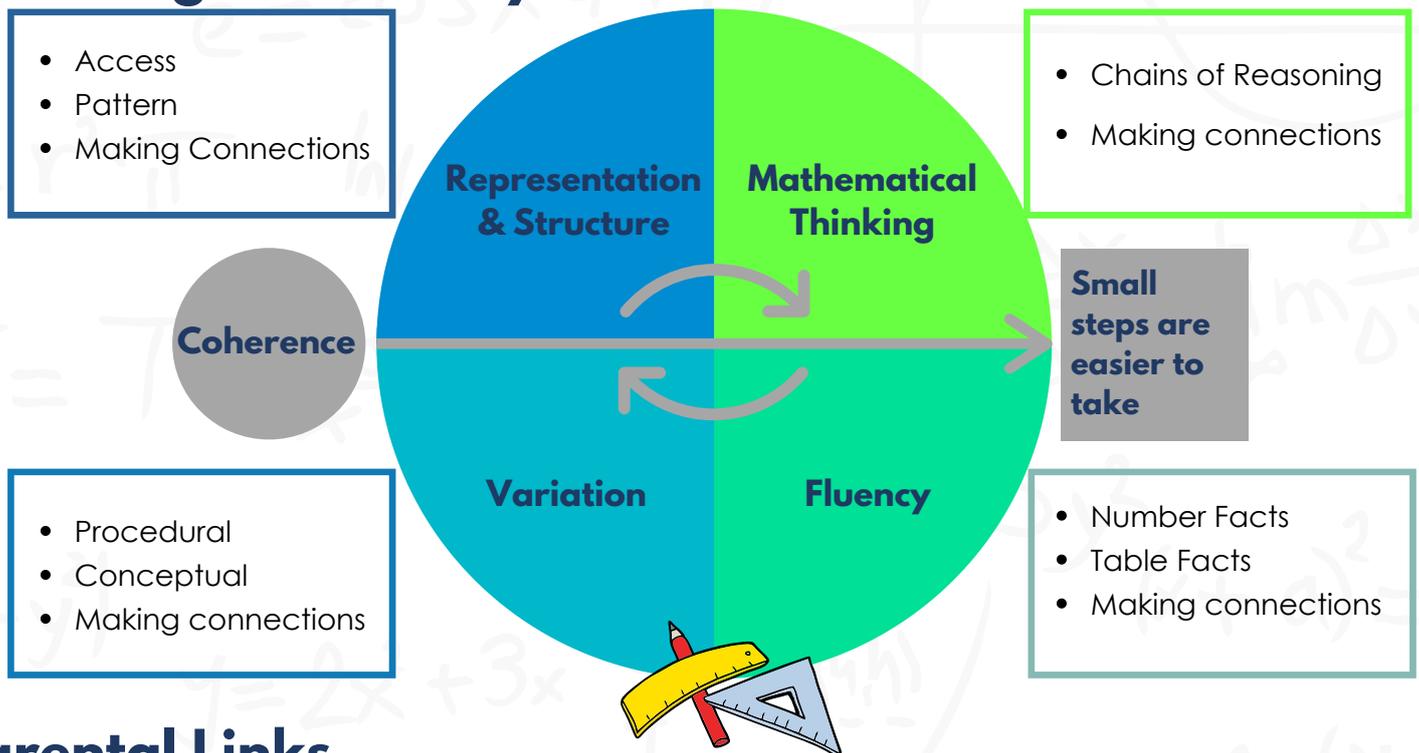
Teachers model handwriting and children have opportunities to practice this in discrete handwriting sessions. When teaching handwriting discreetly, teachers follow the Teach Handwriting Programme which has been developed to provide a whole school differentiated, holistic approach.

Presentation is driven through positive reinforcement and high expectations across the curriculum.



At St Richard's, we use a mastery curriculum which is delivered using the White Rose Maths Hub. We have adapted our mathematics teaching in order to cater to the needs of our learners due to the recent pandemic. This has been done through subsidising our current scheme with the Curriculum Prioritisation scheme which has been developed by the National Centre of Excellence in the Teaching of Maths. Following their guidance and guidance from the DFE, we focus on a few core concepts which we believe to be key stepping stones and prerequisite, helping pupils to progress to their next stage in maths

Teaching for Mastery



Parental Links

At STR, all pupils from KS1 and KS2 have access to a TT Rockstar account which can be used at school and at home. As part of our homework policy, each learner is actively encouraged to participate every night for a minimum of 10 minutes. Weekly certificates, postcards and parent updates of TTR leader boards and statistics are shared with parents to encourage parental involvement. Parent sessions are used in school to support pupils with their work at home. Each half term, staff share with parents the KIRFs for that term through uploads on Google Classroom, this also includes ways to support their children at home.

Classroom Environment Assessment

Every classroom has a maths working wall which is updated daily. The current area of maths being studied is represented on the working wall to assist pupils in being successful within the lesson. This enables them to refer to previous learning and encourages independence. Key vocabulary is also displayed along with visual representations, reasoning prompts and annotations.

A main focus within our maths lessons is assessment. Within a lesson teachers will constantly use assessment for learning to provide bespoke challenge or scaffold for pupils. Cold tasks are completed at the beginning of a unit, as an assessment tool. At the end of a unit, a hot task is completed which highlights progression and areas which need further teaching. Termly assessments are completed, which are then used to inform pupils' current data points. These are also used as way of identifying children who need further support, or those who need challenging.



Lesson Sequence – What does Maths look like at St Richard's?

EYFS:

In Foundation, we have daily maths sessions that are active and use a variety of manipulatives to support pupils' learning. We build a strong sense of number by having a focus number every two weeks. We use number blocks, NCETM and White Rose Maths to structure our maths sessions. Pupils are given maths tasks based on exciting, real life experiences that allow learners to understand the value of maths in their lives. In provision, maths tasks are presented for pupils to apply their mathematical skills, this can be pupil-led, supported or an adult focus task.

In Key Stage One and Key Stage Two the lesson sequence is as follows:

Retrieval Practice

Maths lessons begin with a '5 a day'. This provides an opportunity for Retrieval Practice based on knowledge from previous concepts. This could be taken from the last lesson, last term or last year's learning. There is also time to practice Key Instant recall Facts (KIRFS) which are the core concepts for each year group. These may be presented orally, visually or formally.

Reasoning Starters:

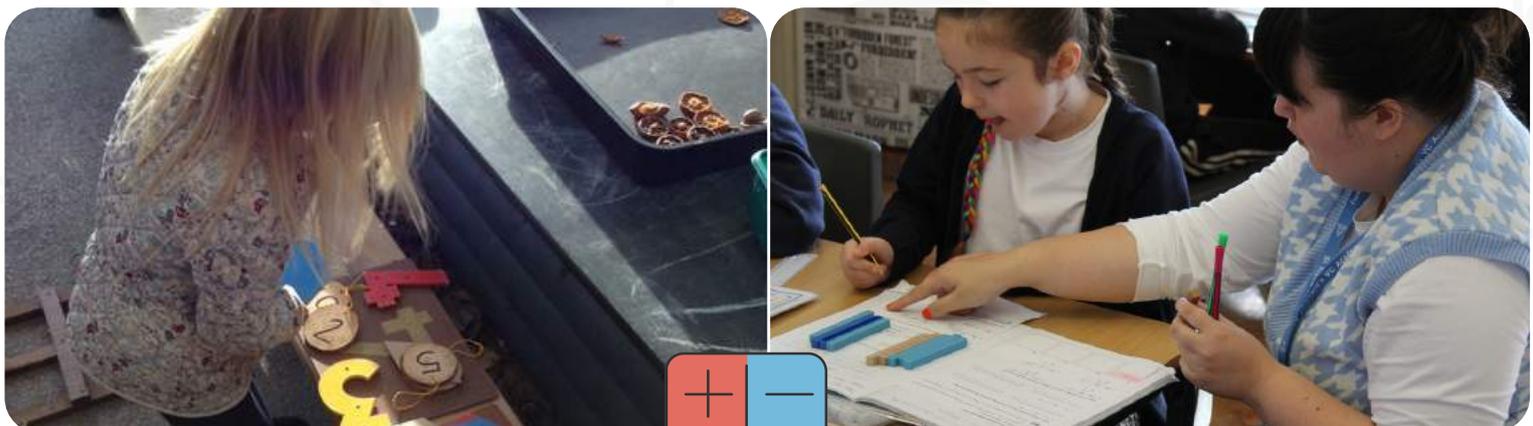
Maths lessons begin with a shared reasoning task which uses a real-life hook to engage the children. From this the pupils will formulate ideas around ways to solve the task which will include teacher modelling. The aim of this is to increase mathematical talk, allowing learners to discuss different strategies, encouraging them to make links between different mathematical concepts. It is also an opportunity to apply their growing mathematical vocabulary to what they have learnt.

Independent Work:

Lessons follow a ping-pong approach with teacher modelling and independent application. Tasks include opportunities for pupils to practise their fluency, reasoning and problem-solving skills.

Golden Tickets:

Pupils are challenged through a 'golden ticket' if they gain a secure understanding of the lesson's mathematical content. This is an opportunity for learners to demonstrate a deeper understanding of the lesson's concept.



Religious Education



At St Richard's we follow the 'Come and See' Catholic Primary Religious Education Programme. This allows the children to learn about the Catholic faith and to know Jesus more. Come and See is an invitation to exploration and a promise of life for everyone.

On their spiritual journey through school, children are invited to 'Come and See' the wonder of all that is within them and beyond them as they become religiously literate young people. Throughout the year we also look at other faiths.

Other Faiths

The other faiths studied across school are Islam and Judaism. These are progressive and build upon the previous years' learning. Dates of significance from other religions are regularly celebrated through a carefully planned calendar of assemblies and activities to promote diversity equality.

Parental Links

Parents are informed of termly topics through each year group's curriculum letter. Termly 'family' homework is sent home to children to engage and involve parents in the children's learning. Good work is celebrated each week in our 'ST@R Assembly' as well as being placed on the 'Wow Wall'. Each class holds a termly 'Stay and Pray' which the parents are invited to. Parents are also invited to the yearly cycle of masses and liturgies that take place in school & our parish churches throughout the year. All Catholic life moments made by the children, are also evidenced on Twitter for parental inclusion.

Classroom Environment

One board in each classroom is dedicated to an RE working wall. These are split into the following headings: scripture, images, Catholic Social Teaching, prayers and hymns. The key vocabulary and big question for the topic is also displayed and any work by the children or additional annotations are added as the topic progresses. These are all at an age appropriate level.

Assessment

When a child has met the assessment focus on their learning strip, teachers can record this in the child's passport. Each term, staff assess children against the descriptors in the Assessing RE document. Data is then inputted on SIMS and sent to the RE Coordinators for analysis. Termly moderation takes place within school, to quality assure teacher assessment.





Lesson Design

Learning strips are used in children's books. These include the date, learning focus and differentiated learning outcome (Professional, World-class and Legendary). These are used for ongoing assessments.



Lesson Sequence – What does RE look like at St Richard's?

Lesson 1: Explore.

The topic begins by looking at the children's own experience. An initial response to the Big Question is recorded in floorbooks (EYFS/KS1) and in exercise books (KS2) and knowledge mats for the topic are discussed with the children.

Lessons 2 – 7: Reveal.

The topic is now rooted in Scripture and Church tradition. Knowledge mats are used to ensure children are making use of key vocabulary. Lessons begin with a recap to ensure children are making links to previous learning.

Lesson 8: Respond.

In the final lesson of the topic, an Act of Worship is planned with the children to celebrate the topic. The Respond booklet and Big Question are completed in light of learning.

Religious Education



The Come & See Programme:

THEMES & TOPICS	EARLY YEARS 1 & 2	YEAR 1 & FS1	YEAR 2 & FS2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Domestic church family	Myself God knows and loves each one	Families God's love and care for every family	Beginnings God's at every beginning	Homes God's dream for every family	People The family of God in Scripture	Ourselves Created in the image and likeness of God	Loving God who never stops loving
Baptism/confirmation belonging	Welcome Baptism; a welcome to God's family	Belonging Baptism; an invitation to belong to God's family	Signs & Symbols Signs & symbols in Baptism	Promises Promises made at Baptism	Called Confirmation; a call to witness	Life choices Marriage; commitment and service	Vocation & Commitment The vocation of priesthood and religious life
Advent/ Christmas loving	Birthday Looking forward to Jesus' birthday	Waiting Advent; a time to look forward to Christmas	Preparations Advent; preparing to Christmas	Visitors Advent; waiting for the coming of Jesus	Gift God's gift of love and friendship in Jesus	Hope Advent; waiting in hope for Jesus, the promised one	Expectations Jesus, born to show God to the world
Local church community	Celebrating People celebrate in church	Special people People in the parish family	Books The books used in church	Journeys Christian family's journey with Jesus	Community Life in the local community; ministries within the parish	Mission Continuing Jesus' mission in the diocese (ecumenism)	Sources The Bible, the special book for the Church
Eucharist relating	Gathering The parish family gathers to celebrate the Eucharist	Meals Mass; Jesus' special meal	Thanksgiving Mass; a special time for saying thank you to God, especially for Jesus	Listening & sharing Jesus gives himself to us in a special way	Giving & receiving Living in communion	Memorial sacrifice The Eucharist; the living memorial of Jesus' sacrifice	Unity Eucharist enables people to live in communion
Lent/Easter giving	Growing Looking forward to Easter	Change Lent; a time for change	Opportunities Lent; an opportunity to start anew in order to celebrate Jesus' new life	Giving all Lent; a time to remember Jesus' total giving	Self discipline Celebrating growth to new life	Sacrifice Lent; a time of aligning with the sacrifice already made by Jesus	Death & new life Celebrating Jesus' death & resurrection
Pentecost serving	Good news Passing on the Good News of Jesus	Holidays & Holy Days Pentecost; feast of the Holy Spirit	Spread the Word Pentecost; a time to spread the Good News	Energy Gifts of the Holy Spirit	New Life To live and hear the Easter message	Transformation Celebration of the Spirit's transforming powers	Witnesses The Holy Spirit enables people to become witnesses
Reconciliation inter-relating	Friends Friends of Jesus	Being sorry God helps us to choose well: Sacrament of Reconciliation	Rules Reasons for rules in the Christian family: Sacrament of Reconciliation	Choices The importance of examination of conscience: Sacrament of Reconciliation	Building Bridges Admitting wrong, being reconciled with God and each other: Sacrament of Reconciliation	Freedom & Responsibility Commandments enable Christians to be free & responsible	Healing Sacrament of the sick
Universal Church world	Our World God's wonderful world	Neighbours Neighbours share God's world	Treasures God's treasure; the world	Special Places Holy places for Jesus and the Christians	God's People Different saints show people what God is like	Stewardship The Church is called to the stewardship of creation	Common Good Work of the worldwide Christian family



The Jigsaw Culture

At St Richards, we are passionate about the development of the 'whole child', recognising that social, emotional, moral and cultural development is as fundamental as academic progress.

Lessons begin with a recap of the Jigsaw Charter, which should be displayed in a prominent place in the classroom. Mindfulness techniques are incorporated through 'Calm Me' time.

At STR we use Jigsaw for 2.5 terms of the year, exploring a different Puzzle each half term. Though the puzzles are based on the same theme, Jigsaw is based on a spiral approach, recapping the previous years' learning and building on that as children progress through the school.

1. Being me in my world

A sense of belonging; Welcoming others; Building the positive and nurturing ethos of the class/school; Being part of a school community, a wider community, a global community; Rights (UNCRC) and responsibilities; Working and socialising with others; School Council and pupil voice; The Learning Charter: rights, responsibilities, rewards and consequences.

4. Healthy Me

Emotional health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid).

5. Relationships

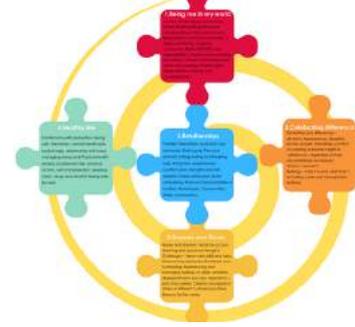
Families; Friendships; Love and Loss; Memories; Grief cycle; Pets and animals; Safeguarding and keeping safe; Attraction; Assertiveness; Conflict; Own strengths and self-esteem; Cyber safety and social networking; Roles and responsibilities in families; Stereotypes; Communities; Wider communities.

2. Celebrating Difference

Similarities and differences – diversity; Appearance, disability, racism, power, friendships, conflict; Accepting everyone's right to 'difference', regardless of their circumstances or choices; What is 'normal'?; Bullying – what it is and what it isn't, including cyber and homophobic bullying.

3. Dreams and Goals

Hopes and dreams; Goals to succeed; Learning and personal strengths; Challenges – team work skills and tasks; Overcoming obstacles; Enterprise and fundraising; Experiencing and managing feelings of pride, ambition, disappointment, success; Aspirations – jobs and careers; Dreams and goals of others in different cultures/countries; Dreams for the world.



Lesson Sequence- What does PSHE look like at St Richard's?

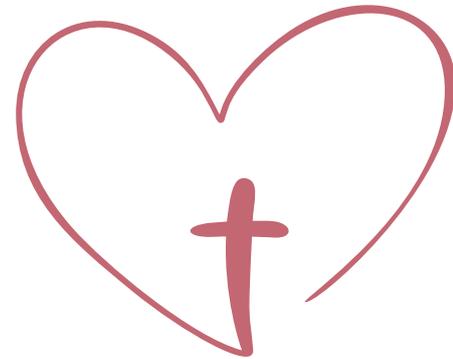
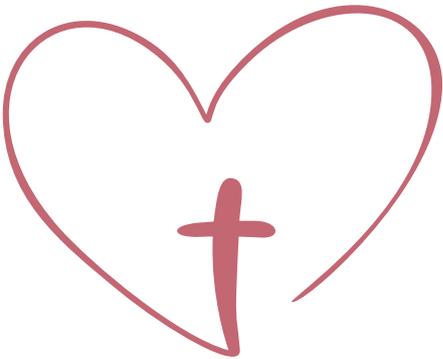
- **Connect us:** An engaging activity to ensure all pupils are ready to learn.
- **Calm me:** Using mindfulness techniques to help pupils relax their bodies and calm their minds.
- **Open my mind:** Helping the brain to focus on specific learning intentions.
- **Tell me or show me:** This is the teaching part of the lesson, where new information is shared, or a new skill is taught.
- **Let me learn:** the learning activity, which comes in a variety of forms.
- **Help me reflect:** A time to reflect on what has been learnt and how pupils feel.

RSE

Our Relationships and Sex Education curriculum is taught using the 'Ten:Ten Life to the Full' programme, which has been specifically designed to explore relationships in a way which respect Catholic beliefs.

Religious understanding underpins the three modules explored, beginning in EYFS up to KS2.

- **Created and loved by God:** Religious understanding, emotional wellbeing, life cycles, the body and health.
- **Created to love others:** Religious understanding, personal relationships and keeping safe.
- **Created to live in the community:** Religious understanding and living in the wider world.



Assessment

Weekly and spaced retrieval practice are used to assess sticky knowledge.

Each puzzle is teacher assessed using the KPI's each half term.



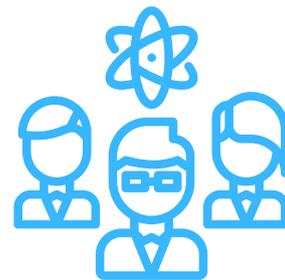
Lesson Design

Begin with a recap of prior learning.

Skill (social and emotional) is a focus along with knowledge.

Any written work completed in our Wholeness Books.

Science



At St Richard's, our vision is that children will become curious, creative and critical scientific thinkers who are able to explore and understand the world with sound scientific knowledge, skills and vocabulary. We strive to provide them with the scientific knowledge, skills and vocabulary they need to be prepared for their next steps in education and for the wider world.

Parental Links

Information about topics is shared with parents through Knowledge Mats. Unit homework is sent home when appropriate.

Classroom Environment

One board in every room is dedicated to a science working wall. The 5 strands of scientific enquiry and key knowledge and vocabulary for the relevant topic are displayed. Children's work examples (WOW!) and additional notes and images are added as the unit progresses.



Assessment

Low stakes mini quizzes are used throughout each unit as a form of AfL. At the end of each unit, each child will produce a 'double page spread'. This will be used to celebrate their learning and to assess 'sticky knowledge'.

What does Science look like at St Richard's ?

- Lesson 1: The first lesson of each unit is based on retrieval of knowledge from previous years.
- Lessons 2 – 6 (11 cans based upon the National Curriculum content to be covered for each unit). Children have opportunities for a variety of scientific enquiry: pattern seeking, observing over time, grouping and classifying, fair testing and research. Children are taught the knowledge for each lesson following the whole school curriculum overview. Vocabulary is also explicitly taught and frequently recapped upon. Children are encouraged to use this scientific vocabulary in their oral and written responses. Retrieval practice is included at the start of each lesson.
- Lesson 7: The final lesson is a celebration of the unit. The children will produce a double page spread to showcase the knowledge they have learnt throughout the topic. In addition, at the beginning of each half term, the children will have a one-off investigation lesson based on the previous unit of learning. This is to ensure that the children can use the knowledge that they have gained when investigating.

Science- Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	BIOLOGY: Animals, including Humans		CHEMISTRY: Everyday materials		EARTH SCIENCE: Seasonal Changes	BIOLOGY: Plants
Year 2	CHEMISTRY: Uses of everyday materials		BIOLOGY: Living Things & Life Cycles		BIOLOGY: Plants & Animals including Humans	
Year 3	PHYSICS: Light		CHEMISTRY/EARTH SCIENCE: Rocks & Fossils	PHYSICS: Forces & Magnets	BIOLOGY: Plants & Animals	
Year 4	BIOLOGY: Animals, including Humans	PHYSICS: Sound	PHYSICS: Electricity	CHEMISTRY: Solids, Liquids & Gases	BIOLOGY: Living Things & Habitats	
Year 5	PHYSICS/EARTH SCIENCE: Earth & Space	PHYSICS: Forces	CHEMISTRY: Properties & Changes of materials			BIOLOGY: Living Things & Habitats
Year 6	PHYSICS: Light	PHYSICS: Electricity	BIOLOGY: Living Things & Habitats	BIOLOGY: Evolution & Adaptation	BIOLOGY: Animals including Humans	



At St Richard's, we are passionate about ensuring our pupils develop a sense of curiosity and fascination as they investigate the past using key skills (observation, comparison, discussion and reasoning) to understand chronology and gain a deeper understanding of Britain's past as well as that of the wider world. We ensure that learning sequences in history are exciting, thought-provoking and memorable.

Parental Links

Knowledge mats are sent home to encourage parental engagement.

Work is celebrated in ST@R assemblies. Families are encouraged to attend our popular Showcase events.

Classroom Environment

A timeline is displayed which allows children to recognise the chronology of the topic they are studying and make links to previous learning and other known events. Key vocabulary and knowledge mat are displayed and referred to. 'Sticky Knowledge' is added to working wall after each lesson. Displays promote curiosity: children's own lines of enquiry, work and additional notes are added as the topic progresses.



Assessment

Substantive knowledge assessed by weekly/spaced retrieval and double page spread. Knowledge and Skills progression grids and KPIs to support with teacher end of term assessment.

Lesson Design

Learning strip has date, National Curriculum expectation and a skill focus.

Each lesson begins with a recap of prior learning. Knowledge for each lesson is made explicit.

History



Lesson sequence – what does History look like at St Richards?

Launch	Exciting and engaging stimulus to spark curiosity about the new topic.
Retrieval Process	Establish what the children already know from previous topics and introduce key enquiry question. Children then create lines of enquiry based on the question.
Lesson 1	Focus on chronology, allowing the children to pinpoint where we are in time and make clear links to prior knowledge.
Lesson 2-8	Delve into the past, acquiring knowledge, skills and experiences. Each lesson starts with a recap using retrieval skills, to strengthen the recall of key/sticky knowledge. At least one piece of new knowledge is explored each lesson.
Summarise	The remaining lessons allow for children to summarise what has been learnt. Using this to produce a showcase which includes art, drama, written work, at an age appropriate level. A 'double page spread' is produced to showcase their new knowledge.

At STR we become 'Time Travellers' during the Autumn Term with history as our driver. Children explore local and national events from the past, allowing them to explore what has happened in our city and country over time to build a evolving picture of the past. During the Autumn Term each year group focuses on British History,

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn Term	Toys	Explorers	Stone Age to Iron Age	Anglo Saxons & Vikings	Hull Blitz	Conflict

During the Spring term, where Geography becomes the focus, cross curricular links are explicitly made to historical knowledge and skills to further support retrieval. Map it and Mark it is also used to keep knowledge alive.

During the Summer term, the driver is World History and Culture, with KS1 building up their knowledge in more familiar settings.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Summer Term	Seaside	Inspirational People	Romans	Egyptians	Greeks	Mayans

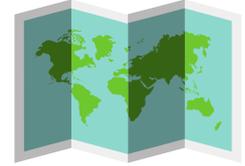
Geography



Our goal at St Richard's is that children will become curious and enquiring geographical thinkers with a sound geographical knowledge, vocabulary and understanding of places in the world, the Earth's physical and human processes. We also lead them to become global citizens who can support the environment and work towards a more sustainable future.

Classroom Environment

- World map to be displayed.
- Key vocabulary for relevant topic to be displayed.
- Children's work and additional notes to be added as topic progresses.



Assessment

Termly assessment grids are given to subject lead for analysis. At the end of each unit, a double-paged spread is used to assess knowledge. Spaced retrieval is also used.

Lesson Design

Each lesson begins with retrieval of previous knowledge. Children have ownership of the skills they are developing by ticking off a "tool kit" strip at the top of page each week when they have gained a new skill. Knowledge for each lesson is made explicit.

Parental Links

Knowledge mats are sent home before each topic to support home learning. Parents are invited to each showcase to celebrate the children's work with them.

What does Geography look like at St Richard's?

Launch:

An exciting event or activity to introduce and establish what children already know from previous topics through questioning and knowledge mats.

Lessons 2-8:

Skills focused lessons in which children take ownership for what they need to find out and create in preparation of the...

Showcase

children present their work in their chosen way to wider school and outside community.

Map It and Mark It:

20 minute weekly session which focuses on current events. . Geographical focus marked on world map.

Throughout our school journey we expand our understanding of the world starting with familiar sights and broadening our global understanding to consider further afield locations and cultures. At St Richards we are "World Warriors" with a specific focus on Geographical knowledge and skills in Spring Term. We learn through immersive and purposeful topics that start with an exciting launch and culminate with an end of term showcase.



Map It and Mark It



What is Map It and Mark It ?

A weekly session from FS to Y6 to provide the children at STR with the opportunity to practise and apply the key skills taught in History and Geography such as mapwork (map it) and chronology (mark it). Sessions complement the STR progressive and purposeful curriculum at an appropriate level for each year group. Sessions allow children to gain knowledge of, understanding of, and interest in, current local and world affairs. Opportunities are seized to discuss events in some depth and allow children to ask questions, therefore supporting emotional well-being.



How it is Delivered:

- Once a week in KS1 & KS2 (preferably Monday).
- Approximately 20 minutes.
- RETRIEVE: Recall previous information.
- ENLIGHTEN: News shared via appropriate platform e.g. Newsround, children TV e.g. Jet Setters.
- OPEN FORUM: Discuss findings a class or with a partner.
- INVESTIGATE: Use of Chrome Book, Atlas and record to build up a portrait of current affairs.

Skills & Knowledge:

- Chronological Understanding
- Historical Interpretations
- Historical Enquiry
- Range and depth of historical understanding
- Locational Knowledge
- Place Knowledge
- Human and Physical Geography
- Geographical Skills and Fieldwork

How Evidence Is Gathered:

- FS – Y1: verbal responses, pictorial and photographs if relevant.
- Y2 (when ready) – Y6: Wholeness books with stage appropriate frames.



School Environment

Each year group has access to an age-appropriate map and working time line – both are used to map and mark places and events from topics and current news.

Sets of iPads/laptops and appropriate atlases are in each phase – both are used to access relevant topics.

Shared areas promote discussions of events through lively displays and chronological prompts.



Computing



At St Richard's, we aim to prepare our learners for their future by giving them the opportunities to gain knowledge and develop skills that will equip them for an ever-changing digital world. Knowledge and understanding of ICT is of increasing importance for children's future both at home and for employment. Our Computing curriculum focuses on a progression of skills in digital literacy, computer science, information technology and online safety to ensure that children become competent in safely using, as well as understanding, technology. These strands are revisited repeatedly through a range of themes during children's time in school to ensure the learning is embedded and skills are successfully developed. Our intention is that Computing also supports children's creativity and cross curricular learning to engage children and enrich their experiences in school.



Classroom Environment

Each Phase in St Richard's has a number of tablets or Chromebook devices ready to be used. These devices are used regularly to support learning across the Curriculum. Every child, within their classroom, has access to their own QR code or Emoji login. Towards the Summer Term, children in Year 6 will begin to login using their email addresses and passwords. These logins can be kept in a central place or in each individual's tray. The use of email address and passwords will prepare year 6 for secondary school and beyond. E-safety is discussed each week and the relevant poster with information linked to E-safety will be prominently displayed in each classroom and around the school.



Assessment

At the start of each half term, every child completes the core offer. These are 3 basic skills that the children will need in order to access their work. All the work the children do within their computing lessons, is kept and stored on Google Classroom. In Computing, the children are expected to complete a KWL grid. (KS1 version will vary). This focuses on what they already know, what they want to learn and subsequently what they have learnt. A practical task may also be required through Google Docs or Google Slides.



Parental Links

Google Classroom is central to our parental engagement. Work to be completed at home is uploaded to Google Classroom and parents are encouraged to support their children with its completion. This gives them an insight into the level of work that their child is expected to complete.

The expectations for work on Google Classroom are the same as in the classroom itself.

Working alongside Google educators, allows the children at St Richard's to develop important skills that can be easily passed onto parents and will assist the pupils through life.

Technology has never been more important for families as a whole.





What does Computing look like at St Richard's?

EYFS: At the start of their school life, it is important that children in EYFS have access to online devices. With technology playing a vital role in our lives, EYFS children use either tablets or Chromebook devices at least once a week. The main aim of the children at this age is to be able to log on independently and access videos and other learning tools from their Google Classroom. Weekly discussions take place regarding E-safety. In EYFS, the children will be supported while online, so the discussion around E-Safety focuses more on being safe at home. Expectations whilst at school are also be spoken about weekly.

KS1: Children in Key Stage 1 are expected to complete one lesson of Computing a week following the Long-Term plan set out by the Trust. These sessions follow the national curriculum and develop the children's understanding of modern technology (through Google products). Each session, starts with a discussion around E-safety focusing on how we behave while using the devices. The session is then sequenced based on the objective from the Long-Term plan. Each year group will have different focuses. By the end of KS1, the children are able to independently access their work online and apply their knowledge to any additional or future tasks.

KS2: Children in KS2, need to have a deeper understanding of Computing and how this will impact their lives beyond St Richard's. The children in KS2 will have access to the tablets or Chromebooks twice a week minimum. One session will follow the Computing national curriculum whilst the other could be a research activity or a focus on Rockstar Maths, SpellZone and other basic skills. This second session helps promote online independence. Each year group will have different focuses. By the end of KS2, the children should be able to take ownership of their own learning and have the skills to work effectively online. E-safety discussions will take place at the start of each session. This allows the children to explore what they have seen/know, giving the teachers an awareness of any potential issues that need to be addressed.

E-safety @ St Richard's

E-safety is an important part of life here at St Richard's. All members of our community have a duty of care and a duty to behave respectfully while online. Online safety is constantly evolving and therefore weekly discussions are paramount. Each class should have the chance to discuss online gaming, social media, fake news and other issues depending on the current situation. Any incidents that take place online, must be recorded on CPOMs as a central record. This again is the responsibility of all staff. While using School's devices, the actions of the children are monitored and on occasions websites are blocked by Securly.com. Information about these blocked websites are then stored on Securly's database ready to be downloaded.



At St Richard's, each year group has access to Google Classroom via our Chromebook devices.

Google Classroom allows the children to be in control of their own learning through both research tasks and teacher assigned activities. Working online will allow the children to develop essential skills for life after St Richard's.

Design Technology



Each term we have a design and technology week. This is used to focus on improving both DT skills and knowledge through the process of designing, researching, making and evaluating a product. Implementing DT as a block week allows the children the opportunity to thoroughly engage in the subject; becoming immersed in the complete process. Opportunities to retrieve prior knowledge and build up their knowledge and skills are provided at the start of the learning sequence.

Assessment

The intended academic impact of the DT curriculum is that the majority of children in each year group will be working at the expected level for their age. This will be assessed by their class teacher using KPIs linked to both skills and knowledge progression.

Parental Links

It is important to us that children are able to celebrate their effort and achievements in DT with their families. As well as work being recorded via the children's portfolio folders, photographs will be taken to log the creative ventures of the children. These will be shared with parents and carers via the school's twitter account and on the school website. Wherever possible, we endeavour to invite families into school to see the children's creations first hand and celebrate their success.

Classroom/ School Environment

St Richard's has invested in resources to aid the children in developing quality products during each DT unit. We deem it essential that children have access to an environment equipped with high quality supplies to aid their success. Where children will take controlled risks (e.g. using sharp instruments and cooking equipment), risk assessments will be undertaken to protect the children's health and keep them safe.

What does Design Technology look like at St Richard's?

EYFS: In EYFS, children are given the chance to develop their DT skills and knowledge via their continuous provision and in small group focused activity time. Construction and craft tasks allow the children to research via trial and error and make their own creative products. The designing and evaluating elements of the curriculum are less obvious at this stage of education. However, these processes can be elicited through adult interaction and children will practice expressing the intentions of their product (what it is and what it is supposed to do) and its effectivity (does it work and how could it be better). While following the school's intentions for DT, these opportunities will support children in EYFS to strive towards achieving Early Learning Goals across the curriculum.

KS1: In KS1, children are introduced to many different areas of DT including; structure, mechanisms, textiles and food technology. The children will begin to use booklets to record their work and these will accumulate in a folder that will progress through school with them. The lesson sequences are a cycle of design, make and evaluate. The first session of each unit will consist of retrieval and eliciting the children's prior DT knowledge. There will also be a big focus on vocabulary, learning words that they will encounter throughout the topic. The children will then be made aware of their DT challenge before being given ample time to plan, do and review a product which fits the brief and is fit for its purpose and audience.

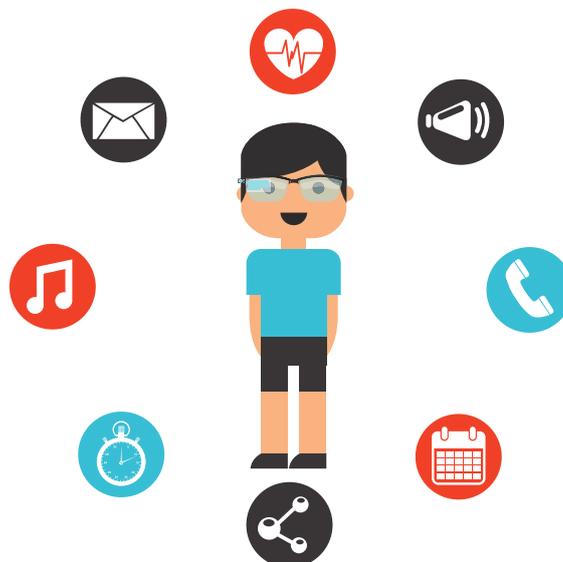
KS2: In KS2, the children will continue to access the range of DT areas at an age/ability appropriate level. One addition is that children in KS2 will also learn about electrical systems. The same learning sequence applies, but children will plan in a more detailed way, create more intricate products and evaluate much more critically. They will continue to record their work in booklets and develop their DT portfolio.

Design Technology



Design Technology Long Term Plan:

	Autumn	Spring	Summer
Year 1	Mechanisms-Wheels and Axels Task – Design and make Cars	Structures – Freestanding Structures Task- Design and make a house with Hinges	Cooking and Nutrition -Preparing fruit and vegetables Task – Design and make fruit skewers.
Year 2	Mechanism Sliders and Levers Task -Design and make a picture with a pop up slider	Textiles Card, cutting, recyclable materials Task – Design and make a card using recycled materials	Cooking and Nutrition Preparing fruit and vegetables Task – Design and make Healthy Pizza
Year 3	Mechanical Systems Levers and Linkages Task – Design and make a monster with a moving part	Structures Structures – joining and strengthening Task – Design and make a photo frame	Cooking and Nutrition Healthy and varied diet Task – Design and make a healthy sandwich
Year 4	Textiles Joining fabrics Task – Design and make Seasonal Stockings	Cooking and Nutrition Healthy and varied diet Task – Design and make Easter Biscuits	Electrical Systems Simple - Circuits & Switches Task - Design and make a torch
Year 5	Mechanical systems Task – Design and make a toy with a moving CAM part (Hull Fair Theme)	Textiles – Decorating and joining fabrics. Task – Design and make patch for a quilt.	Cooking and Nutrition - Celebrating culture and seasonality Task – Design and make a flavoured bread.
Year 6	Structures -Frame structures Task – Design and make a Bridges	Cooking and Nutrition - Celebrating Culture and Seasonality Task – Design and make a dish using seasonal ingredients.	Electrical Systems – More Complex switches Task – Design and make a vehicle with an alarm





At St Richard's, our vision is that children are given the opportunity to improve their artistic skills in a progressive way that will enrich their knowledge of artists and excite them to be inspired about their own artistic journey. We believe that by using and developing creativity in our teaching, we can engage the whole child and instill a love of learning, communicating and expression.

Classroom/School Environment

We believe that the whole school environment sets the climate for our pupils. The production of high-quality displays of work and teaching materials should be used to inspire learning and celebrate the achievement of all.

This aspiration sets the climate as soon as you enter the building. Children's work and talents are on display and their achievements are celebrated which in turn makes them eager to achieve more.

The way in which work and other material is displayed and arranged in a school is more than a matter of convenience: it is a reflection of the atmosphere and attitudes that prevail there.'

The Arts in School – Gulbenkian Report

Assessment

Assessed tasks are used to ensure that pupils are practising their artistic talents in all areas. Drawing, Painting, Collage, Textiles, Printing and Sculpture all have a half term in the limelight. Teaching ensures that skills progression is evident, with a final celebration piece being produced and used as an assessed piece. Communication ICT is woven through the disciplines and should be evident through research, manipulation of images and use of technology to produce art.

Classroom portfolios are used to collect good examples of work. The folders hold a sample of the work produced. Examples and copies of these are kept in the whole school portfolio. This is a measurable example that can be used to track progression throughout the school and across year groups at key stages.

Parental Links

Parents are invited into school as often as possible. On entering our school, they should see how the successes of children are celebrated, creating a vibrant and creative atmosphere.

Work celebrations, Twitter, Facebook and our school website are also employed in sharing the amazing work that our children produce. We never fail to share the good news with as many people as will listen.



What does Art & Design look like at St Richard's

Each half term we have an art week. This is used to focus on improving skills and to create a celebration piece. By doing this the children can really immerse themselves in the subject and focus on creativity. There are other opportunities built in to curriculum for them to revisit prior learning and practise their skills.

EYFS: Children are constantly exposed to colour and art in their continuous provision. Highly stimulating and purposeful areas are at the heart of both indoor and outdoor provision in which the children have free access to a range of materials which encourage them to create, explore and make. Adults are used well in provision to support their understanding of colour and materials and to help them recreate the world around them in a creative form.

KS1: In KS1 children are introduced to drawing, painting, collage, printing, textiles and sculpture as different disciplines in art. The use of sketch books to record their research, examples, artists, art movements and responses are introduced, and they are encouraged to find out more by using ICT. Lesson sequences are carefully planned using our skills progression document and these culminate by our children applying these new skills in a celebration piece, which is displayed to ensure our children are proud of their achievements. They are encouraged to develop a critical eye, assessing both their successes and any areas for future improvement.

KS2: In KS2 the same sequence applies, This provides children with the opportunity to retrieve and build on prior learning whilst developing their sketch books in a much more detailed way. Their creative journey is captured on the pages with their thoughts and responses annotated within. They are encouraged to reflect on images and artists, forming opinions and learning about the techniques involved in creating themes, as well as the cultural and historical references which may have impacted upon them. The development of the critical eye is imperative, so that as artists they know, as artists, how and where to improve their practice and continue to improve.



Music



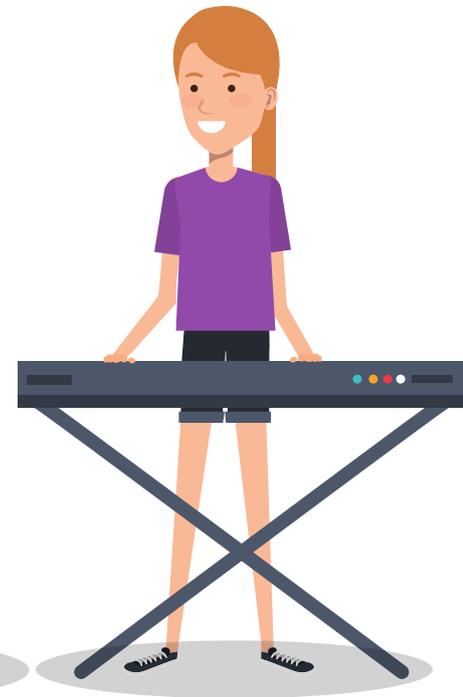
At St Richard's we make music an enjoyable learning experience. Our aim is to provide a high-quality music education that engages and inspires pupils to develop a love of music and nurtures their talent as musicians. Through our scheme (Charanga Musical School) and topic work, pupils have the opportunity to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. They learn to sing and to use their voices, to create and compose music on their own and with others, and also have the opportunity to learn a musical instrument.

During Upper Key Stage Two, all pupils are taught in class by professional musicians provided by the St Mary's College Music Department. Opportunities are also provided for individual and group lessons for those who wish to take their music lessons further and extra-curricular activities also take place, including our very popular school choir.

Once a week, pupils further develop their singing through our collaborative hymn singing which contributes to our Harvest, Christmas and Easter celebrations in addition to other liturgical services.

Parental Links

Our Christmas, Easter and end of year performances provide an opportunity for the pupils to share their work in music with parents and other friends of the school. Musical extravaganzas are also performed by those individuals who are receiving bespoke professional tuition and pupils and staff from St Mary's College.



Assessment

Use of Knowledge and Skills progression grids are used to assess where children are. Low stakes mini-quizzes are used to assess the retrieval of sticky knowledge.



Wider Opportunities For Music

At St Richard's we are extremely lucky to work alongside St Mary's College who provide us with specialist music tuition for the children. The children have the opportunity to play an array of musical instruments in addition to the core music offer, such as guitars, percussion, violins and recorders.



What does Music look like at St Richard's ?

Lesson Sequence

At St Richard's, we follow a scheme of learning called Charanga which provides the children with music skills and knowledge.

Each unit of learning consists of a variety of the following:

- Games which embed the interrelated dimensions of music through repetition.
- Singing is at the heart of all the musical learning.
- Playing instruments with the song to be learnt - tuned/un-tuned classroom percussion and an option to play any band instrument. A sound-before-symbol approach is used but scores are provided as an understanding of notation is introduced to the children.
- Improvising with the song using voices and instruments occurs in some Units of Work.
- Composing with the song using instruments occurs in some Units of Work.



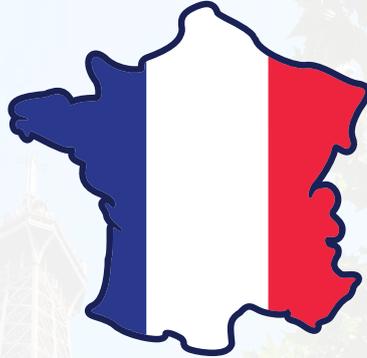
Charanga Overview



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R Year Overview & Planning	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
1 Year Overview & Planning	Hey You!	Rhythm In The Way We Walk and Banana Rap	In The Groove	Round And Round	Your Imagination	Reflect, Rewind and Replay
2 Year Overview & Planning	Hands, Feet, Heart	Ho Ho Ho	I Wanna Play In A Band	Zootime	Friendship Song	Reflect, Rewind and Replay
3 Year Overview & Planning	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
4 Year Overview & Planning	Mamma Mia	Glockenspiel Stage 2	Stop!	Lean On Me	Blackbird	Reflect, Rewind and Replay
5 Year Overview & Planning	Livin' On A Prayer	Jazz Stage 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancin' In The Street	Reflect, Rewind and Replay
6 Year Overview & Planning	I'll Be There	Jazz Stage 2	New Year Carol	Happy	You've Got A Friend	Reflect, Rewind and Replay



French



*La vie
À LA
française*

The intention of the St Richard's Modern Foreign Language Curriculum is that children develop an interest in and thirst for learning languages. We aim to introduce the learning of the French language in a way that is enjoyable and stimulating, sparking curiosity and developing cultural awareness. We aim to embed the skills of listening, speaking, reading and writing, developing an enthusiasm for languages that will lay the foundations for future study.

At St Richard's, French is taught weekly with regular recaps and posters around the school to encourage French to be spoken outside of the classroom as well.

The school has a popular [French Club](#) where pupils play games and sing songs in French. There are also French leaders who lead French within their classes and support within the club.

Pre-KS2 we focus on an enjoyment of languages, celebrating the wide breadth of languages spoken in our school community.

We celebrate France with an annual French day and run different French competitions throughout the year – for example a French Christmas card competition.

School Environment

French language is visible around the school, especially in our French Café where children see direct links to France and explore the language in their own time.

Assessment

Teachers use a variety of low-stakes assessments to assess pupil progress. Teachers use this to gain information based on the different strands of oracy, Literacy, knowledge and understanding, intercultural understanding and language and learning strategies.

Parental Links

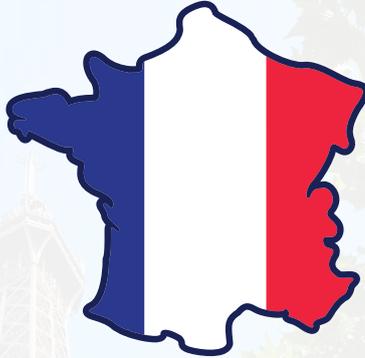
Knowledge mats are sent home to encourage parental engagement.

During our annual French day, parents are invited to a French breakfast and Showcase.

merci



French

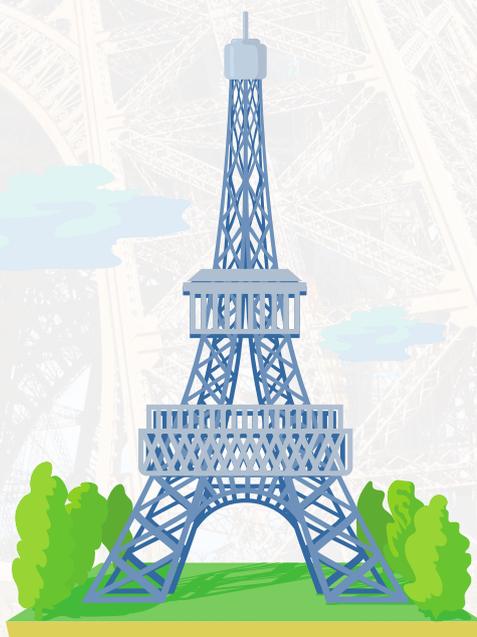


*La vie
À LA
française*

What does French look like at St Richard's?

Each lesson begins with a recap of prior learning. Lessons are practical and based on speaking and listening with written work to reinforce only when needed. The learning strip has the date and key objective.

	Years 1 & 2	Year 3	Year 4	Year 5	Year 6
Autumn Term	Introduction to French to use during registration times. To celebrate languages within the class. Participation in Enhancement Days	Greetings and names. Family Numbers to 20 Age	On the way to school. Where in the world is French spoken. On our travels. Weather Numbers 20-30 Dates	Alphabet Places Journey Directions Celebrations Lunchtime Food likes and dislikes Building sentences	Time School Places in town Dates Past and present Adjectives and antonyms
Spring Term		Favourite playground games Look at me Happy Birthday Parties	Understanding a story in French. Presents Likes and dislikes French money Toy advert	Food Planets Distances Making compound sentences, Presentation	Reading and understanding text. Using French text.
Summer Term		Body Parts Colours Describing a monster.	Sports Diary Healthy eating Friends Animals	Months and seasons Weather Understanding a French poem Colours Beach Descriptions	Tourist guide Café and food



P.E.



At St Richard's, our aim is to ensure that all children enjoy and are engaged in Physical Education and Sport. Through a well-structured and progressive PE curriculum, we enable all children to develop and challenge their knowledge, skill and understanding, so that they can perform with increasing confidence and competence in a range of physical activities. We aim to improve health and well-being, promote active participation and lifelong learning, and for each child to fulfil their potential. We aim to ensure that the children's experience of Physical Education is positive and motivating and that children's attitudes to a healthy lifestyle are firmly embedded in our curriculum.

What does PE look like at St Richard's ?

All children participate in 2 hours of PE each week. Teachers are provided with CPD from our PE specialist for at least one half term throughout the year in an area that they feel would benefit their PE teaching practice. Active learning is promoted within our core and foundation subjects as well as each class completing the active mile daily. Opportunities to compete in sport and other activities are offered to all children in order to build character and help to embed our ST@R Qualities.



Assessment

PE is continuously assessed using Assessment for Learning and on the spot feedback. Peer assessment is also used.

Parental Links

Parents are invited into school to support their child during our annual sports days, they are also invited to watch their child representing the school where possible.

External Competitions

- Football
- Rugby
- Cricket
- Cross-country
- Athletics



Clubs

- Change for life
- Football
- Rugby
- Cheerleading
- Athletics
- Multi-skills
- Table tennis

Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1	Fundamentals	Gymnastics	Dance	Ball Skills	Striking & Fielding	Athletics
KS2	Invasion Games	Gymnastics	Dance	OAA Fitness	Striking & Fielding	Athletics

Skills that PE develops:

Physical fitness
 Self-esteem
 Teamwork
 Communication
 Respect
 Decision-making
 Problem-solving
 Creativity

EYFS



In Foundation at St Richard's we ignite a passion for learning & lead curious minds through purposeful and engaging learning opportunities. Our Foundation Unit is a hub of excitement & wonder, reflecting the needs & interests of our children. We encompass our daily lessons of phonics, maths and talk for writing with opportunities to explore & develop independence, curiosity & resilience. We pride ourselves in providing a nurturing, well-balanced & inclusive curriculum that provides our children with the best possible start in their most important years.



The Child

- We understand the needs of our children upon entry and tailor learning to their specific needs.
- We celebrate the unique child, their families and cultures.
- Learning is centred around the children's interests.
- We use a holistic approach that allows children to explore and learn creatively, at their own pace.

The Role of the Adult

- The most valuable resource in the classroom is our adults.
- Learning is supported through a balance of child-led, supported play and adult directed tasks.
- Adults foster nurturing relationships through family groups and have an in-depth knowledge of our children.



The Environment

- We value indoor and outdoor learning EQUALLY.
- Our learning space creates awe and wonder, leading to quality learning experiences.
- The environment is language rich to help our pupils develop their vocabulary and communication skills.
- The classroom is influenced by our children, their work and enhancements are used to facilitate quality learning.



The Hub

Aims

In the HUB, we have 3 main aims:

- To create a highly specialised curriculum to match the needs of our high needs SEN children.
- To develop independent learning skills to equip the children for future learning experiences.
- To develop basic skills that will enable success when/if integrated back into the classroom.

All of our work is differentiated/modified for the children at the level they need to make progress and succeed.

**Helping
Us
Build**
Memories



Why?

In order to meet the need of our children, we have established a HUB provision for our high needs SEN pupils.

We offer places to pupils where a differentiated curriculum would have limited success without high adult support. The HUB provides a tailored learning experience for one and all.



What we do

Our day starts with a story, discussion and independent activities. The literacy and numeracy tasks are bespoke as we have created an individual learning journey to match the needs of each child accurately. Alongside this, we also have sensory tasks – focusing on fine motor skills and short-term memory development. For older children, we have a focus on comprehension skills allowing them develop understanding of the texts they read.

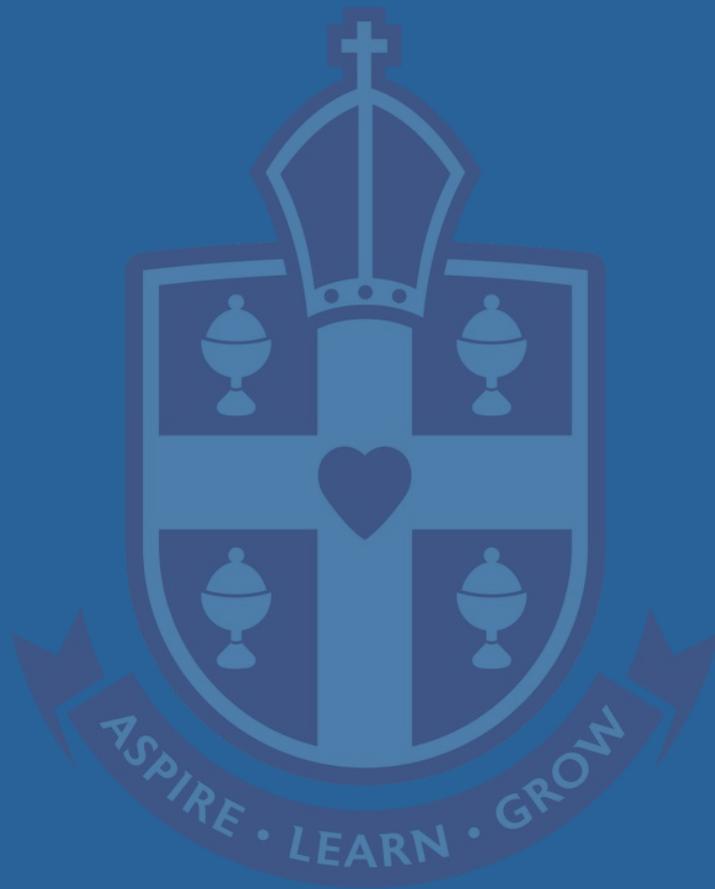




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