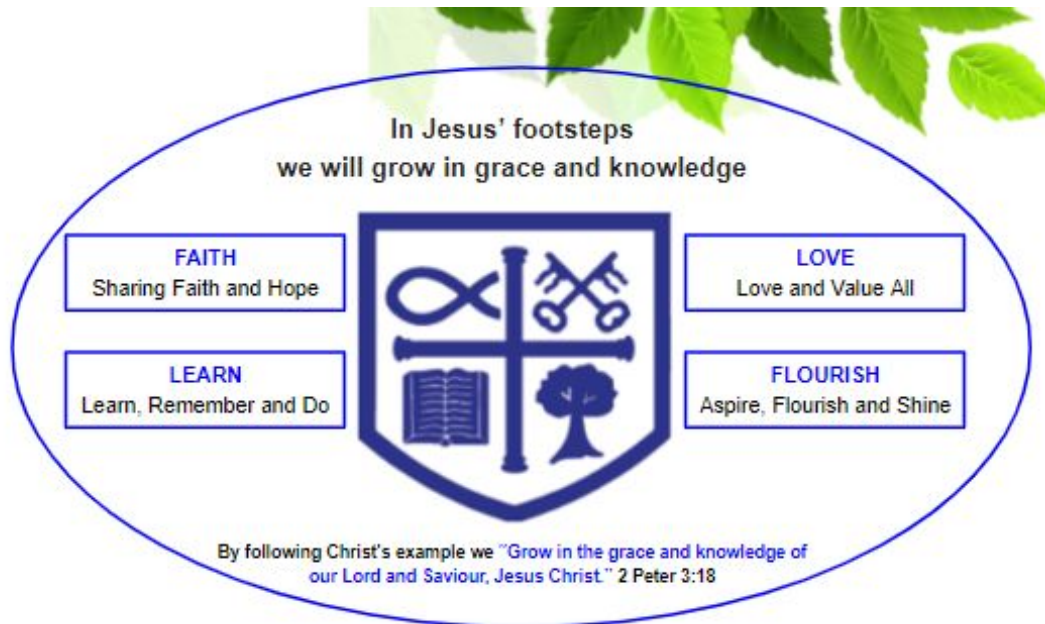




Curriculum Intent & Implementation Summary



Our St. Leonard's curriculum aims to achieve educational excellence for all and is driven by our vision and its four elements. It equips our children with the knowledge, skills and understanding to grow in grace and knowledge, and ensures the Statutory Framework for EYFS and the National Curriculum for KS1 and KS2 is delivered in full.

St Leonard's Pupil Promises are reinforced through our curriculum, as we teach children to strive to be the best they can be, know how to serve others and contribute positively to the world, utilising and applying their acquired knowledge and skills. For our children, it is important that our curriculum offer echos the rich diversity of our local, regional, national and global community by providing opportunities to encounter, appreciate and celebrate a wide range of voices and cultures.

Our curriculum is taught through subject-specific disciplines and provides a broad, balanced and coherently planned and sequenced journey that aims to challenge and inspire **all** children to develop a deep love of learning, that enables them to: share faith and hope; love and value all; learn remember and do, and aspire, flourish and shine.

Below we outline the core intent of each subject discipline and the main approach for its implementation.

English: Reading

Intent - For children to become highly fluent, enthusiastic and critical readers who regularly read for both pleasure and purpose. Through their reading, children will learn to be thoughtful and know how to embrace diversity, demonstrate love and challenge injustice.

Implementation - Early reading is taught through Little Wandle Letters and Sounds Revised Full Systematic Synthetic Phonics Programme, daily phonics and reading lessons.

Year 2- Year 6 daily whole class reading lessons following a rich and varied reading spine of quality texts (fiction, non-fiction and poetry). Children are taught comprehension skills within the context of each text. Reading Plus is used for reading fluency and speed from Year 3 onwards.

English: Writing

Intent - For children to effectively use and apply their understanding of text types and genre, spelling and grammatical knowledge and individual creativity, to competently and confidently express their thoughts and ideas, by writing for a wide range of purposes and audiences.

Implementation - The daily teaching of Writing follows the 'Pathways to Write' mastery keys approach at its core, built around picture book stimuli and a whole school genre overview beginning in the Early Years. Writing lessons incorporate the explicit teaching of essential spelling and grammatical knowledge, cumulating in regular pieces of independent writing through the structured stages of the journey. Spelling Shed is used for spelling fluency from Y1 onwards. Children are explicitly taught handwriting skills to aid writing fluency.

Maths

Intent - To be fluent and systematic in the fundamentals of mathematics, be able to make connections between different representations, and confidently use mathematical language to question, reason and problem solve effectively. By using and applying their knowledge and skills, children will love and learn more about mathematics on their journey.

Implementation - Oak National Academy scheme at the core, taught through single year group daily lessons and varied fluency practice which is supplemented by Learning By Questions and Times Table Rockstars.

Religious Education

Intent - Through the RE curriculum, an appreciation of the need to live in service of others is fostered as children learn from the teachings of Christianity and people of faith, how to put their beliefs into action. Children will grow spiritually, understanding commonalities between different world faiths, respecting and celebrating their differences.

Implementation - Blackburn Diocese RE scheme of work is followed from the Early Years onwards, on a two-year rolling programme with year group specific delivery in Year 5 & Year 6.

Science

Intent - Children will be prepared for life in an increasingly scientific and technological world, today and in the future. Their curiosity will be fostered as they develop a strong understanding of the world, whilst acquiring specific skills and knowledge, through the specific disciplines of biology, chemistry and physics, enabling them to think critically and work scientifically.

Implementation - Following Understanding the World (natural world) Scientific foundations taught in the Early Years, KS1 & KS2 follow a progressive sequence of 'Curriculum with Unity Schools Partnership' (CUSP) Science units with a rolling programme for Y1&2 and Y3&4, then single year group progressions for Y5 and Y6.

Art & Design

Intent - For children to become creative, confident and talented artists who experiment and invent their own works of art by learning new techniques and using a wide range of tools to broaden their possibilities, inspired by the work of other artists.

Implementation - Kapow scheme of lessons and whole school progression on a two-year rolling programme with year group specific delivery in Year 5 & 6.

Languages - French (Y3&4) Spanish (Y5&6)

Intent - To develop basic language learning skills, knowledge and vocabulary for global communication.

Implementation - Language Angels is used to deliver our French curriculum in Year 3 & 4 on a two-year rolling programme, and single year group for Year 5. Year 6 (2024-25) are completing their course of study in Spanish.

Computing

Intent - To be digitally literate, use computational thinking and participate safely online.

Implementation - National Centre for Computing Education scheme of learning and Be WEB-SAFE (Online safety), begins in the Early Years, and whole school progression is mapped on a two-year rolling programme, with year group specific delivery in Year 5 & Year 6.

Design & Technology

Intent - To equip children with the knowledge, skills and experience to be confident, creative thinkers who can design and make products that solve real-life problems. Our environmentally aware and reflective learners will be able to critically evaluate their own and others' work to make a difference to future innovation in the wider world.

Implementation - Kapow scheme of units (EYFS-Y6) and whole school progression on a two-year rolling programme, with year group specific delivery in Year 5 and Year 6. As part of our bespoke curriculum, children also learn about designers and inventors in detail during the course of each unit.

Geography

Intent - To know the location, physical and human features of different places around the world and understand the effect of this geography on the people who live there, equipping pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Implementation – Following bespoke 'Understanding the World (people, culture and communities)' geographical foundations taught in the Early Years, KS1 & KS2 follow a progressive sequence of 'Curriculum with Unity Schools Partnership' (CUSP) Geography units taught on a two year rolling programme and year group specific in Year 5 & Year 6.

History

Intent - For children's curiosity to know more about the past to be inspired so that they gain a coherent knowledge of and enquiring approach towards local, national and global history and an understanding of chronology. It will equip children to ask perceptive questions, think critically, develop perspective and an understanding of the complexity of people's lives, the diversity of societies and relationships as well as exploring their own identity and the process of change over time.

Implementation - Implementation – Following bespoke 'Understanding the World (past and present)' historical foundations taught in the Early Years, KS1 & KS2 follow a progressive sequence of 'Curriculum with Unity Schools Partnership' (CUSP) History units taught on a two year rolling programme, and year group specific in Year 5 & Year 6.

Music

Intent - To develop a love of music through listening, reviewing, performing and composing pieces from a range of styles, ages and cultures.

Implementation - Charanga scheme of learning from the Early Years with whole school progression on a two-year rolling programme and year group specific in Year 5 & Year 6. Instrument learning begins in Reception where children learn to play the Ocarina, KS1 and LKS2 play percussion, Year 5 children learn to play a brass instrument and Year 6 children learn to play a second tuned instrument. During their musical journey through St. Leonard's, all children are taught to read music and to sing.

Physical Education

Intent - To understand the psychological, emotional and physical benefits of an active and healthy lifestyle and participate confidently in activity applying knowledge, skills and vocabulary.

Implementation - Key PE progressive scheme of learning, centred around the 'Head, Heart, Hands' approach to PE and school sport, delivered on a rolling programme which includes swimming at KS2.

PSHE / RSE

Intent - To become responsible citizens who are informed, confident and prepared for life in modern Britain, can build healthy relationships, and know how to keep themselves and others safe.

Implementation - Kapow scheme of learning (developed from the PSHE Association) beginning in the Early Years, and delivered throughout school on a two-year rolling programme, and year group specific in Years 5 & 6. Content is taught through both discrete PSHE and well-being lessons, as well as themes within the wider curriculum. KS2 children also learn vital healthy lifestyle skills with our bespoke cookery and food hygiene/ preparation lessons.