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# ST. CHRISTOPHER'S ACADEMY CURRICULUM OUTLINE

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**RÆDWALD**  
T·R·U·S·T

2018-2019

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## 1. The vision for our pupils

- For pupils to have a confident approach towards learning, where mistakes are seen as part of learning.
- For pupils to have access to an enriching curriculum which links to pupil interest.
- For pupils to access learning which leads to progress from where teaching meets pupils at their ability.
- For pupils to be offered creative approaches to learning which is multi-sensory.
- For pupils to develop a love of learning and an intrinsic motivation towards learning.

## 2. Our commitment to our pupils

- To provide a creative, multi-sensory curriculum for all pupils.
- To demonstrate a positive attitude towards learning which values effort and engagement.
- To plan for pupil needs and requirements in order to enable them to access the learning.
- To value all work produced and encourage pupils to try their best.
- To provide enrichment opportunities to support the teaching of the curriculum.

## 3. The origins of our curriculum: Concentric and experiential

The curriculum is based on the national curriculum at the levels at which the pupils are working. Pupil voice is listened to in order to gauge which topic to base learning on and to take curriculum objectives from. Previous experiences of what has worked well with pupils is considered in planning the curriculum and activities that are provided for pupils.

## 4. The structure of our curriculum

	Spring				Summer			
	Unit 1	Unit 2	Unit 3	Unit 4	Unit 1	Unit 2	Unit 3	Unit 4
	Literacy: The Lion and The Unicorn  Maths: differentiated Year group overview – Twinkl  Phonics: differentiated groups through the phases	Literacy: The Firework Maker's Daughter  Maths: differentiated Year group overview – Twinkl	Depending on interest in World War 2 – may move onto different time period –  Jurassic Period					

	<p>Science – Animals Including Humans</p> <p>PSHE: Online Safety All About Me</p> <p>World War 2</p> <ul style="list-style-type: none"> <li>• Historical facts</li> <li>• Home Front</li> <li>• Armed Forces</li> </ul> <p>Music</p> <ul style="list-style-type: none"> <li>- Gill</li> <li>- Singing club</li> </ul>	<p>Phonics: differentiated groups through the phases</p> <p>Science – Living things and their habitats</p> <p>PSHE: Road Safety Feelings</p> <p>World War 2</p> <ul style="list-style-type: none"> <li>• Entertainment in the war</li> <li>• End of war celebrations</li> </ul> <p>Music</p> <ul style="list-style-type: none"> <li>- Gill</li> <li>- Singing club</li> </ul>						
Topic theme	Time	Time	Time	Time				
Driving Question	How was life different in the past?	How was life different in the past?	How was life different in the past?	How was life different in the past?				

## 5. Off-site provision

P.E.:

- Gymnastics at Piper’s Vale
- Boxing
- Sports Centre
- Swimming at Fore Street
- Horse Riding at RDA

Forest Schools

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## **6. Assessment for learning**

STAT Sheffield Assessment criteria

EYFS Personal, Social and Emotional Development

Thrive assessments

Formative assessments: Sandwell, YARC (Early Reader and Comprehension), BPVS

## **7. Character development**

PSHE sessions

High level adult support through – talking through incidents and choices

Modelling appropriate behaviours