



## Holy Trinity Curriculum



### Statement

Holy Trinity is a Church School and we therefore maintain a clear Christian distinctiveness. As a school we aim to respect, understand and welcome everyone regardless of their background, culture and faith. We are passionate about our inclusivity and have built a curriculum that meets the needs of all of our pupils. We believe that the School Curriculum should be broad and balanced, offering children the opportunity to achieve success all areas. The curriculum plan has been devised to allow teachers to plan and deliver exciting and engaging learning experiences for the pupils within their classes. We follow a growth mindset approach to learning, in the belief that children learn best when they are challenged and make mistakes. We are enthusiastic about developing curious, life-long learners at our school. We provide a broad, rich, relevant and meaningful curriculum of which, as a team, we are very proud and pupils are encouraged to make logical connections between different skills and knowledge. The themes take their lead from the Key Stage 1 and 2 Programmes of Study. We aim to follow the children's interests and levels of understanding and therefore the thematic planning is dynamic as the term progresses. When appropriate we will teach some of the foundation subjects in blocks to ensure a depth of learning and the coverage of objectives within all of the subject areas. The teaching of British Values underpins the curriculum and is embedded in P.S.H.E, Citizenship, R.E and whole school assemblies.

### Maths

We have adopted a mastery curriculum with Same Day Intervention being implemented in 2018-19. This involves a split lesson to enable staff to assimilate ongoing assessment so that support and challenge for pupils happens at the point of need. As a result, problem solving and reasoning run throughout the curriculum. The curriculum is built around the White Rose Maths Hub scheme of learning and this is enhanced with additional extended problem solving and revision opportunities. Staff use a range of resources to supplement their teaching including Maths No Problem, NCETM materials, and NRich. Staff work to the following overview:

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	Numbers to 10 Addition and subtraction within 10	Shapes and patterns and fractions Numbers to 20 Addition and subtraction within 20	Exploring calculation strategies within 20 Time Numbers to 40	Addition and subtraction within 20 Money	Numbers to 100 Length, weight and volume	Multiplication and division Fractions
<b>Year 2</b>	Bonds to 20; Times tables Place value Addition and subtraction within 100 and measure Statistics		Bonds to 20; Times tables Multiplication and division Fractions	Bonds to 20; Times tables Geometry Time	Bonds to 20; Times tables Revision Length, weight, volume	Bonds to 20; Times tables Geometry Fluency
<b>Year 3</b>	Bonds to 20; Times tables Number, place value and measure Addition and subtraction Statistics		Bonds to 20; Times tables Multiplication and division and measure	Bonds to 20; Times tables Fractions Time	Bonds to 20; Times tables Position and direction Geometry	Bonds to 20; Times tables Number, place value
<b>Year 4</b>	Bonds to 20; Times tables Number, place value (including in decimals) and measure Addition and subtraction Statistics		Bonds to 20; Times tables Multiplication and division and measure	Bonds to 20; Times tables Fractions Time	Bonds to 20; Times tables Position and direction Geometry	Bonds to 20; Times tables Number, place value
<b>Year 5</b>	Bonds to 20; Complements to 100; Times tables Large numbers, small numbers and place value Addition and subtraction including measure and statistics	Bonds to 20; Complements to 100; Times tables Multiplication and division including measure	Bonds to 20; Complements to 100; Times tables Geometry Position and direction	Bonds to 20; Complements to 100; Times tables Fractions	Bonds to 20; Complements to 100; Times tables Statistics Revision	Bonds to 20; Complements to 100; Times tables Large numbers, small numbers and place value including scaling
<b>Year 6</b>	Bonds to 20; Complements to 100; Times tables Large numbers, small number and place value including scaling Addition and subtraction including measure and statistics	Bonds to 20; Complements to 100; Times tables Multiplication and division including measure	Bonds to 20; Complements to 100; Times tables Fractions Geometry	Bonds to 20; Complements to 100; Times tables Position and direction	Bonds to 20; Complements to 100; Times tables Revision	Bonds to 20; Complements to 100; Times tables Fluency

## Literacy

Staff have access to Wordsmith to support planning and curriculum delivery. Lessons are built around quality texts and grammar and punctuation is embedded in all units of work. Where possible texts are linked to class topics and cross curricular writing opportunities are promoted. Regular opportunities are provided for pupils to develop their extended writing, handwriting and reading comprehension. As a participating school in the PEARL project (SSIF project to develop pupil literacy) we are continually reviewing our teaching in literacy so that it reflects effective pedagogy. We encourage pupils to read widely and regularly and explicitly teach reading strategies in line with EEF best practice findings. The school uses No Nonsense Spelling to support spelling development.

## Topic

Topics are cross-curricular and planned with the support of Cornerstones to ensure coverage and skill/knowledge development. Children's interests are incorporated to shape the journey through topics. Where possible first hand experiences and trips are used to engage learners and end celebration events give a real purpose to learning.

### Year A 2017-18

Year	Project 1	Project 2	Project 3	Project 4	Project 5	Project 6
Reception	Pupil Led					
1 and 2	Wriggle and crawl	Enchanted Woodland	Muck, mess and mixtures	Dinosaur planet	Street detectives	Beachcombers
3 and 4	Gods and Mortals	Scrumdidliumptious	Tribal tales	Potions	FLOW	Democracy Rules
5 and 6	Y6Pharoahs *note Gods and mortals to be taught this first cycle.	Frozen Kingdom	Blood heart	Hola Mexico	Time Traveller	Democracy Rules
<ul style="list-style-type: none"> <li>• Computing, French and PE will be taught as stand-alone units</li> <li>• Science, RE and PSHE will be taught as stand-alone subjects and (where appropriate) as part of cross-curricular topics</li> </ul>						

### Year B 2018-19

Year	Project 1	Project 2	Project 3	Project 4	Project 5	Project 6
1 and 2	Moon Zoom	Splendid Skies	Towers, tunnels and turrets	Paws, claws and whiskers	Bright lights, big city	Memory Box
3 and 4	I am warrior	Playlist	Tremors	Mighty Metals	Blue Abyss	Traders and Raiders
5 and 6	Child's war	Stargazers	Gallery Rebels		Allotment	Tomorrow's world
<ul style="list-style-type: none"> <li>• Computing, French and PE will be taught as stand-alone units</li> <li>• Science, RE and PSHE will be taught as stand-alone subjects and (where appropriate) as part of cross-curricular topics</li> </ul>						

## **PSHE**

We run themed weeks such as Anti-Bullying week and Sports week to help promote personal and social development and good health. Focus days have also been used to support PSHE and develop pupils understanding of British Values. Each day pupils take part in the Daily Mile which has been implemented to encourage physical and emotional health. The school is currently becoming a Thrive School and is working towards attaining Mindmate Champion status. This all supplements the Islington PSHE scheme which ensures that pupils PSHE development is well rounded and enables them to stay safe, healthy and prepared for life in modern Britain.

## **RE**

The school now follows the diocesan agreed syllabus based around 'Understanding Christianity' and includes learning about world faiths.

## **Enrichment**

In 2018-19 PPA cover is primarily provided by a range of external providers. Junior Jam deliver computing to Year2-6 using iPads, Elite coaching delivers high quality sports coaching to KS2 and a local music provider delivers music in KS1. These providers enrich the curriculum.