





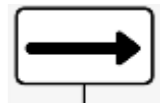


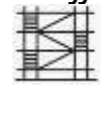


Holy Trinity Primary School Curriculum Overview

Mission Statement:	Our Learning		Our Journey		Our Future		
	made possible through God's love. 'God is Love' 1 JOHN 4:16						
Narrative: Through our journey of life, we strive to follow the values of:	Faith		Harmony		Respect		
	Faith can move mountains. MATTHEW 17:20		Live in harmony with one another, be sympathetic, love as brothers, be compassionate and humble. 1 PETER 3:8		Do to others as you would have them do to you. LUKE 6:31		
Intent		<p>Our curriculum is designed and linked together with our school mission statement and narrative at its heart. We strive to ensure that everything that the children do in school is linked to the core values that we aim to instil in the children who attend our wonderful school. Our curriculum is designed around three key pillars which are the golden thread of our curriculum offer:</p> <p style="text-align: center; color: #FFC107; font-weight: bold;">Learning. Journey. Future.</p> <p>The emphasis of Learning at HTPS is apparent in the sequence, coherence and structure of our curriculum. The experiences and opportunities that all children are a part of provide them with moments of reflectiveness and awe and wonder.</p> <p>We have designed our curriculum to capitalise on and celebrate all our local environment has to offer. This includes learning centred around the Jurassic Coast (an area of outstanding natural beauty); Sailing at the world-renowned Weymouth & Portland National Sailing Academy as part of our PE offer and trips to The Tank Museum, The Sea Life Centre and Portland Cove all in order to appreciate and be proud of our local area. However, our curriculum is also designed to reach beyond the closeness of this community and to give our pupils experiences and knowledge about life 'over the ridgeway!'</p> <p>We also aim for our pupils to experience and have knowledge of the world beyond their immediate location. For example, our pupils learn about the lives of significant individuals who have contributed to national and international achievements.</p> <p>Many of our educational visits are chosen to add to our pupils' 'cultural capital'. As part of our 'Enrichment Offer at HTPS', we commit the school to giving our pupils experiences such as visiting a museum, learning how to play a musical instrument or visiting RSPB Arne (nature reserve).</p> <p>Content is taught systematically, so that progression within our curriculum is clear and so that children can link their learning together as they Journey through the school.</p> <p>We are a school that is dedicated to developing the knowledge, skills and values of pupils with the goal to enable them to live fulfilling lives as global, national citizens of the Future. Our pupils are encouraged to take on responsibilities such as Sports Leaders and School Councillors. They learn to work together and to support each other and have a strong pupil voice.</p> <p>Our high aspirations and expectations allow our children to believe in themselves, take risks and learn from mistakes and successes. We aim to develop Life-Long Learners who Respect themselves and our environment; work and live in Harmony with others with a strong sense of Faith guiding their Future life decisions.</p>					
		Golden Thread:					

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Implementation

We have created a **broad** and **balanced** curriculum to meet the needs of our pupils, enabling them to achieve their full **educational potential** and make **progress** in learning. Lessons are carefully planned to incorporate **Rosenshine's Principles of Instruction**, which aims to give children the best possible chance to **know more and remember more**.

#1 Daily Review 	#2 Small Steps 	#3 Questioning 	#4 Provide Models 	#5 Guide Student Practice 
Daily review is an important component in instruction. It helps cement the connections between learned materials. Automatic recall of words, concepts and procedures frees working memory for problem solving and creativity.	Our working memory is small, only handling a few bits of information at once. Avoid overload: take time to present new material in small steps and proceed only when first steps are mastered.	Questioning allows the teacher to determine how well the material is learned and how then to proceed with the next steps.	Students need cognitive support to allow them to solve problems. Modelling, worked examples and teacher thinking out loud clarify the steps and reduce load on working memory.	Students need more time to rephrase, elaborate & summarise new material. Successful teachers build time for this to support greater understanding and better retention into long term memory.
#6 Check Understanding 	#7 Obtain High Success Rate 	#8 Scaffold Difficult Tasks 	#9 Independent Practice 	#10 Weekly & Monthly Review 
More AfL means greater processing, long-term retention & teacher understanding of gaps. Very effective teachers avoid seeking nods from students, instead using targeted questions to explore misconceptions.	Obtaining a high success rate at each stage of delivery will build solid foundations and avoid entrenching misconceptions. Moving on too quickly will reduce effectiveness and affect students who only recently reached clarity.	Scaffolds are temporary supports to assist learning. They can include modelling, teacher thinking aloud, cue cards and checklists. Scaffolds are part of a 'cognitive apprenticeship' leading to competence and independence.	Rigorously monitored practice and overlearning secures success and competence which will automatise recall and reduce load on working memory. Facts, concepts and discriminations will be clear for subsequent learning.	The effort involved in recalling recently-learned material embeds it in long-term memory to develop extensive and available background knowledge. The more this happens the easier it is to connect new material.

We are committed to creating learning opportunities, through our curriculum, that are **engaging**, **challenging** and **fun**. We aim to **inspire** all children by making learning **irresistible!**

The curriculum is designed to **maximise learning** and **personal development** opportunities for all pupils. Subject specific intent statements and long-term plans identify the focus of **key threads**, **knowledge** and **skill development** within each curriculum area. Below outlines the breadth of curriculum offer for all pupils. **Core** subjects are staples throughout the year with the **knowledge** curriculum spread across the year.

Core	Reading	Writing	Mathematics	Science
	PE	RE & Collective Worship	PSHE	Computing
Knowledge	Design Technology	Art & Design	Geography	History
	French	Music	Enrichment Offer	Forest Schools

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Our curriculum supports the development of the **whole child** and we aim to foster **key values** for life. It is bespoke to our school and for the needs of the learners within it. Using the National Curriculum as the foundation, the children embark upon a journey that not only teaches them about the **big, wide world**, but also about the **importance of our local area** and **loving where we live**.

Impact

We enjoy our learning

We make our Physical and Mental health and Wellbeing a priority

We have high attendance rates

We are fluent in number

We make good progress in all subjects

We use feedback to help us improve

We are confident and have a positive self-image



We are problem solvers

We know and remember more

We are aspirational towards the future

We attain well

We are competent readers and writers

We are sport-rich

We have a voice and can make a difference

A Holy Trinity Primary School Pupil

Holy Trinity Primary School Curriculum Overview

Our school values

Harmony

Respect

Faith

Lifelong learning

Our learning

Our future

Our journey



Wall art installation
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Design. Print. Signs.

