



## Our ASPIRE Curriculum

At Ainsdale St. John's, the foundation of our educational journey is rooted in our Christian vision to, 'let their light shine'. This vision, inspired by the teachings of Jesus, forms the bedrock of our school, shaping every facet of our community and educational philosophy.

Our core Christian values – courage, community and compassion – serve as guiding principles, illuminating the path for our children to truly shine for Jesus.

The heart of our educational approach is the ASPIRE curriculum, meticulously crafted to not only impart academic knowledge but also to nurture the spirit within each child. ASPIRE encapsulates our commitment to instill aspirations.

ASPIRE is a testament to our commitment to academic excellence, spiritual development, personal growth, inclusive community, responsibility, and service – all rooted in the Christian vision of letting one's light shine for Jesus. Through this holistic approach, we endeavour to prepare our children not only for academic success but also to be compassionate, courageous, and responsible individuals who illuminate the world with the light of Christ.

## Let your light shine.

Matthew 5:16



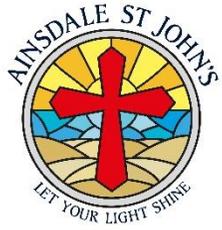
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## We aspire to...

### **Achieve** through resilience and perseverance

Our children need to become resilient learners to be able to deal with different challenges across the curriculum and in the wider world. They need to develop the ability to persevere, to solve problems without giving up. Developing the skills to work independently and become resourceful will be key to this. We will exploit every opportunity through our curriculum to help the children to develop the physical and mental strength to be successful and happy.

### **Show respect** for Christian and British values

We want our children to develop respect and tolerance for others who are different from ourselves derived from a greater understanding of one another; a valuing of each other and the contributions we all bring. Through learning about the world, we want them to understand their role in society and develop respect towards the environment, communities and religions.

### **Promote high expectations** for all

Teachers with high expectations generally believe that all pupils are capable of significant progress despite their starting point. When teachers communicate high expectations to pupils, pupils' self-belief grows. Fundamentally, this means that pupils are more likely to make greater progress when teacher expectations are high. We provide all our children with a broad and balanced curriculum, by recognising where children may need scaffolding or adaptations to be able to achieve their potential.



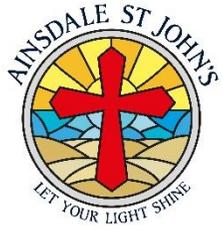
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## We aspire to...

### Inspire lifelong readers

Reading broadens horizons, enhances empathy, improves cognitive abilities, reduces stress and shapes and transforms. It helps children to gain a deeper understanding of themselves and the world around them. Reading is more than just a pleasurable pastime; it is a gateway to personal growth and transformation. Reading is a wellspring of inspiration for creativity and imagination. When children read, they are exposed to different writing styles, storytelling techniques and imaginative worlds, helping them to think creatively and generate new ideas in various aspects of life.

### Revisit knowledge and skills to embed learning

Consideration of how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning is essential for pupils to achieve the best outcome. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills and confident use of metacognitive strategies is fundamental to learning. Taking account of prior knowledge and helping them to build upon this understanding is important across the curriculum.

### Encourage a love of learning

Encouraging a love of learning is crucial for personal and professional growth. It helps you to be curious, improve your abilities, be brave, enjoy the work more, and be more open to new opportunities. When you are curious, you are interested and engaged more. It even helps you to remember more of what you have learned over the long-term. Learning is something we do throughout our lives, and we do more learning when we are more open and more motivated.



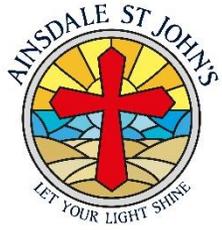
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## We aspire to...

### *Achieve through resilience and perseverance*

Though the righteous fall seven times, they rise again...  
(Proverbs 24:16)

### *Show respect for Christian and British values*

Therefore welcome one another as Christ has welcomed you, for the glory of God.  
(Romans 15:7)

### *Promote high expectations for all*

We are the body of Christ, and each one of us is a part of it  
(1 Corinthians 12:27)



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*We aspire to...*

## *Inspire lifelong readers*

Your word is a lamp to my feet and a light to my path.  
*(Psalm 119:105)*

## *Revisit knowledge and skills to embed learning*

How much better to get wisdom than gold, to get insight rather than silver.  
*(Proverbs 16:16)*

## *Encourage a love of learning*

Do everything in love.  
*(1 Corinthians 16:14)*



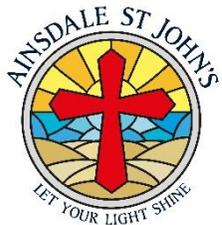
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# English

Our English curriculum is committed to fostering a love for language and literature, empowering every child to aspire to greatness in their communication skills. We believe that a strong foundation in English will enhance their life chances and contribute to their overall success as lifelong learners. Through engaging lessons, diverse literary experiences, and opportunities for creative expression, we aim to nurture confident and articulate individuals who can navigate the world with clarity, empathy, and a deep appreciation for the power of words.

<p><b>Achieve through resilience and perseverance</b> Staff model effective strategies for overcoming challenges in English</p> <p>All pupils use a range of media to encourage a mastery approach to independent learning</p> <p>Pathways texts exemplify characters determination in diverse challenges, inspiring behaviour</p>	<p><b>Show respect for Christian and British values</b> Text types and activities cultivate British values by fostering inclusivity, respect and freedom of expression</p> <p>All lessons encourage children to adopt a global outlook and a sense of perspective</p> <p>The stories of the Bible inspire us daily as we 'aspire to shine for Jesus.' We relate to our Christian values when learning about characters and inspirational individuals</p>	<p><b>Promote high expectations for all</b> RWI sets high expectations from the outset Our pathways schemes are adaptive providing thoughtfully scaffolded teaching with peer support to enrich discussion</p> <p>Next steps marking and feedback are conducted in the learners' presence</p> <p>T2 and 3 vocabulary displayed on working walls and effective exemplars used to guide assessment for learning</p>
<p><b>Inspire lifelong readers</b> High quality literature with a shared language that deliberately promotes ASPIRE intentions</p> <p>Staff embody a love for reading and joyfully celebrate it on every occasion</p> <p>Technology used to maximise engagement</p> <p>Readings value is evident within the school walls and books are cherished within all aspects of the curriculum and worship</p>	<p><b>Revisit knowledge and skills to embed learning</b> Half termly objectives in reading, writing and spelling books – clearly displayed and assessed together</p> <p>Reading, writing and spelling schemes revisit objectives in the form of feature and mastery keys</p> <p>Pupils consistently revisit core skills and retrieval practice is carefully planned</p> <p>Research on learning and cognition informs planning</p>	<p><b>Encourage a love of learning</b> Themed events and celebrations foster literary passion</p> <p>Outdoor sensory experiences maximise inspiration for reading and writing</p> <p>Historical and cultural trips offer enriching reading and writing chances.</p> <p>Pupil feedback guides learning towards own interests</p>



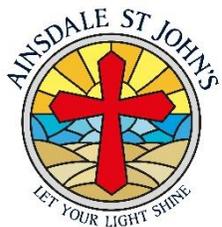
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# Mathematics

The intention of our approach to mathematics is to provide all children with full access to the curriculum, enabling them to build confidence and competence within the deepest learning. We want to develop mathematical fluency so that children are efficient at recalling facts and procedures and have the flexibility to move between different contexts and representations of mathematics. We see mastery of maths as a journey and a long-term goal, achieved through exploration, carefully crafted lessons and resources. Through high quality teaching, we aim to foster deep conceptual and procedural knowledge where critical thinking, intelligent practice and consolidation play a central role. Children are encouraged to collaborate and share their learning. They are given opportunities to communicate and discuss their understanding with others, enabling mathematical reasoning.

<p><b>Achieve through resilience and perseverance</b> Reasoning opportunities woven throughout the curriculum</p> <p>Collaboration, teamwork and problem-solving skills developed, including pattern seeking and the opportunity to prove the answer to problems</p> <p>Use of Times Tables Rock Stars and Doodle Maths for own learning</p>	<p><b>Show respect for Christian and British values</b> Our children are always supported to show courage and to 'give it a go' in maths, as we know we can learn from our mistakes</p> <p>Children work in mixed ability pairings. Through collaboration they learn to work together and show mutual respect</p> <p>We celebrate the work of each other, and of famous mathematicians from different genders, cultures etc. during whole school events</p>	<p><b>Promote high expectations for all</b> Equal opportunities for all children through our mastery approach; adaptive teaching used with learning scaffolded through adult modeling, use of concrete materials and peer support.</p> <p>Mixed ability groups to challenge and encourage one another</p> <p>Vocabulary pre taught where needed</p>
<p><b>Inspire lifelong readers</b> Key vocabulary is always shared and modelled in context throughout maths lessons</p> <p>Vocabulary is shared and referred to on maths working walls</p> <p>Every lesson involves the reading of a problem-solving question where children must read and interpret to demonstrate understanding</p>	<p><b>Revisit knowledge and skills to embed learning</b> Subject planning and delivery sequenced and includes schema within and across subjects in progressive small steps</p> <p>Retrieval practice with links to prior learning at the start of each lesson/unit of work – daily fluency practice as 'wake up work'</p> <p>Use of Times Tables Rock Stars and Doodle Maths to revisit skills and units or work</p>	<p><b>Encourage a love of learning</b> Make learning fun through games and collaborative activities</p> <p>Curiosity and fascination through completing mathematical investigations</p> <p>Children are given the opportunity to 'shine brighter' by challenging themselves further or by selecting resources/apparatus to support their independent learning</p>



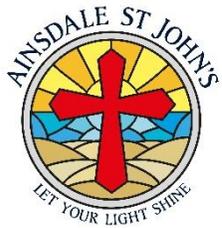
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# Religious Education

The intent of our Religious Education curriculum, reflecting our Christian distinctiveness, is for all our pupils to acquire and develop a deepening knowledge and understanding of global Christianity, alongside the other principal religions that are represented throughout our multi-cultural world. Our core religious teaching encourages pupils to enhance their personal spiritual, moral, social and cultural development—thus providing our learners with the wisdom, knowledge and skills to be a functioning member of society. These attitudes include: self-awareness, respect, open-mindedness and appreciation and wonder. A key feature of our curriculum is within the large number of questions included in each unit, nurturing our children's curiosity around the impact of Religion. These questions allow pupils the opportunity to investigate, reflect, evaluate and make meaning. In doing so, they will discover more about themselves, their relationships with others, their relationship with the world around them and their relationship with God. Through RE teaching, we also prepare children for citizenship in today's diverse society and enabling our children to celebrate difference and diversity by developing ways to show respect for others.

<p><b>Achieve through resilience and perseverance</b> Teaching of key religious skills including to investigate, analyse and question</p> <p>Study of Bible stories which demonstrate resilience</p> <p>Understanding that God's strength can support during times of hardship</p>	<p><b>Show respect for Christian and British values</b> Christian values: ALL Christian values taught through content of curriculum and references made to key core values of courage, community and compassion</p> <p>British values: Tolerance of those of different faiths and beliefs</p> <p>Study of other faiths with 80/20 split across the year</p>	<p><b>Promote high expectations for all</b> Equal opportunities for all children; adaptive teaching used with learning scaffolded through adult modeling, resources and peer support.</p> <p>Mixed ability groups to challenge and encourage one another</p> <p>Vocabulary pre taught using unit overviews and Questful RE maps in floor books</p>
<p><b>Inspire lifelong readers</b> Bible stories and references are read that directly link to units being taught</p> <p>Opportunities to explore texts through questioning and discussion</p> <p>Key vocabulary and questions introduced within each unit</p> <p>Picture books and stories used in worship to further embed Christian values and faith</p>	<p><b>Revisit knowledge and skills to embed learning</b> Use of Questful RE scheme with built in progression of knowledge and skills from EYFS to Year 6</p> <p>Use of Questful RE maps to reinforce key concepts and vocabulary</p> <p>Use of retrieval activities to support knowledge retention</p>	<p><b>Encourage a love of learning</b> Activities planned that make a link and give pupils an opportunity to respond, ask questions, share ideas and see the relevance in their own lives</p> <p>Teachers ask 'Big Questions' which challenge pupils to think more deeply, increasing their knowledge and understanding</p> <p>Visits to places of worship planned as part of our 'ASJ Journey' to support learning coming to life</p>



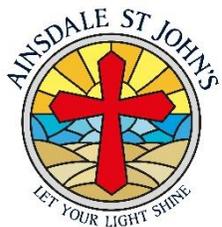
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# Science

The intention of our science curriculum is for all our children to develop an understanding of the knowledge, methods, processes, and uses of science, through the specific disciplines of biology, chemistry and physics. Understanding 'The Bigger Scientific Picture' of their learning will allow our children to develop their own understanding of the impact of science upon the world around them and answer deepening scientific questions– comprehending that this has implications both today and in the future. Our bespoke curriculum design promotes children's natural curiosity and excitement of science with a rich variety of experiences and observations, tailored to the meet the needs of our learners. As children progress through school, they will become more proficient in different types of scientific enquiry, applying their growing knowledge to work scientifically through our knowledge-enabled approach. With rich links to reading and employment in scientific industries, science capital can be developed while promoting positive attitudes and influencing aspirations for future study and employment.

<p><b>Achieve through resilience and perseverance</b> Clear development of key concepts and investigative skills, encouraging perseverance throughout the curriculum</p> <p>Resilience, collaboration, teamwork and problem-solving skills developed and the opportunity to test their predictions</p>	<p><b>Show respect for Christian and British values</b> Our children are always supported to show courage in experimenting and investigating as we know we can learn from our mistakes and results</p> <p>Children work in mixed ability groupings. Through collaboration they learn to plan, work together and show mutual respect for the ideas of others</p>	<p><b>Promote high expectations for all</b> Equal opportunities for all children; adaptive teaching used with learning scaffolded through adult modeling, resources, group work</p> <p>Mixed ability groups to challenge and encourage one another</p> <p>Vocabulary pre taught through displays and knowledge organisers</p>
<p><b>Inspire lifelong readers</b> Quality non-fiction texts are used and there are often links to Pathways to Write and Read</p> <p>Key vocabulary is always shared and modelled in context throughout lessons. This is also displayed on the classroom walls</p> <p>Knowledge organisers are referred to throughout each unit</p>	<p><b>Revisit knowledge and skills to embed learning</b> Opportunities for collaboration and practicing investigative skills</p> <p>Retrieval practice with links to prior learning. Knowledge organisers are utilised in lessons</p> <p>The core strands of science run through each year group and objectives are revisited, enabling learners to build on knowledge and skills in each year group</p>	<p><b>Encourage a love of learning</b> Fostering awe and wonder, curiosity and fascination in the children through their exploration of their world around them</p> <p>Lessons are creatively planned giving children exciting experiences and taking their learning outside of the classroom</p>



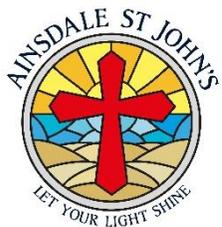
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# Computing

At ASJ, we are digital explorers of the 21<sup>st</sup> Century. We are on a digital journey to become life-long active and responsible learners, Through high quality teaching, our pupils are given rich learning experiences into all aspects of computing. Our digital explorers have a thirst for learning and 'computational thinking' so that they can achieve their ambitions for the future workplace whilst using technology effectively and safely. We provide opportunities for our children to work creatively and critically using a range of digital systems as they strive to solve problems and become digitally literate. Computer science is at the core of our computing curriculum. We see our children as having the ability to change the world in which they live in by being taught principles of information, computation and how digital systems work.

<p><b>Achieve through resilience and perseverance</b> Approach to teaching and learning, with open ended tasks aimed to encourage resilience and perseverance</p> <p>Clear development of key concepts, such as debugging, encouraging perseverance throughout the curriculum</p>	<p><b>Show respect for Christian and British values</b> Demonstrate community and compassion through an in-depth understanding of online safety</p> <p>Understanding individual responsibility and our online reputation</p> <p>Following online rules and being a respectful member of an online community: mutual respect, rules of law, individual liberty</p>	<p><b>Promote high expectations for all</b> Equal opportunities for all children; adaptive teaching used with learning scaffolded through adult modeling, resources and peer support</p> <p>Mixed ability groups to challenge and encourage one another</p> <p>Vocabulary pre taught</p>
<p><b>Inspire lifelong readers</b> Quality non-fiction texts relating to the importance of computer and technology in the world around us</p> <p>Enrich application of tier 2 and 3 vocabulary, making important connections and teach new language</p>	<p><b>Revisit knowledge and skills to embed learning</b> Opportunities for collaboration</p> <p>Retrieval practice with links to prior learning</p> <p>NCCE Scheme organised coherently so that the same core areas of computing are revisited enabling learners to build on knowledge and skills: Computer Systems and Networks, Programming, Data and Information &amp; Creating Media</p>	<p><b>Encourage a love of learning</b> Curiosity and fascination through exploring different the online world</p> <p>Exciting computing projects involving programming Beebots, Crumbles and Micro bits – giving children experiences outside of their everyday</p> <p>Get children excited for a future of technology by opening their ideas to opportunity</p>



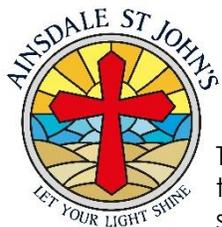
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# Art and Design

The intention of our art and design curriculum is to ensure that all children have opportunities to produce creative work that explores their ideas and enables them to record their experiences. Children develop their skills to become proficient in drawing, painting, sculpture and other art, craft and design techniques. The children learn to reflect, to develop their own ideas and opinions, to articulate and critically discuss work in a supportive and respectful way. Children learn about great artists, craft makers and designers, and understand the historical and cultural development of their art forms, they rehearse their techniques and use them to produce work of their own in the same style. They learn to work independently, to collaborate, experiment and take risks, innovate and problem solve. We encourage our children to become naturally more curious about the world they live in - something our children will take with them for the rest of their lives.

<p><b>Achieve through resilience and perseverance</b> Collaboration, teamwork and problem-solving skills developed</p> <p>Making creative choices even if the outcome is unknown</p> <p>Use 'strokes' of courage with the belief that things will turn out right, even if we can't predict what 'right' will look like</p>	<p><b>Show respect for Christian and British values</b> Christian values: Courage, community and compassion in response to the creativity, culture and wealth and wellbeing of the nation</p> <p>British values: British values in art and design show democracy when discussing opinions and views about art work, demonstrating mutual respect when peer reviewing and tolerance of those of different faiths and beliefs when learning about artists from around the world</p>	<p><b>Promote high expectations for all</b> Equal opportunities for all children; adaptive teaching used with learning scaffolded through adult modeling, resources and peer support Mixed ability groups to challenge and encourage one another Children are empowered and motivated to become more resourceful, innovative and enterprising Knowledge that art and design is a subject that is inclusive for all. We can think and act practically with our minds and hands</p>
<p><b>Inspire lifelong readers</b> Quality texts to support art and design as well as the use of picture books to recognise the role of illustrators in telling stories</p> <p>Subject specific vocabulary</p> <p>Looking for key clues within art and using the skills of inference when thinking about decisions artists have made when creating</p>	<p><b>Revisit knowledge and skills to embed learning</b> Lifelong skills taught now and for later life</p> <p>Retrieval practice with links to prior learning with progression across areas of drawing (line, pattern and texture), painting/printing/colour and collage/sculpture/3D art</p> <p>Explicit cross curricular links to embed previously taught knowledge and skills</p>	<p><b>Encourage a love of learning</b> Curiosity and fascination through exploration of different types of art and design that provoke thought and emotion</p> <p>Variety of exciting visual stimuli to ignite a desire to explore examples of art and design in the world around us</p> <p>Educational visits to explore and celebrate artistic creations</p>



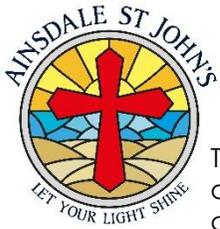
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# Design Technology

The intention of our Design Technology curriculum is to encourage children to foster an interest in designing and making, whilst developing their curiosity about how different technologies operate within the rapidly changing wider world around them. At ASJ, design and technology is an inspiring, rigorous and practical subject for our children. Children use their creativity and imagination whilst they design, make and evaluate products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values.

<p><b>Achieve through resilience and perseverance</b> Collaboration, teamwork and problem-solving skills developed</p> <p>Learn to take risks to solve real and relevant problems</p> <p>Evaluate and develop a critical understanding of design impact on daily life and the wider world to test their ideas and products and the work of others</p>	<p><b>Show respect for Christian and British values</b> Christian values: Courage, compassion and community in response to the essential contribution to the creativity, culture, wealth and wellbeing of the nation</p> <p>British values: Threaded through design technology are the fundamental British Values of Rule of Law, Democracy, Mutual Respect and Tolerance</p>	<p><b>Promote high expectations for all</b> Equal opportunities for all children; adaptive teaching used with learning scaffolded through adult modeling, resources and peer support</p> <p>Mixed ability groups to challenge and encourage one another</p> <p>Children are empowered and motivated to become more resourceful, innovative and enterprising</p> <p>Knowledge that design technology is accessible and an inclusive subject for all</p>
<p><b>Inspire lifelong readers</b> Quality texts to inspire and support the exploration of design technology, for example, 100 things to know about inventions, cooking step by step and carving kitchen tools.</p> <p>Explore new subject specific vocabulary</p> <p>Following instructions when creating, especially in food technology</p>	<p><b>Revisit knowledge and skills to embed learning</b> Lifelong skills taught and embedded for now and later life</p> <p>Retrieval practice with links to prior learning with progression across areas of cooking and nutrition, stable structures, systems and textiles</p> <p>Exposure to cross curricular links to embed taught knowledge and skills</p> <p>Evaluate and refine designs</p>	<p><b>Encourage a love of learning</b> Curiosity and fascination through exploring different inventions and creations</p> <p>Variety of exciting visual stimuli to ignite a desire to explore examples of design technology in our world</p> <p>Educational visits to explore designing and making principles providing opportunities to use and work with different media and materials</p>



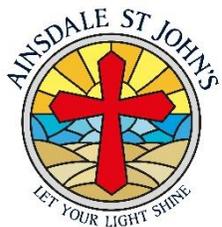
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# Geography

The intention of our geography curriculum is for our children to have a growing knowledge of 'locations, places, and regions' on a local, national, and international scale through the study of significant geographical topics. We progressively build upon our geographical skills through a deepening understanding of human and physical geography alongside the application of key geographical skills throughout all units. We prepare children to participate in the rapidly changing world and develop children's enthusiasm and enjoyment of geographical learning. We cultivate an interest in their local area and the wider world to capture children's natural curiosity about the world. We strive for our children to be environmentally sustainable, 21st Century citizens, that can begin to appreciate our ever-changing world - something our children will take with them for the rest of their lives.

<p><b>Achieve through resilience and perseverance</b> Collaboration, teamwork and problem-solving skills developed</p> <p>Examples of overcoming adversity in units on extreme earth and water</p> <p>Impact of actions linked with climate change and the need to persevere to influence change</p>	<p><b>Show respect for Christian and British values</b> Christian values: Courage, community and compassion in response to nations as well as thinking about our need to look after our world for future generations through our climate change curriculum</p> <p>British values: Tolerance of those of different faiths and beliefs</p>	<p><b>Promote high expectations for all</b> Equal opportunities for all children; adaptive teaching used with learning scaffolded through adult modeling, resources and peer support</p> <p>Mixed ability groups to challenge and encourage one another</p> <p>Vocabulary pre taught using knowledge organisers</p>
<p><b>Inspire lifelong readers</b> Quality non-fiction and fiction texts for example, exciting narratives set in different parts of the world, exploring different cultures</p> <p>Interconnected learning in Pathways to Read and Write</p> <p>Enrich application of tier 2 and 3 vocabulary, make important connections and teach new language</p>	<p><b>Revisit knowledge and skills to embed learning</b> Mapwork skills, knowledge of geographical concepts and understanding of the world revisited and embedded</p> <p>Progressive use of OS maps from KS1 to KS2</p> <p>Retrieval practice with links to prior learning</p> <p>Knowledge organisers used</p>	<p><b>Encourage a love of learning</b> Curiosity and fascination through exploring different cultures and landscapes</p> <p>Variety of exciting visual stimuli to ignite a desire to explore our world further</p> <p>Fieldwork and educational visits to different locations, as explorers in our local area and beyond</p>



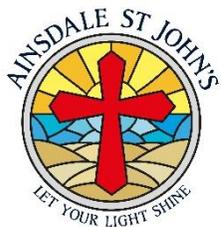
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# History

At ASJ, we aim to deliver a history curriculum that is accessible to all and that will maximise the outcomes for every child so that they know more, remember more and understand more. Our teaching of history will help pupils gain a secure knowledge and understanding of Britain's past and that of the wider world. The curriculum is structured in a way that allows children to make links between current and previous learning.

We want children to be curious learners. History lessons focus on working as historians and developing historical skills through enquiry. There are many opportunities for the curriculum to be enriched through historical visits, visitors and events held in school. The curriculum is designed so that children learn about their own history, local history and history of the wider world.

<p><b>Achieve through resilience and perseverance</b> Discussion around significant individuals in history who have shown courage and determination, overcoming adversity and difficulties to make a difference</p> <p>Children are encouraged to conduct their own research to answer historical questions and enquiries</p>	<p><b>Show respect for Christian and British values</b> Our core Christian Values of courage, community and compassion are explored further through historical curiosity</p> <p>They learn to respect the communities of past societies, showing these communities compassion for the sacrifices they have made to help us get to where we are today</p>	<p><b>Promote high expectations for all</b> Equal opportunities for all children; adaptive teaching used with learning scaffolded through adult modeling, resources and peer support</p> <p>Mixed ability groups to challenge and encourage one another</p> <p>Vocabulary pre taught using knowledge organisers</p>
<p><b>Inspire lifelong readers</b> Quality non-fiction and fiction texts for example, exciting narratives set in time periods</p> <p>Interconnected learning in Pathways to Read and Write</p> <p>Enrich application of tier 2 and 3 vocabulary, make important connections and teach new language</p>	<p><b>Revisit knowledge and skills to embed learning</b> Retrieval practice with links to prior learning, including looking at their learning as coherent and chronological knowledge, which enables them to remember core knowledge of dates, events and people</p> <p>Knowledge organisers used</p> <p>History curriculum revisits key themes of courage, community and compassion within each unit</p>	<p><b>Encourage a love of learning</b> Curiosity and fascination through exploring different time period and finding out about the past</p> <p>Variety of exciting visual stimuli and artefacts to ignite a desire to explore our world further</p> <p>Fieldwork and educational visits to different locations, as explorers in our local area and beyond</p>



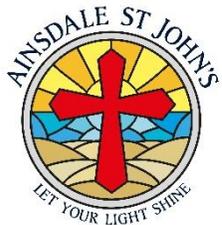
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# Music

The intention of our music curriculum is for our children to have a growing knowledge of how to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. We progressively build upon our musical skills through learning to sing and to use voices, to create and compose music individually and collaboratively, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. We prepare our children to understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. We strive for children to use music as a form of creative expression.

<p><b>Achieve through resilience and perseverance</b> Collaboration, teamwork and problem-solving skills developed</p> <p>Examples of resilience and openness to change and improve through evaluating compositions</p> <p>Impact of practicing together to present high quality performances</p>	<p><b>Show respect for Christian and British values</b> Christian values: How music is a spiritual and emotional resource that can bring together communities, share compassion and inspire courage to make changes</p> <p>British values: Developing an understanding of music from other cultures. Understanding that values can change and influence music</p>	<p><b>Promote high expectations for all</b> Equal opportunities for all children; adaptive teaching used with learning scaffolded through adult modeling, resources and peer support</p> <p>Mixed ability groups to challenge and encourage one another</p> <p>Vocabulary pre taught and displayed during lessons</p>
<p><b>Inspire lifelong readers</b> Good quality music chosen with attention to lyrics. Use music to perform quality fiction and poetry texts</p> <p>Interconnected learning in Pathways to Read and Write and throughout curriculum</p> <p>Enrich application of tier 2 and 3 vocabulary, make important connections and teach new language</p>	<p><b>Revisit knowledge and skills to embed learning</b> Spiral progressive curriculum using a carefully planned scheme</p> <p>Progressive use of vocabulary and notation</p> <p>Retrieval practice with links to prior learning focusing on 3 key areas of listening, composing and performing</p>	<p><b>Encourage a love of learning</b> Curiosity and fascination through exploring different genres of music and composers</p> <p>Variety of exciting stimuli to ignite a desire to explore types of music and range of instruments used</p> <p>Opportunities to showcase and perform in front of an audience. Enhancements through opportunities to view live music</p>



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# PSHE

Ours PSHE curriculum aims to give children the knowledge, skills and attitudes that they need to effectively navigate the complexities of life in the 21<sup>st</sup> Century. The curriculum covers key areas which will support children to make informed choices now and, in the future, around their health, safety, wellbeing, relationships, and financial matters and will support them in becoming confident individuals and active members of society. Through our discrete lessons as well as wider cross curricular approach to teaching PSHE, children are taught how to keep themselves safe, physically and emotionally. Children learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Children develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

<p><b>Achieve through resilience and perseverance</b> Collaboration, teamwork and problem-solving skills developed</p> <p>Every half-term we include a lesson around Zones of Regulation, reminding children what regulating their emotions looks like.</p> <p>myHappyMind looks at children's mental health and wellbeing and how to remain resilient in the face of adversity</p>	<p><b>Show respect for Christian and British values</b> Values such as courage and compassion are attributes that underpin our approach to PSHE. Christian values are referred to throughout PSHE lessons to ensure teachers are developing pupils understanding of how these values can be lived out in our day to day lives</p> <p>Use of No Outsiders and Picture News allow children opportunities to look at things happening in a diverse society</p>	<p><b>Promote high expectations for all</b> Equal opportunities for all children; adaptive teaching used with learning scaffolded through adult modeling, resources and peer support</p> <p>ASJ Ambassadors – all children have a sense of responsibility as an ambassador for the school</p>
<p><b>Inspire lifelong readers</b> Use of engaging and inspiring texts through the No Outsiders scheme</p> <p>Use of storybooks and journals in the myHappyMind scheme – children enjoy writing and reading in their own journals</p> <p>Children are taught subject-specific vocabulary. We do not shy away from technical terms in PSHE</p>	<p><b>Revisit knowledge and skills to embed learning</b> The PSHE curriculum builds on 5 key themes across the school: family and relationships, health and wellbeing, safety and the changing body, citizenship, and economic wellbeing.</p> <p>myHappyMind themes are introduced in whole school worship and taught across the school with progression from EYFS to Year 6</p>	<p><b>Encourage a love of learning</b> Through themed days, experiences and weekly teaching, we encourage our children to play a positive role in contributing to the life of the school</p> <p>myHappyMind helps children to understand more about the way in which we learn in a fun and engaging way which motivates children</p>



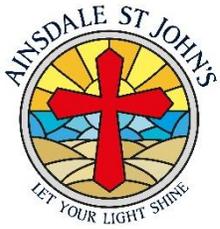
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# Physical Education

We believe that developing an enjoyment of sport is key to adopting a healthy mind and body. Our aim is to deliver a curriculum that enables our children to develop skills to find success and enjoyment in a range of physical activities. We enable them to be ready to develop positive attitudes, skills, and fitness and potentially engage in elite sports as they progress to secondary school. We teach children to become agile, confident, sports participants through motivating and exciting PE lessons. We have many opportunities for sports participation at a range of levels. Diversity of sports is prioritised to allow children to find an activity they enjoy. Underpinning this is a progressive development of skills to enable them to confidently participate in a range of sports.

<p><b>Achieve through resilience and perseverance</b> Collaboration, teamwork and problem-solving skills developed</p> <p>Encourage children to challenge themselves by providing opportunities where they can improve on their own personal achievements</p> <p>Participation in team games both in school and against other schools means children have experience of what it means to persevere and be resilient</p>	<p><b>Show respect for Christian and British values</b> We actively encourage and teach the importance of both Christian and British values within PE and sporting activity, through competition and collaboration</p> <p>We teach responsibility through participation in team sports and promote integrity through fair play</p>	<p><b>Promote high expectations for all</b> Equal opportunities for all children; adaptive teaching used with learning scaffolded through adult modeling, resources and peer support</p> <p>During our whole-school sports events, all children take part regardless of individual need and children are supportive and encouraging of each other</p>
<p><b>Inspire lifelong readers</b> Explicitly teaching subject-specific vocabulary for children to learn and apply during our lessons</p> <p>Vocabulary pyramids (Get Set 4 PE)</p> <p>Biographies of different sporting icons are available to pupils, as well as sports related non-fiction texts</p>	<p><b>Revisit knowledge and skills to embed learning</b> Use of Get Set 4 PE scheme provides assurance that teaching is building on knowledge and skills and giving children a secure foundation for their next phase of learning</p> <p>Sport-specific knowledge (rules, tactics and techniques); Physiology (what happens to the body and the benefits of exercise; Biomechanics (science behind how the human body moves)</p>	<p><b>Encourage a love of learning</b> Fun physical education lessons and activities delivered by class teachers and a sports specialist</p> <p>We focus on the emotional and social aspects of physical activity in the hope that children will want to continue to be active and have the inclination to try learn sporting skills beyond school</p>



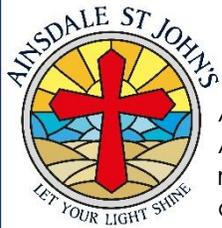
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# Spanish

At Ainsdale St John's the Spanish curriculum is based on the National Curriculum Programmes of study and uses the Language Angels interactive planning scheme. From this, we have carefully designed our own programme of study to ensure progression and repetition in terms of embedding key learning, knowledge and skills. We use resources and planning from Language Angels alongside proven resources and rhymes to support the teaching of a rich curriculum, continually building progression, fluency and confidence as pupils journey through the school. We believe that by crafting our curriculum this way, we improve the potential for our children to retain what they have been taught, develop a love of Spanish and thus improve their chances of becoming bilingual by the time they leave high school. We believe that learning Spanish helps pupils gain the skills needed to become citizens of the 21<sup>st</sup> century. Being able to speak basic Spanish helps children understand the diversity of our world and by working collaboratively and communicating clearly together, learning Spanish will help them understand their own identity and prepare them for the challenges of their time.

<p><b>Achieve through resilience and perseverance</b> Children are challenged in their Spanish lessons to continually improve their knowledge by working collaboratively</p> <p>Children are continually striving to improve their pronunciation and vocabulary</p>	<p><b>Show respect for Christian and British values</b> Learning and appreciating another language and its culture helps children to appreciate the values we hold as important – tolerance, respect, community, compassion, democracy and fairness</p>	<p><b>Promote high expectations for all</b> Our curriculum allows all children to access and enjoy Spanish</p> <p>The many and varied resources and continual overlearning and retrieval skills encourage each child to reach their full potential</p>
<p><b>Inspire lifelong readers</b> At Ainsdale St John's, we use Traditional Tales as part of our Spanish curriculum to inspire us as linguists</p> <p>Scheme rich in vocabulary development</p>	<p><b>Revisit knowledge and skills to embed learning</b> Through our progressive curriculum, we continually embed and revisit vocabulary and pronunciation through listening, speaking and writing activities</p> <p>We build our knowledge and confidence of the Spanish language</p>	<p><b>Encourage a love of learning</b> Through a fun and interactive curriculum with PowerPoints, songs, stories and rhymes, we encourage a love of learning Spanish</p> <p>'La Fiestaval' offers opportunities to 'show and shine'</p>



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