

Explore Curriculum



Curriculum Overview

St Michael's Catholic Primary School

At St Michael's, we are explorers of our own learning.



At St Michael's Catholic Primary School, our Explore Curriculum is built around the National Curriculum, enriched to reflect the children and community we teach in. As a Catholic school, our ethos and school values are at the heart of everything we do.

Our Mission Statement reflects this:

With Jesus we can Achieve what we Dream and Believe

Curriculum Intent

Our Explore Curriculum has been designed by St Michael's Catholic Primary School to provide an ambitious and exciting curriculum that is bespoke to the needs of our children. As a school, our curriculum sets the highest of expectations for every child. It equips learners with the knowledge and skills to achieve academic success, preparing them for future life and learning as both a member of our community and as a global citizen.

Every child is unique and important; they are at the centre of their learning. We provide an inclusive, quality education which celebrates the rich diversity of our school. Our Explore Curriculum is inspired by our multicultural community, allowing our children to feel represented and celebrated within their learning.

Through quality-first adaptive teaching, our curriculum strives to support our learners to reach national standards and beyond whilst instilling a life-long love of learning. Reading is steeped throughout our Explore Curriculum as we maximise opportunities to delve into books across all subject areas, inspiring children to leave our school with a passion for books and a zest for reading. In pursuit of knowledge, our children acquire rich, aspirational vocabulary which allows them to explore new topics and articulate their learning.

In our quest for knowledge, our learners are encouraged to challenge themselves to conquer new learning. We use a wide variety of high-quality resources to assist us in delivering this bespoke curriculum including specialist teachers, visits and curriculum enhancement opportunities, developing our pupils' cultural capital whilst nurturing their individual talents.

In order to secure the best outcomes for our learners, our Explore Curriculum is focused on effective scope, progression and sequencing. The cumulative effect of being steeped in a knowledge-rich curriculum, which builds progressively year on year, ensures that our children know more and remember more.

The distinct core themes that underpin our Explore Curriculum are equality, diversity and aspirations. Children will learn about their right to equality, embrace diversity and be ignited to aspire and achieve what they dream and believe.

At St Michael's, we are explorers of our own learning.

EXPLORE CURRICULUM 2025-26

At St Michael's our **Explore Curriculum** aims are achieved by:

We explore our curriculum through:



Knowledge



Skills



Reading



Vocabulary

Catholic Values

Our curriculum is underpinned by

Aspire and Courage Diversity and Equality Friendship and Nurturing Integrity and Honesty
Joy and Happiness Peace and Forgiveness Tolerance and Respect

EYFS Curriculum

Communication and Language Physical Development Personal, Social and Emotional Development
Literacy Mathematics Understand the World Expressive Arts and Design

Core Curriculum

English Maths Science Come and See

Foundation Curriculum

History Geography Physical Education MFL Art Music Design Technology PSHE Computing

Curriculum Themes

Equality Diversity Aspirations

Social, Moral, Spiritual, Cultural Development

British Values

EXPLORE CURRICULUM 2025-26

Ultimately, as the family of St Michael's
'With Jesus we can achieve what we dream and believe.'

Our Catholic Values

The Social, Spiritual, Moral and Cultural Development of pupils is important to us. Our policies, procedures and daily teaching are underpinned by these values as is rooted in the teaching of Christ, these Gospel values should constitute the targets and outcomes of the educational enterprise in every Catholic school, as they do here at St Michael's.

At Michael's Catholic Primary School Community follows Jesus by living, loving, learning and working together. We value diversity, equality and aspiration – with Christ at the Centre. Staff and children in our school embrace gospel values working together to build our school community.

Aspire and Courage:

Personal drive and passion inspiring all.

Diversity and Equality:

Accepting and promoting differences, whilst raising awareness that all should be treated equally.

Friendship and Nurturing:

High expectations for all in learning and behaviour.

Integrity and Honesty:

Decisions and actions based on Christian values – 'Doing the right thing'.

Joy and Happiness:

Celebrating the gifts, skills and talents of all in our school community.

Peace and Forgiveness:

Always being willing to say sorry and rebuild a broken relationship.

Tolerance and Respect:

Relationships based on equality, trust and sincerity.



Curriculum Implementation

What does the Explore Curriculum look like?

- The Core Curriculum of English, Maths, Science and R.E are taught discreetly either daily or weekly (subject dependent).
- The Foundation Curriculum is taught as discrete subject disciplines.
- Art and D.T are taught as half-termly blocks with spaced retrieval throughout.
- In some year groups, specialist P.E teachers team-teach alongside our staff, providing CPD for future teaching.
- We have an external singing teacher who supports with the teaching of our music provision, alternating between year groups in half-termly blocks. Our teachers then continue teaching between these blocks.
- Work from lessons can take many formats in both individual books and whole class records. Evidence need not be onerous and may take one of the following forms:
 - Written tasks / activities in books.
 - Photographic evidence.
 - Electronically through the use of apps such as Google Classroom.
 - Teacher reflections as part of our Marking & Feedback books, outlining next steps and QLAs where appropriate

Implementation: Our rationale for sequencing and progression

At St Michael's, the learning sequence for each year group, in each subject, has been carefully crafted by subject leads to ensure progression. When designing our curriculum, subject leads have identified intra-curricular links and themes which pupils will revisit through retrieval practice and build upon as they progress through the school.

The selection and organisation of knowledge, drawn from each subject, is central to our Explore curriculum planning.

At St. Michael's, we believe that knowledge is essential for learning. Our whole-school teaching and learning approach (based around Rosenshine's principles of effective instruction) is important for curriculum planning, supporting children to effectively acquire and organise knowledge.

St. Michael's 'Explore' curriculum is broken down into subjects, consisting of specific knowledge and skills, within their own unique subject domains.

Our Explore curriculum is built for progression and sequenced coherently.

How do we show progression?

1. Curriculum content domains
2. Subject-specific skills
3. Themes / Key concepts

Curriculum Content Domains

This is our coverage of the 2014 National Curriculum, which progresses year-on-year. It outlines the essential knowledge that pupils will be taught in each subject throughout their journey at St. Michael's.

Subject-specific Skills

In order to access different subjects within our curriculum, specific skills are taught and revisited throughout, providing children with the '*I know how*' methods and processes required to explore a subject.

Themes

Subject leads have identified themes which are woven throughout their subject from EYFS to Year 6. These themes will be explored and revisited throughout the school, providing the 'mental velcro' (Hirsch) onto which new knowledge and insights can be pinned.

Teaching and Learning in the Explore Curriculum

We deliver our Explore curriculum through quality first teaching. Our bespoke whole-school teaching and learning approach is rooted around Rosenshine's Principles of Effective Instruction. This offers pupils a consistent, research-informed style of teaching to secure meaningful learning, age-related outcomes and beyond. Our leadership team recognises the importance of high-quality CPD with a proven track record for success that will directly address our school improvement journey. All staff have been provided with an extensive professional development programme, with a particular focus on our teaching and learning approach, with the ultimate aim of improving pupil outcomes. All subject leads take an active role in driving their subject forwards successfully, developing a strong subject knowledge to become experts in their curriculum area.

We firmly believe that assessment is a driver for effective teaching. Staff regularly use diagnostic, formative assessment and feedback to inform future planning and identify pupils who require additional precision teaching to move their learning on. Summative assessments capture pupils' attainment and progress at key points throughout the year.

Through regular retrieval practice, we ensure that pupils know more and remember more. Lessons build in regular opportunities to recall previously learnt information, allowing pupils to create stronger memory traces. This not only ensures that information will be transferred to their long-term memory, but also provides a stronger foundation for future learning. Retrieval practice at St. Michael's ensures that pupils not only revisit content from the previous lesson's learning, but also have the opportunity to revisit the core concepts taught in previous units of work, or in previous year groups (spaced retrieval). Staff use the outcomes of retrieval practice to adapt their future teaching, planning to address misconceptions and further embed pupils' learning.

Retrieval practice takes many different forms, such as:

Low-stakes quizzing

Talk like an expert - this is an area we are looking to strengthen as part of our work on Oracy.

Knowledge dump

Quiz of the week (Kahoot)

EYFS

Our Explore Curriculum begins in the Early Years Foundation Stage, with the delivery of the seven areas of learning and development. Children are given the tools to begin their journey in St Michael's as explorers of their own learning. We ensure that clear and careful planning enables the organisation of learning for the development of the whole child. Following the Development Matters guidance, our EYFS team ensure effective teaching and learning through: **playing and exploring, active learning and creating & thinking critically.**

Our EYFS Explore Curriculum ensures:

- A high-quality early education, ensuring the best for every child.
- The child's experience is central to the thinking of every practitioner.
- An ambitious curriculum; adapting to interests of our learners and focused around the development of language.
- Effective pedagogy through a mix of play, modelling, observation and guided learning.
- A well-planned learning environment, utilising both indoor and outdoor exploration.
- Accurate assessment; showing an understanding of child development.
- An understanding of the development of self-regulation and executive function.
- A positive partnership with parents, providing support and guidance to extend learning beyond the classroom.

SEND

The Explore Curriculum is designed to be taught using an adaptive teaching method, to ensure that it is tailored to every individual child and their personal learning needs. Teaching and learning is delivered using a High Quality First Teaching Approach and as part of this, teachers use a multitude of strategies to ensure that every child is able to access it. Some of these strategies include:

- *Explicit instruction such as:*
 - *accessing prior knowledge*
 - *new material is presented in small steps*
 - *clear explanations*
 - *giving systematic feedback*
 - *revisiting content regularly*
- *Cognitive and Metacognitive strategies*
 - *Thinking about how are pupils are looking, remembering and listening*
 - *Multisensory- showing our pupils as well as saying it*
 - *checking for understanding*
 - *providing active practice*
 - *providing worked examples*
- *Scaffolding and Flexible groupings*
 - *Task adaptations*

- *Clear explanations*
- *Pre teaching*
- *Structure strips*
- *Backward chaining*
- *Through the use of technology*
 - *Visualisers*
 - *Speech to text technologies*

On occasions, pupils will have a tailored, individual timetable to support their regulation and ensure all of their physical and sensory needs are being met. A range of environments are used, depending on pupil needs and individual requirements, to support the adapted learning taking place, as school has a variety of shared spaces, breakout rooms and a nurture base, which are all used to support teaching and learning. A range of specialist equipment is used throughout the school to support removing barriers to learning and supporting pupils to be ready to learn. These will be provided by the school, implemented on a needs-led basis and detailed on the pupil's Learning plans, which will give personalised SMART targets for pupils with Special Educational Needs and Disabilities to support their progress within the curriculum.

How do we know that our curriculum is having the desired impact?

Teachers		Children	Children’s work
● Secure subject knowledge ● Increased confidence in delivering all curriculum areas ● Offer ongoing feedback to LT/SLs about what is going well/areas for improvement ● Use assessment purposefully ● Underpin every lesson with our whole-school teaching and learning pedagogy ● Teach consistently high-quality lessons ● Plan coherent sequences of lesson which build progressively ● Seek support where needed ● Utilise support staff effectively		● Can talk with confidence about what they have learned, using correct terminology. ● Are excited by and interested in a wide range of curriculum areas ● Can talk about the specific characteristics of subjects and the disciplines associated with them ● Can articulate their learning and explain the ‘why’ behind their work ● Demonstrate excellent behaviours for learning in all lessons ● Can explain how their learning in a subject builds on previous learning ● Can make meaningful intra-curricular and cross-curricular links ● Can all access the Explore curriculum and make good progress, regardless of their starting points or any additional needs	● Demonstrates that they take take pride in every piece that they produce, showing the same effort in all subjects ● Illustrates their increased understanding of key concepts and knowledge within each subject ● Shows that lessons have been coherently sequenced within each unit of work, building progressively over time ● Shows that assessment has been used to inform the content of future lessons ● Shows that high-quality vocabulary is key component of every curriculum area ● Demonstrates that through regular retrieval practice and quality-first teaching, children know more and remember more
Visitors and Governors:	● Give positive feedback about pupils’ behaviour and engagement in lessons ● Comment on the high-quality teaching and learning in school ● Recognise that subject leaders have a clear vision, recognising subject strengths and areas for development	Parents and Carers:	● Give positive feedback about their child’s attitude to school ● Articulate examples of when their child has been enthused by our Explore curriculum - talking at home, newsletter school twitter etc. ● Work in partnership with the school to secure the best outcomes for their child

EXPLORE CURRICULUM 2025-26

Date Approved by Governing Body:

Chair Governors:

Headteacher:

Next Review Date: