



**Supporting Our Curriculum
2021/2022**

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Please read alongside our Subject Progression Documents, School Brochure & EYFS & Year One Brochure

Our Mission Statement

The Mission of All Saints' School and our logo was developed by pupils in November 2017 and decided upon by voting which took place in school, at home and in the parish. We are very proud of our Mission Statement – it is at the heart of everything we do here. Our Mission Statement is:

**As unique children of God we:
aspire not to have more but to be more.**



**To:
Love Christ
Listen to Christ
Learn from Christ**



The school aims to:-

- *bring young people to their full and unique potential as children of God in a supportive and caring environment
- *develop the whole child – spiritually, intellectually, morally, physically, socially and emotionally
- *provide an excellent quality of education which is inspired by the values of the Gospel in which our children will feel valued and cherished
- *ensure that the children's experience of interactions and friendships within the school have a formative and significant influence on their understanding of relationships
- *foster in our children the qualities of self-esteem, justice, honesty and respect for other people and cultures
- *provide an atmosphere of warmth, care and justice in which children, parents, staff, governors and visitors are welcomed, accepted and affirmed

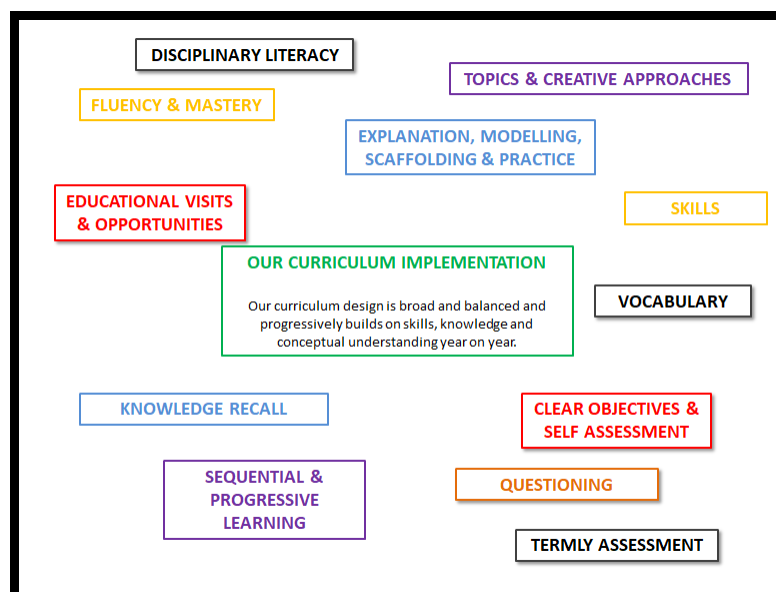
Our Curriculum

Please see an overview of the content of our curriculum here in All Saints'. Our curriculum intent is detailed further in our Subject Progression Documents; these outline what we want our children to be able to do at certain points throughout their time with us. Within each Progression Document, areas related to Mental Health & Wellbeing as well as Equality & Diversity are highlighted to show explicit teaching.

OUR CURRICULUM INTENT

- ❖ We have designed an ambitious curriculum for all pupils that develops their knowledge, creativity, curiosity and skills base. Utilising our location within North-West Durham, we deliver a curriculum that draws upon our rich history, cultural heritage and local resources.
- ❖ Our school life holds Gospel Values at its centre – this is evident within our curriculum delivery; we prioritise themes of fairness, integrity, compassion and responsibility and have high standards for all pupils in all subjects.
- ❖ Our curriculum is taught sequentially and systematically across each year group and assessments are used to inform current knowledge and future planning. Depending upon the individual needs of different cohorts or groups of pupils, the curriculum is adapted to ensure all children can access it and progress within it. Regardless of year group or subject, individual learning as well as collaborative learning is supported as part of a positive, hardworking ethos.
- ❖ Prior learning is built upon with links made between old and new concepts. Meaningful learning is embedded throughout educational visits and creative activity and opportunity.
- ❖ When the children leave our school, we expect them to be confident learners who have a sound understanding of their place within our local community, our wider location and our global family. As a school, we are proud that our curriculum follows national policy but is also flexible and responsive to current issues.
- ❖ Our intention is for our pupils to be inspired to pursue knowledge and celebrate diversity in all areas.

These are some of the aspects which we are important to us and which help us to implement our flexible and robust curriculum.



This is how we know that our curriculum is having an impact on the knowledge, skills, confidence & resilience of our pupils:

How do we know that our curriculum is having the desired impact?		
Teachers	Children	Children's work
<ul style="list-style-type: none"> • Become more knowledgeable. • Have higher levels of confidence in delivering all areas of the curriculum. • Can give senior leaders and subject leads feedback about what is working well. • Are acutely aware of how children are coping with the taught content.* • Teach consistently well; applying sound pedagogical practices in all lessons. • Plan coherent learning journeys based on the unit overviews. • Seek support from subject leads when they are less confident. 	<ul style="list-style-type: none"> • Can talk with confidence about what they have learned, using correct terminology. • Are enthused and interested in a wide range of curriculum areas. • Can talk about the specific characteristics of subjects and the disciplines associated with them. • Can show adults examples of their learning and describe the 'why' behind work they have produced. • Demonstrate good learning behaviours in all lessons. • Are able to explain how their learning within a subject builds on previous learning. • Are able to make thoughtful links between subjects. • Can all access, enjoy and make progress within the curriculum - regardless of their starting points, or any additional needs they may have. 	<ul style="list-style-type: none"> • Demonstrates that they take pride in what they produce. Children show the same effort as they would in Maths or English, for example. • Captures their increasing understanding of key concepts within each subject. • Illustrates their developing understanding of the disciplines of each subject, as well as the declarative knowledge content. • Shows that a coherent teaching sequence has taken place within each unit of work. • Demonstrates our curriculum's emphasis on subject-specific terminology.
Visitors and Governors <ul style="list-style-type: none"> • Give us positive feedback about pupil engagement and behaviour in lessons. • Comment on the high-quality work that they see. • Report that leaders are clear about strengths and weaknesses, and have clear plans to address areas for development. 	Parents and Carers <ul style="list-style-type: none"> • Give us positive feedback about their children's attitudes to school. • Share examples of when their children have been enthused by the curriculum (e.g. they've been talking about learning at home, or carrying out their own research because of their interest). 	

**The curriculum is the progression model, and is pitched to be appropriately challenging. Therefore, if teachers know that children are coping well and are able to demonstrate their understanding, then we know it is working and that children are making progress.*

We formally assess our pupils' attainment and progress at various points throughout the year and use the data collected to plan and organise interventions accordingly. Here is an overview of our assessment cycle:

Autumn	Spring	Summer
December – NFER	March – NFER	June - NFER

Each subject and year group have their own progression document which shows the sequence of teaching and progression of skills. Our curriculum is wider than the objectives shown on the progression documents. Meaningful learning takes place all across the school, daily. Below are some of the opportunities available for our children across the course of our school year.

Fostering a Love of Reading

Reading, books and stories are woven into every aspect of our curriculum and daily life of our school. We are lucky enough to be situated near to our local library and we also have a library in school! Each class has a reading area that they access frequently. In Reception and Key Stage One, the children use texts to support their English teaching and there are books situated throughout the classroom that supports child-initiated learning. In the infants, they also enjoy a daily story time. The books which are shown below have been chosen specifically for each cohort:

Reception Weekly Story Choices	Year One Weekly Story Choices	Year Two Weekly Story Choices
<p>And Tango Makes Three by Justin Richardson</p> <p>Amazing Grace by Mary Hoffman & Caroline Binch</p> <p>The Mega Magic Hair Swap! by Rochelle Humes & Rachel Suzanne</p> <p>Amazing by Steve Antony</p> <p>The Ghanaian Goldilocks by Dr. Tamara Pizzoli</p> <p>We're Going on a Lion Hunt by David Axtell</p> <p>The Gruffalo by Julia Donaldson</p> <p>Open Very Carefully by Nick Bromley</p> <p>Room on the Broom by Julia Donaldson</p> <p>Spinderella by Julia Donaldson</p> <p>Pete the Cat: I Love My White Shoes by Eric Litwin</p> <p>The Very Hungry Caterpillar by Eric Carle</p> <p>The Colour Monster by Anna Llenas</p> <p>Ten Black Dots by Donald Crews</p> <p>Mr Big by Ed Vere</p> <p>Jasper's Beanstalk by Nick Butterworth</p> <p>Funny Bones by Mark and Janet Allberg</p> <p>First Poems by Julia Ecclestone</p> <p>Supertato by Paul Linnet & Sue Hendra</p> <p>Li's Chinese New Year by Fang Wang & Jennifer Corfield</p> <p>The Journey Home by Frann Preston Gannon</p> <p>The Squirrel's Busy Year by Martin Jenkins</p> <p>Quacky, Quack-quack by Ian Whybrow</p> <p>Good Girl, Gracie Grawler by Hilda Offen</p> <p>Robots by Clive Gifford</p> <p>Little People, Big Dreams Series</p> <p>Hoot and Peep by Lita Judge</p> <p>A Squash and A Squeeze by Julia Donaldson</p> <p>Snow White and the Seven Dwarves</p> <p>Scaredy Squirrel by Melanie Watt</p> <p>Beautiful Oops by Barney Saltzberg</p> <p>Where's My Teddy? by Jez Alborough</p> <p>The Dinosaur Who Pooped a Planet by Tom Fletcher</p> <p>Not A Stick by Antoinette Portis</p> <p>The Lion Inside by Rachel Bright</p> <p>First Atlas by Phillip Steele</p>	<p>Dear Teacher by Amy Husband</p> <p>But Why Can't I? by Sue Graves & Desideria Guicciardini</p> <p>The Name Jar by Yangsook Choi</p> <p>Ladybird Favourite Stories (Classic, traditional tales) by Ladybird</p> <p>Your Heart and Lungs (Science in Action) by Sally Hewitt</p> <p>The Growing Story by Ruth Krauss & Helen Oxenbury</p> <p>Secrets of Winter by Carron Brown & Georgina Tee</p> <p>Where the Poppies Now Grow by Hilary Robinson and Martin Impey</p> <p>Is it Because? by Tony Ross</p> <p>Tree: Seasons Come, Seasons Go by Patricia Hegarty & Britta Teckentrup</p> <p>Have You Seen My Dragon? by Steve Light</p> <p>The Crayons' Christmas by Drew Daywalt & Oliver Jeffers</p> <p>Silent Night by Lara Hawthorne</p> <p>Questions and Answers About Weather by Katie Daynes & Marie-Eve Tremblay</p> <p>Toys Around the World by Joanna Brundle</p> <p>Toys and Games by Sally Hewitt</p> <p>A Great Big Cuddle: Poems for the Very Young by Michael Rosen</p> <p>One World Many Colours by Ben Lerwill</p> <p>Making Friends by Deborah Chancellor & Elif Balta Parks</p> <p>Almost Anything by Sophie Henn</p> <p>The Secret of Black Rock by Joe Todd-Stanton</p> <p>A Journey Through: Space by Steve Parker & John Haslam</p> <p>Somebody Swallowed Stanley by Sarah Roberts & Hannah Peck</p> <p>Rosa Parks: My First Rosa Parks: 7 (Little People, Big Dreams) by Lisbeth Kaiser</p> <p>The Tale of Three Trees by Angela Elwell Hunt</p> <p>The Easter Story by Brian Wildsmith</p> <p>Jim and the Beanstalk by Raymond Briggs</p> <p>Ten Seeds by Ruth Brown</p> <p>Secrets of the Vegetable Garden by Carron Brown</p> <p>See Inside Castles by Katie Daynes & David Hancock</p> <p>Small Knight and George and the Royal Chocolate Cake by Ronda Armitage & Arthur Robins</p> <p>Your Fantastic Elastic Brain by JoAnn Deak & Sarah Ackerley</p>	<p>Show and Tell by Rob Biddulph</p> <p>Here was Samuel Pepys by Paul Harrison</p> <p>Billie the Bus and the Great Tour of London by Trevor Hawes</p> <p>I am Enough by Grace Byers</p> <p>Man On the Moon by Simon Bartram</p> <p>Grace Darling by Christine Moorcroft St. Bede</p> <p>Pudsey's Great Fundraiser by the BBC</p> <p>Greta and the Giants by Zoe Tucker</p> <p>Inspector Brunswick and the Case of the Missing Eyebrow by Chris Lamsam & Angela Keoghan</p> <p>Three Wise Women by Mary Hoffmann</p> <p>The True Story of the Little Pigs by Jon Scieszka</p> <p>The Highway Rat by Julia Donaldson</p> <p>A First Poetry Book by Pie Corbett</p> <p>The Magic Paintbrush by Julia Donaldson</p> <p>Fruits: a Caribbean counting poem by Valery Bloom & David Axtell</p> <p>Oliver's Veggieables by Alison Bartlett & Vivian French</p> <p>The Twits by Roald Dahl</p> <p>The Lion & the Unicorn by Shirley Hughes</p> <p>Don't Look in this Book by Samuel Langley-Swain</p> <p>Mr Majeika by Humphrey Carpenter</p> <p>The Pirates Next Door by Jonny Duddle</p>

	<p>Thank Goodness for Bob by Matthew Morgan & Gabriel Alborozo</p> <p>Ready Steady Mo! by Mo Farah and Kes Gray</p> <p>Poems Out Loud! First Poems to Read and Perform by Ladybird</p> <p>How Many Spots Has a Cheetah Got? by Steve Martin & Amber Davenport</p>	
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In Key Stage Two we move to an approach where a longer class novel is shared every term. This can also be used as stimulus for work in guided reading sessions as well as being read during story time. We think very carefully about the books we choose and endeavour to have a clear rationale behind each choice. We always make our selections with the intent of the school at the forefront of our thinking, weaving the stories we choose with the aims we have for our children.

Year Three	Themes
Stone Age Boy Satoshi Kitamura	This engaging picture book tells the story of a boy who falls down a hole to find himself back in time 15,000 years. He wakes in a prehistoric camp and finds out about life in a Stone Age village. Year Three will be focusing on this in order to make curriculum links to their History topic on the Stone Age to the Iron Age.
Roger McGough Collected Poems	Year Three will be focussing on two weeks of poetry in order to meet the National Curriculum objectives: - recognising some different forms of poetry - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
Ottoline and the Yellow Cat Chris Riddell	The children start by listening to Ottoline and the Yellow Cat, asking and answering questions and making predictions. They focus on the characters' thoughts and feelings, and on the features of mystery stories. They revise their knowledge of different types of sentence and clause. The writing tasks include writing a newspaper report, a postcard to Ottoline's parents and an extract from her notebook. For the final writing task they focus on the structure of mystery stories and create their own mystery stories about Ottoline and Mr. Monroe.
Escape from Pompeii Christina Balit	Escape from Pompeii tells the story of a young boy called Tranio who lives in Pompeii at the time of the famous eruption of Vesuvius in AD 79. This captivating picture book allows readers to follow the footsteps of Tranio and his friend Livia as they come to terms with the destruction of their city and find their own routes to freedom. Year Three will be focusing on this book in order to make curriculum links with the volcano topic in Geography
Was Tutankhamen Killed? Nick Hunter	With this unit, the children explore the Big Question: Was Tutankhamen killed? They read the interactive eBook, retrieving and collating information and identifying evidence in the text to support their theories. They investigate main and subordinate clauses and are introduced to the perfect tense. In their writing tasks, they write letters, paragraphs, and finally compose an explanation text in response to the Big Question. Year Three will be focusing on this book in order to make curriculum links with the Egyptian topic in History.
Storm	The children listen to the story and predict what may happen at various

Kevin Crossley	points. They focus on character, setting and mood, asking questions as the story progresses and locating evidence in the text to answer specific questions. They understand why descriptive sentences are important and how setting affects mood. They revise and develop punctuating direct speech and then work on nouns, adjectives and expanded noun phrases. The writing tasks involve planning and writing a description of setting, and planning and writing a conversation using direct speech and correct punctuation.
The Election Eleanor Levenson	Year Three will be focusing on this book as it is an engaging picture book that explains what an election is and how the voting system works. Alex's family supports the party with stripes on their posters whereas Evie's family backs the party with spotty posters. But whoever wins the election, Alex and Evie will remain friends. With backing from elected representatives of all major political parties, The Election is an essential tool for learning about modern democracy in the UK.
Ruby's worry Tom Percival	Percival depicts a 'worry' with a yellow orb that appears next to Ruby one day and continues to grow when she ignores the shadow-like entity, simply hoping that the worry will disappear of its own accord. When she meets another child with their own 'worry' and asks them about their feelings, she realises how to rid herself of worries... she needs to talk about them! Year Three will be focusing on this book in line with Mental Health & Well Being Week in school.
Greek myths Marcia Williams	This text in order to link to Year Three's study of Ancient Greece in History. The children will explore eight Greek myths among the greatest, most exciting stories ever told and feature some of the world's best loved heroes and heroines. In this book, you'll find the stories of Theseus, conqueror of the dreaded Minotaur; the mighty Heracles and his twelve tasks; the tragic lovers Orpheus and Eurydice; Perseus, the Gorgon-slayer; the musician Arion and his rescue by the dolphins; Pandora and her little box of horrors; the feather-clad fliers Daedalus and Icarus; and the weaving contest between Arachne and the goddess Athene.
Year Four	Themes
The Hedgehog by Dick King Smith	The story of Max the Hedgehog who wants to find a safe way for his family to cross the road. This link to the concept of personal road safety
Christophe's Story by Nicki Cornwell	The story of refugee Christophe who is reluctant to share his worries with others and how he overcomes this. Links to understanding of the wider world and the global refugee issue.
The Spiderwicke Chronicles by Tony DiTerlizzi and Holly Black	A story of three American children who move home when their Mum and Dad divorce and the strange adventures they have at Spiderwicke House. This text links to changes in family structures and mental health issues.
Julius Ceasar by William Shakespeare (Retold by Tony Morris)	The famous story of the assassination of Julius Ceasar and the infamous plot behind it. This is a cultural classic.
The Iron Man by Ted Hughes	Story of an Iron giant who begins being the enemy of humans and ends as their champion. The lessons of not taking individuals at face value and making instant decisions are covered in this text.

Collected Poems – Grace Nichols and James Carter	A collection of poems by Grace Nichols, a Guyanan poet who writes about her colourful upbringing in South American Guyana, and James Carter, a British poet/performer who is also inspired by the world around him. Links to understanding of other cultures and comparing them to the UK.
Year Five	Themes
Beowulf by Michael Morpurgo	In fifth-century Denmark a monster stalks the night. Only the great prince of the Geats has the strength and courage to defeat him. Beowulf teaches an understanding of loyalty, bravery and resilience in this oldest surviving epic of British Literature.
Animals on the Move (e-book)	In this ebook we learn all about amazing animal migrations, from the Arctic terns long haul flight from Pole to Pole, to the wildebeest’s incredible journey across Africa. We will consider which animal makes the toughest migration, skimming and scanning to answer questions and using the organisational features of a non-fiction text to find and present information.
Coming Home by Michael Morpurgo	In this beautiful poem by Michael Morpurgo, we follow the migration of a young Scandinavian robin on an eventful journey across mountains and oceans before he finally reaches home. Science, reading, writing, literacy and social skills are all subjects covered in the poem, along with messages of bravery, family and home.
Oranges in No-Man’s Land by Elizabeth Laird	In a city torn apart by civil war, Ayesha and her young brothers find themselves refugees with only their elderly grandmother to care for them. Oranges in No-Man’s Land teaches us about many subjects from a child’s point of view, including tolerance of all people and disabilities, resilience and loss as Ayesha battles to survive this desolate, dangerous place.
The Museum of Fun (e-book)	Visit the Museum of Fun to find out the fascinating ways people have had fun through history and throughout the world. This interactive eBook includes pop up fact boxes, animation, videos and supplementary text to engage the children and support learning. The children explore the mission: to run the Museum of Fun! They will read the interactive eBook, scanning and summarising information and relating it to their lives and experiences. They complete the mission, planning, writing and presenting television adverts to encourage people to visit the museum.
Michael Rosen’s Collected Poetry	In this poetry collection, the children will explore narrative poems, focusing in depth on the work of this renowned poet. They give personal responses to the poems and use performance skills to bring the patterns of the poems to life for an audience. They compare poems, clarify unfamiliar vocabulary and identify patterns of poetic language. They plan and write a prose story ‘prequel’ for a narrative poem, learning how to integrate dialogue.
Street Child by Berlie Doherty	Street Child is the story of Jim Jarvis, who alerted Dr Barnado to the plight of destitute children in Victorian London. After escaping from a workhouse, his adventures and hardships finally lead him to attend a Ragged School, where Barnado asked him for his story. Street Child allows children to discuss challenging themes such as injustice, resilience and poverty, whilst

	understanding the meaning of humanity.
Ultimate Explorers (e-book)	What makes someone a great explorer? What challenges do they face? The children will learn to understand and explain different viewpoints and look for evidence about what qualities successful explorers need, such as bravery, resilience and mental strength. They will recap the features of report texts and write an advert using persuasive language.
Charles Causley's Collected Poetry	Charles Causley was an award-winning writer of poems for both adults and children. From Cornwall, his poems are often directly linked to the folklore, legends and magic of his native area. Again, the children will look at the patterns of poetry and the rich vocabulary included, considering figurative language as we explore the style of the poet and become poets ourselves, writing and performing narrative poetry.
Year Six	Themes
Journey to the River Sea by Eva Ibbotson	This satisfyingly old-fashioned story is set in the early 1900s. Orphan Maia is thrilled to learn she is to live with relatives in South America. She cannot wait to experience the sights, sounds and smells of the Amazon and is particularly looking forward to meeting her twin cousins. When Maia arrives, however, the family is far from welcoming and she is saddened to see that they have blocked out all evidence of the rainforest from their stuffy home. Maia turns to her strict yet kindly governess, Miss Minton, for company, and strikes up some unusual and rewarding friendships. Maia is a wonderful heroine, and Ibbotson weaves a charming, compelling and warm-hearted tale of friendship, our responsibility to those around us, and the importance of the natural world.
Letters from the lighthouse by Emma Carroll	Olive and her brother have been evacuated to Devon, but her older sister Sukie is still missing from the night of the bombs. A mysterious note found in the coat of her sister suggests that Sukie was involved in something dangerous, but Olive can't make the pieces fit together. Emma Carroll is a natural storyteller and her sixth novel cements her place as the go-to writer for middle-grade historical fiction. Her writing is filled with well-researched detail that folds seamlessly into the story.
Can You See Me? - Libby Scott and Rebecca Westcott	Tally is starting secondary school and she's anxious about lots of things. Acclimatising to new surroundings and learning the ways of different teachers is tough. Plus there's the boy who calls her names, and her friends from primary school who she's always depended on before have started talking about things that just don't interest her (like boys) and cautioning her when her behaviour is embarrassing. Tally knows she's different: she's autistic, meaning she sees and feels everything differently to her friends and family. Now, as she enters this new stage in her life, she is painfully aware of the way she is perceived and feeling an almost unbearable pressure to try to fit in. But what exactly are the rules for being "normal"? This is a powerful and highly relatable story about fitting in and being yourself. Tally's diary entries give an authentic insight into one girl's perspective of being autistic, and smashing a host of common assumptions and stereotypes about autism as we see Tally's potent sense of humour and her deep empathy.
Illegal by Eoin	Illegal tells the story of Ebo, a 12-year-old boy who flees grinding poverty,

Colfer	zero opportunities and a drunken uncle in his small village in Africa. His brother Kwame and sister Sisi have already left in the hope of a better life in Europe and he's determined to find them en-route. Before he even can hope to find a boat to get him to Europe, Ebo has to make the perilous journey across Sahara desert. And then the boat he manages to find passage on (for a small fortune) is a small six-person rubber dinghy, now carrying 14 passengers. Ebo is a wonderful hero: so resourceful, hardworking, clever, brave and funny. Although Ebo's story is fictional, every element of it has been inspired by facts, based on extensive interviews and research. At the back of the book, these stories are acknowledged, including the moving story of "Helen", adapted in comic form.
The One and Only Ivan by Katherine Applegate	Ivan is an easy going gorilla. Living at the Exit 8 Big Top Mall and Video Arcade, he has grown accustomed to humans watching him through the glass walls of his domain. He rarely misses his life in the jungle. In fact, he hardly ever thinks about it at all. Instead, Ivan thinks about TV shows he's seen and about his friends Stella, an elderly elephant, and Bob, a stray dog. But mostly Ivan thinks about art and how to capture the taste of a mango or the sound of leaves with color and a well-placed line. Then he meets Ruby, a baby elephant taken from her family, and she makes Ivan see their home—and his own art—through new eyes. When Ruby arrives, change comes with her, and it's up to Ivan to make it a change for the better. Katherine Applegate blends humor and poignancy to create Ivan's unforgettable first-person narration in a story of friendship, art, and hope.
Macbeth by William Shakespeare (retold by Andrew Matthews)	Themes: classic play by Shakespeare; covers themes of greed, desire, regret, panic, guilt and paranoia. This short narrative version of the play has been suitably adapted to help introduce the play to young readers.
Funky Chickens by Benjamin Zephaniah	Rap poet, musician and writer Benjamin Zephaniah's second poetry collection for older children, <i>Funky Chickens</i> , was first published in 1996. Rooted in the real world, these funny, touching, thought-provoking poems cover a diverse range of topics. Zephaniah tackles difficult subjects such as animal cruelty and racism.
Rhythm and Poetry by Karl Nova	Rhythm and Poetry is about being true to yourself, fostering a spirit of curiosity and following your dreams. Universal experiences of school and peer pressure are explored alongside contemporary issues such as celebrity and internet trolls. This deeply personal collection captures the beat and tone of rap and is ideal as a source of performance pieces.

Our House Groups

When the children begin school, are assigned to their House group. We have four houses based upon the lives of four Northern Saints: (**Aidan**, **Hilde**, **Cuthbert** and **Bede**) identified by the colours green, red, blue and yellow. Following our whole school visit to Durham Cathedral to learn more about the Northern Saints for All Saints' Feast Day, we assigned a value to each house based upon the virtues of each saint:

St. Aidan – All Saints' House of Perseverance

St. Hilde – All Saints' House of Peace

St. Cuthbert – All Saints' House of Wisdom

St. Bede – All Saints' House of Learning

Points are awarded for work, attitude and behaviour and the team totals are updated each week, with the winning team being presented with a cup during our celebration assembly. At the end of a term, the winning house receives a small prize. Various events happen during the school year where the school is separated into house groups for the day.



Important Dates & Celebrations

Event	Importance & Relevance for Our Pupils
Welcome Liturgy	Our Year Six lead their buddies, the new starters in Reception class, in a whole school liturgy of welcome and thanksgiving
European Day of Languages	A celebration of our European neighbours
Harvest Festival	Giving to those in our local community who are in need
Children In Need	Supporting those nationally who need support
Anti-bullying Week	A spotlight on the saying, "All different yet all equal."
Science Week	A week dedicated to scientific enquiry and scientific thinking
All Saints' Day	A celebration of our patron saints
Remembrance	Reflection linked to those who gave and continue to give their lives to others
Advent	The season of waiting and preparing for Jesus
Safer Internet Day	Joining in with the global event highlighting online safety
World Book Day	A celebration of books!
Mental Health & Wellbeing Week	A week looking particularly at mental health and wellbeing, teaching the Relationships education as a whole school at the same time
Lent	Looking at how to care for our global neighbours
Holy Week/Easter	A reflective period, the most important week in the church's year
World Environment Day	A spotlight on how to care for our environment – linked to 'Laudato si' (Praise Be to You)
Refugee Week	Discussing the care and support refugees need
Health Week	A celebration of sport and activities

*dates and celebrations are celebrated in line with current year i.e. elections, World Cup etc.

Educational Visits and Opportunities

As a school, we value outdoor learning, experiences in our local area as well as arranged educational visits. Below are the visits that are planned for each year group based upon the curriculum.

Year Group	Educational Opportunity		
Reception	Hancock Museum	Beach	
Year One	Local Farm	Local Castle	
Year Two	Durham Cathedral	Oriental Museum	
Year Three	Botanical Garden	Discovery Museum – Egyptians	Synagogue
Year Four	Roman Fort - Arbeia	Newcastle – study of a city	
Year Five	Centre for Life – Planetarium	Northumberland Residential	Mosque
Year Six	Beamish Museum	Swaledale Residential	

*every five years, the whole school will visit Durham Cathedral to learn about the lives of the Northern Saints.

Physical Health & Mental Wellbeing

Mental health and wellbeing are covered across the curriculum and throughout the day. You can see the areas that mental health and wellbeing learning is touched upon in all areas of the curriculum via the blue asterisks on our progression documents.

Equality & Diversity

Teaching about the ideals of equality and diversity is also integral to all areas school life. You can see on the progression documents which objectives relate to equality and diversity by the orange asterisks.

Worships & Assemblies

Pupils take part in daily collective worship within school. Depending upon the day, worship is either as a whole school, a whole class, in small groups or individual. Collective worship is both child led and adult led and parents are regularly invited to take part in liturgies and masses. We use a range of Creative Prayer techniques in an attempt to allow the children to reflect and respond on the Gospel teachings.

We celebrate success in our weekly Celebration Assemblies; this is an opportunity for the whole school to read each class' blogs, for pupils to receive Head Teacher's Awards or Mission Awards. We also have an assembly on a Wednesday afternoon which is used to share current events, share stories, celebrate different cultural events, think about keeping safe and our rights and responsibilities on the internet. These assemblies are varied and respond to the current context, often with groups of children or whole classes leading.

Statements to Live By

These Statements help the children and staff to think about who we are, what we believe and what we hope to become. We hope that together we will nurture a sense of what it is to be fully human and alive as children and adults sharing in this Christian community within the modern world.

- We are all special • I can say one good thing about myself • I can say how I feel • I can laugh and have fun
- I know what to do if I see anyone being hurt • I understand that rights match responsibility • I try to stand up for myself and others without hurting others • I try to be just and fair
- I can tell how I look after myself • I think before I make choices that affect my health • I can work, rest and pray each day • Simple things make us happy
- I try to love others as I love myself • I try to follow our school and classroom rules • I know I belong in a community that includes my school • I know we are happiest when we are united
- I listen to what you say. I show that I am listening to you • I co-operate with others in work and play • I try to use words that make the world a better place • I try to appreciate the beauty and wonder in the world around me
- I know that it is OK for me to make mistakes • I can learn from my mistakes and failures • I try to keep going when things are difficult and not give up hope • I know what humility means
- I know when to ask for help and who to ask for help • I can recognise comfortable and uncomfortable feelings • I know how to help others when they are in trouble • I understand what trust means
- I try to forgive people when they hurt me • I try to accept forgiveness from others • I know how to show I am sorry • I understand the importance of peace
- I know what human dignity means and I show that I respect others • I stand up for people who are being treated unfairly • I notice that we are the same and we are different • I try to be accepting of others

Curriculum Links with Now Press Play

Year Group	Opportunity
Reception	People Who Help Us Transport Weather Christmas Story The Gingerbread Man Goldilocks Three Little Pigs Little Red Riding Hood Jack and the Beanstalk Minibeasts On the Farm Dinosaurs Space Seaside Under the Sea
Year One	Humans The UK Mental Health Bullying Seasons Arctic Everyday Materials Plants Castles Weather Healthy Living
Year Two	Maps The Great Fire of London Neil Armstrong Online Safety Mental Health Bullying Animals Number Bonds
Year Three	Forces Rocks Stone Age French Greetings Online Safety Bullying Mental Health Plants Healthy Living Natural Disasters (Pompeii) Ancient Egypt Ancient Greece
Year Four	Roman Britain French Animals Arctic Online Safety Bullying Mental Health Materials and Changing States Decimals Easter Story Electricity Sound Climate Change
Year Five	Mission to Mars Forces Anglo Saxons Vikings Online Safety Bullying Mental Health The Water Cycle Fractions Easter Story Rainforests The Maya Climate Change
Year Six	Evolution Mental Maths (Crime Solving) Online Safety Bullying Mental Health WW2 Relative Clauses (set during WW2) Electricity Climate Change Recycling Transition

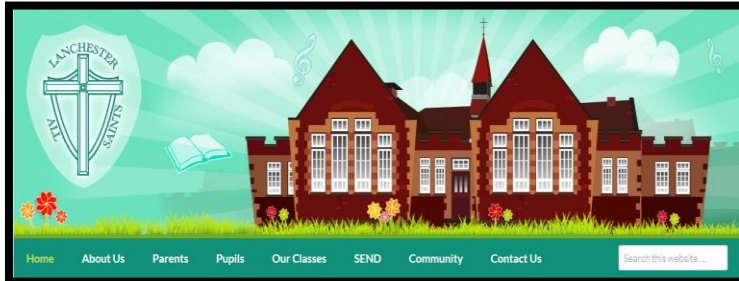
Physical Education, School Sport & Physical Activity

Year Group	Opportunity	Curriculum Links
Key Stage Two	Daily Mile	Physical Education, Science, Physical Health & Wellbeing
All year groups	School Garden	Science, Physical Health & Wellbeing, Design & Technology
All year groups	Interschool events	Physical Education, Physical Health & Wellbeing
All year groups	Health Week	Physical Education, Physical Health & Wellbeing
Key Stage Two	Competitive Sport	Physical Education, Physical Health & Wellbeing
All year groups	Extra-Curricular Clubs	Physical Education, Physical Health & Wellbeing
All year groups	Wrap Around Care	Physical Education, Physical Health & Wellbeing

Celebrating Success

Newsletters are sent throughout the year giving information about school events; usually they are sent out at the end of each week. As well as this, class newsletters are sent out every term and each year group's Curriculum Progression Document is available to view online.

Our School Blogs



(www.lanchester.durham.sch.uk)

Each class writes a weekly bog which highlights some of the learning that has taken place this week! All blogs are available to view on our school website.

Twitter

Keep up to date with what is happening in in school by following us on Twitter [@AllSaintsRC](https://twitter.com/AllSaintsRC)
Our feed is also displayed on our school website homepage.

Head Teacher's Awards & Mission Awards

Two children from each class receive a Head Teacher's Award each week. Weekly, one child from the infants and one child from the juniors are presented with a Mission Award to demonstrate their achievement of living out our Mission Statement – *Aspire not to have more but to be more.* Parents may be in school to witness the awards given out however, if they are not able to join us in school, a text message is sent home outlining the award.

Respect, good manners and the values of tolerance, responsibility and kindness are recognised and celebrated within all areas of school life.

