



WHERE LEARNING BECOMES AN ADVENTURE

Our **INTENT** is underpinned by our core Christian Values. These values teach and remind us to be thankful, forgiving, compassionate, courageous and truthful. This links to the **British Value** of **RESPECT**.

Every day, we want children to **skip, scoot** and **skate** into school; full of compassion, courage and curiosity, ready for a new **ADVENTURE**. Our curriculum is wide-ranging; full of **RIGOUR**, yet oozes creativity with a strong focus on using the outdoor environment to support it. Our **COASTAL LOCATION** is unique and our curriculum is tailored to allow children to **FLOURISH** in a beautiful, awe-inspiring environment.

At St Nicolas, our aim is that every child will, without exception, achieve their full potential. High aspirations and an unwavering determination ensures this. We keep children safe online by educating them for a digitally connected world. Our Personal, Social, Health and Emotional curriculum is taught discretely yet, it is threaded throughout the curriculum. This links to the **British Value: 'INDIVIDUAL LIBERTY'**.

Children can enter St Nicolas from the age of 3. From this day, they become **EXPLORERS**. Explorers learn the fundamental skills, through play, that will set them on their learning path for the next 7 years and beyond. Children work in small groups to learn sounds, encouraging them to swiftly become confident and articulate readers. Children learn maths using hands-on approaches and become confident in using the outdoors to explore, dream and discover; developing challenge through resilience.

After this, children venture into Key Stage 1. They become **ADVENTURERS**; building upon their time exploring and developing higher level reading skills such as comprehension and inference. During this time, children's phonological knowledge is checked against a National Standard to ensure that they are 'on-track'. If not, we swiftly put in place strategies and support to ensure that **NO CHILD IS LEFT BEHIND**.

Next, children transition into Key Stage 2, becoming **VOYAGERS**. Here, the learning adventure continues as children voyage through a new and more challenging curriculum, building on their time as Explorers and Adventurers. During these years, children become more confident in transferring skills; demonstrating the ability to research, collaborate and work independently. Children enjoy a knowledge-rich curriculum. This includes: historical facts, local, national and global geographical studies; and cultural development through languages, cooking and performing. This links to the **British Value: 'TOLERANCE OF OTHER FAITHS'**. Children's knowledge of key mathematical problems become concrete and is checked against a National Standard. Again, if children are not on track, we swiftly put in place bespoke strategies and support to ensure that **NO CHILD IS LEFT BEHIND**.

Finally, children transition into our final class, becoming the **PIONEERS** of the school. Here, children lead the school by example, modelling good learning attitudes and become role models for our young Explorers, Adventurers and Voyagers. Children embed and enhance their ability to write for a specific purpose and audience; develop reasoning and problem solving strategies to become masters in maths and use an ever-increasing range of progressive skills to build up their internalised knowledge organisers. Children 'take charge' and interview new staff, demonstrating the **British Value** of **'DEMOCRACY'**. Here, children think about the next stage of their learning journey and develop self-organisation, resilience and discipline to prepare them for life in the wider world.

We, as **QUALIFIED PROFESSIONALS**, model teamwork, collaboration and high expectations as a member of the **ST BARNABAS MULTI-ACADEMY TRUST**; a group of schools working together with one overarching aim- **NO ONE LEFT BEHIND**. (Matthew 18:12-14) (Luke 15:3-7) (The Parable of the Lost Sheep).

