# Roseberry Primary School R P S



# **Curriculum Policy**

Approved by the Governing Body:	February 2015
Approved by the Governing Body: Interim Review: Review Date:	January 2019
Review Date:	January 2022
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### Roseberry Primary School Curriculum Policy

#### Principles

At Roseberry Primary School we are committed to providing quality and excellence through an exciting, stimulating environment that stretches and develops the child as a whole. We believe that the curriculum is a powerful tool through which a love of learning can be fostered, social skills developed and children are supported to become more active citizens within the school community and beyond. We strongly believe that children learn better when they are involved in their learning:

> Tell me and I forget, Show me and I remember, Involve me and I understand.

Out curriculum is dynamic and is constantly reviewed to meet the needs of our children. It has been developed following consultation with children, parents, staff and governors in order to ensure that all in the community are involved with supporting learning.

#### Aims:

#### At Roseberry we aim to deliver a curriculum which:

- is broad and balanced meeting the needs of all children allowing them to develop the skills, concepts, knowledge and attitudes necessary to become confident and independent learners
- is inspiring, creative and challenging allowing for all styles of learning for all pupils so that they can aim high and build the skills needed for their future lives
- is engaging and provides opportunities for learning beyond those of the children's everyday experiences
- develops the whole child and promotes independent learning
- gives a continuity of educational experience in which progression is carefully planned
- is delivered through careful planning and is supported by on-going monitoring and assessment of children's progress
- meets with the requirements of the National Curriculum, Governors and LA policies including the Agreed syllabus for Religious Education as well as enrichment from our school curriculum (see appendix 1)
- enables children to develop an awareness of self and sensitivity to others through moral, spiritual, cultural and social development
- is unique to the school therefore meeting the needs of the children and the community of the school
- is continually looking to the future, ensuring that new technologies are used effectively and our children are equipped to be citizens of the future
- helps children understand British cultural heritage including how their environment and society have changed over time

#### Children will:

- develop key skills as defined in the National curriculum
  - o communication,
  - o application of number,
  - information technology,
  - working with others,
  - o improve their own learning and performance,
  - o problem solve
- develop the ability to make reasoned judgements and choices based on interpretation and evaluation of relevant information from a variety of sources
- be happy, cheerful, enthusiastic and well-balanced
- learn to take responsibility for their actions
- take a pride in their school
- develop tolerance, respect and appreciation of the feelings and capabilities of others
- develop understanding of all sectors of society
- have knowledge of Christian beliefs and the beliefs of other faiths
- know how to apply the basic principles of health, hygiene and safety

#### **Organisation and Planning**

- Long term planning
- Medium term planning
- Short term planning

#### Long Term Plans

Long term plans are reviewed annually. These form the basis of the curriculum which is developed through a "topic based" approach which incorporates the key skills of the National Curriculum. Staff review the work completed previously along with their knowledge of the children and their interests and adjust the plan to suit. The plans are then made available on the website. (Appendix 2 – long term planning sheet)

#### Medium/Short Term Plans

These plans are compiled at the beginning of each half term following pre-learning task work to establish what the children already know and what they would like to know. Learning Challenges are then developed and used to develop work over the course of the half term including links with English, Maths and computing and RRSA. They include links to the National Curriculum, basic skills, resources, learning objectives, assessment and differentiation. (Appendix 3)

#### **Curriculum Vocabulary**

As plans are developed a range words children need to know will be collated and divided in to 3 tiers. (Appendix 4)

### Timings

There are no statutory time allocations for National Curriculum subjects. We have, however, considered them and have developed a table to support staff when delivering the curriculum. (Appendix 5)

#### **Equal Opportunities**

We aim to give all children irrespective of age, gender, LGBT or ethnic origin equal opportunity to achieve their full potential. All children will be given the opportunity to learn in a creative, supportive learning environment which encompasses a range of learning and teaching styles in order to meet the needs of all children.

#### Special Educational Needs including More Able, and Talented

- The curriculum in our school is designed to provide access and opportunity for all children who attend the school, as stated in the SEN policy. We always provide additional resources and support for children with special needs.
- If a child has a special need, our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. If staff or parents raise concerns about a child advice will be sought from the school SENCo. In most instances the teacher is able to provide resources and educational opportunities which meet the child's needs within the normal class organisation. Support staff may be used to assist the child.
- If a child is working at a higher level they will be challenged in a variety of ways including open-ended questions to investigate or opportunities to develop work independently.

#### **Early Years**

- The curriculum that we teach in Nursery and Reception meets the requirements set out in the revised Early Years Foundation Stage Profile and Statutory Framework. Our curriculum focuses on the Early Learning Goals and on developing children's skills and experiences as set out in the document
- We fully support the principle that young children learn through play and by engaging in well-planned structured activities.
- Observational assessments are used to ascertain a pupil's progress and to inform future planning
- We strive to build positive relationships with the families of children through regular contact (formally and informally) and to keep them informed of their child's progress through The Learning Journey and home school books.

#### **Extra-Curricular Activities**

We are committed to developing the whole child. We extend our curriculum with a range extra-curricular activities including a variety of sports clubs, French, dance, cookery and science.

#### **Roles and Responsibilities**

- The Leadership team including the Governing Body have overall responsibility for the curriculum and its delivery
- The Curriculum Leads (including the Maths/English and Early Years leads) have responsibility for the medium term plans including liaison with class teachers over the content and delivery. They evaluate and monitor standards in their subjects and track progress
- Class teachers ensure that the curriculum is taught and that the aims are achieved for their class. Teachers plan in pairs in order to ensure that there is a parity of provision
- Pupil progress meetings led by the leadership team ensure that pupils are on track and that there is challenge

Whilst meeting all the requirements of the National Curriculum we will ensure that areas which are of importance to us as a school and which works together with the National Curriculum to create our school curriculum.

In the mixing bowl of ingredients for our outstanding curriculum will provide opportunities for;



Learning outdoors

Appendix: 1



#### Roseberry Primary School Working Long term Map

Year

		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Topic Question							
NC Coverage							
	ish Values						
	SMSC						
Global	Goals/RRSA						
	Science						
a)							
rag							
National Curriculum Coverage							
E E	Computing						
nIn	History						
Irric	Geography						
	Art						
iona	DT						
Vati	Music						
_	PE						
	RE						
	Visitors and						
	richment						
E	English						
Sugge	ested Texts						
Maths							
I	French						
	Assessment Focus						

English/Maths/Science assessments to be carried out termly

Appendix: 2

#### Roseberry Primary School Working Medium/Short Term Plan

	English/Maths Planning	Class Teacher:	Ter	m:	Week Commencing:
Day	Monday	Tuesday	Wednesday	Thursday	Friday
Learning Objective					
Success Criteria					
National Curriculum Ref					
Open Minds Task Focus					
Main Teaching					
Key Questions					
Differentiated Activities					
Plenary					
Resources					

Appendix: 3

Rosel	berry Primary To	pic Plan Term:			Year Gro	oup:
	e Learning Challe					
Main	Area/s of Study					
	nal Curriculum	Objectives:				
•						
Pre-le	earning Task/To	pic Starter (wow) Activity:				
Revie	w Task (assessn	nent of knowledge):				
Emrial	han and A stivitias	(trips, visitors, experiences etc.)				
Enrici	Lesson	Details of lessons/ coverage and subject areas to be covered	0	pportunities for cro	ss curricular toach	ing
	1 hour	(please ensure a balance of subject areas to be covered)	RRS Article	English	Maths	Computing
	Lesson 1	LO:	ING AFTICIE		Watiis	computing
WB:		LO:				
	Lesson 2					
	Lesson 3	LO:				
WB:	Lesson 4	LO:				
WB: 1	Lesson 5	LO:				
	Lesson 6	LO:				
	Lesson 7	LO:				
WB:	Lesson 8	LO:				
WB:	Lesson 9	LO:				
	Lesson 10	LO:				
	Lesson 11	LO:				
WB:	Lesson 12	LO:				

#### Planning Curriculum Vocabulary

Select a range of words the children will need to know (appropriate for your children) including relevant verbs, then extend across the different curriculum areas.

Divide the words into three categories: Tier 1, 2 or 3 words.

Topic:	Term: Autumn 1			
Science: RE:				
Tier 1 Words	Tier 2 Words	Tier 3 Words		
Everyday spoken language for a child of	Words needed to move understanding	Words appear in more specialist		
this age.	forward which aid reading	situations and rarely in general use in		
Used at home and in daily interactions.	comprehension and can have an impact	everyday conversation.		
Tier 1 words rarely need an explicit	on the quality of the spoken and written	<b>Topic/subject specific</b> and are central to		
explanation or teaching.	language of children. Likely to be encountered again in other	building the knowledge and conceptual understanding of the subject/content.		
E.g. bed, happy, boy, burger, clock	contexts or situations.	Must be taught as they are key words of		
E.g. bed, happy, boy, burger, clock	E.g. warm, darker, nearly, remarkable,	the curriculum area.		
	mischievous, awe, light, insist, admire, compare, gentle, obstacle.	E.g. stamen, parallel, archaeologist,		
	compare, gentie, obstacie.	symmetrical		
Торіс	Торіс	Торіс		
Science	Science	Science		
RE	RE	RE		
		Appendix: 4		
		Appendix: 4		

## Timings

	KS1	KS2
Total hours	22 hours 25 mins	23 hours 40mins
Assembly	1 hour 30 mins	1 hour 30 mins
Total curriculum time	20 hours 55 mins	22 hours 10 mins
English	7 hours 30 mins	7 hours 15 mins
Maths	5 hours	6 hours 30 mins
science	1 hour 30 mins (if done weekly)	2 hours (if done weekly)
Design and technology	45 mins (if done weekly)	30 mins cookery
ІТ	45 mins (if done weekly)	30 mins (if done weekly)
History	45 mins (if done weekly)	30 mins (if done weekly)
Geography	45 mins (if done weekly)	30 mins (if done weekly)
Art and design	45 mins (if done weekly)	30 mins (if done weekly)
Music	40 mins (if done weekly) Extra singing to be done in assembly time	30 mins (if done weekly) Extra singing to be done in assembly time
MFL		30 mins
Physical education	1 hour 30 mins	2 hours
Religious education	1 hour	1 hour

#### Roseberry Primary School National Curriculum map 2016-2017 Key stage 1

#### Art and Design

Develop techniques of colour, pattern, texture (Year 1), line, shape and form (Year 2). Year 1 and 2 - Learn about a range of artists, craftsmen and designers, describe similarities and differences and make links to own work. Use a range of materials Use drawing, painting and sculpture to develop and share ideas, experiences and imagination.

#### History

Year 1 and 2 - Develop an awareness of the past, using words and phrases related to the passing of time. Ask and answer questions about the past Understand the chronology of people and events studied.

Year 1 - Learn about lives of significant historical figures including comparison of those from different periods
 Year 1 - Learn about events beyond living memory e.g. bonfire night, events of local importance
 Year 2 - Learn about Significant local people, events or

places Year 2 - Learn about changes in living memory (linked to aspects of national life where appropriate)

Physical Education Year 1 and 2 - Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination Participate in team games Perform dances using simple movement Swim proficiently to 25m (Y2 only)

Music Year 1 and 2 - Sing songs and chant rhymes Listen and understand live and recorded music Year 1 - Play tuned and untuned instruments Year 2 - Make and combine sounds musically Religious Education Follow Stockton agreed syllabus

Science Year 1 Working scientifically Plants Animals, including humans Everyday materials Seasonal changes Year 2 Working scientifically Living things and their habitats Plants Animals, including humans Uses of everyday materials

#### Geography

Year 1 - Name and locate the four countries and capital cities of the United Kingdom using atlases and globes Identify seasonal/ daily weather patterns in the UK and a location of hot and cold areas of the world Compare local to non-European country Year 2 -Name and locate world's continents and oceans Understand geographical similarities and differences through the study of physical and human features of a small area in UK and in a contrasting non-European country Year 1 and 2 - Use compass directions and locational direction (Year **1** N, S, E, W, **Year 2** - NE, SE, NW, SW etc) Use simple vocab for key physical and human features Use aerial images and other models to recognise simple features and to create simple plans and maps, using symbols Use simple fieldwork and observational skills to study the immediate environment

#### **Design & Technology**

Year 1 - Evaluate existing products and own ideas
Design purposeful, functional and appealing products for themselves and others based on a criteria
Year 2 - Build and improve structure and mechanisms
Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and ICT
Year 1 and 2 - Understand where food comes from and use the principles of a healthy diet to prepare food
Use a range of tools and materials to complete practical tasks

Computing Year 1 - Write and test simple programmes (Beebot / Roamer) Year 2 - Organise, store, retrieve and manipulate data Understand use of algorithms Use logical reasoning to make predictions about simple programmes Year 1 and 2 - Communicate online safely and respectfully Recognise uses of ICT outside of school

#### Modern Languages Not required at KS1

#### Roseberry Primary School Curriculum map 2016-2017 Lower Key stage 2

#### Art and Design Year 3 and 4

Use sketch books to collect, record and evaluate ideas Improve mastery of techniques such as drawing, painting and sculpture with varied materials Learn about great artists, architects and designers

#### History British History (taught chronologically) Stone Age to Iron Age Britain (Y3) Roman Empire and its effects on Britain (Y4)

#### Broader history study

Non-European society giving a contrast to British History (Y6) Earliest ancient civilisations (Y3) Ancient Greece (Y5) A local history study (Y4) (1 study each in upper and lower KS2)

#### Physical Education Year 3 and 4

Use running, jumping, catching and throwing in isolation and in combination Play competitive games, modified as appropriate Play competitive games, applying basic skills Develop flexibility and control in Gym, dance and athletics Take part in outdoor and adventurous activities

Compare performances to achieve personal bests Swimming proficiently to 25m Religious Education Follow Stockton agreed syllabus

#### Geography

**Year 3 and 4:** Use fieldwork to measure, observe and record, use 8 points of compass, symbols and keys, locate world's countries, focusing on Europe and Americas, focus on key physical and human features, countries and cities.

**YEAR 3:** Describe and understand climate, mountains, earthquakes, settlements and study a region of the UK (not local area)

YEAR 4: Describe and understand, rivers, water cycle, volcanoes and trade links.

#### **Design & Technology**

Year 3 and 4: Use research and criteria to develop products which are fit for purpose and aimed at specific groups or individuals, analyse and evaluate existing products and improve own work, understand how events and people in DTY have shaped the world, use mechanical systems in own work

YEAR 3: Use annotated sketches to explain ideas, understand seasonality; prepare and cook mainly savoury dishes for a healthy and varied diet YEAR 4: Use annotated sketches and prototypes to explain ideas and prepare and cook mainly savoury dishes for a healthy and varied diet

#### Music

Year 3 and 4: Appreciate wide range of live and recorded music, use voice and instruments with increasing accuracy, control and expression, improve and compose music Listen with attention and detail; develop an understanding of the history Of music, including great musicians and composers

#### Science Year 3 Working scientifically Plants, Animals including Humans, Rocks, Light, Forces and Magnets

Year 4 Working scientifically Living things and their habitats, Animals including humans, States of matter, Sound, Electricity

#### Computing

Year 3 and 4: Use internet safely and appropriately, collect and present data appropriately, design and write programes including controlling or simulating, to achieve specific goals, including solving problems Use logical reasoning Understand computer networks

#### Languages Year 3 and 4

Listen and engage Learn songs and rhymes, linking spelling, sounds and meanings of words. Engage in conversations, expressing opinions Speak in simple language and be understood Develop appropriate pronunciation Present ideas and information orally Show understanding of words and phrases Describe people, places and things

#### Roseberry Primary School Curriculum map 2016-2017 Upper Key stage 2

#### History

**British History (taught chronologically)** Anglo-Saxons and Vikings (Y5) Aspect or theme in British History extending chronological knowledge beyond 1066. (Y6)

**Broader history study** 

Non-European society giving a contrast to British History (Y6)

Earliest ancient civilisations (Y3)

Ancient Greece (Y5)

A local history study (Y4)

#### **Art and Design**

Use sketch books to collect, record, review, revisit and evaluate ideas (Y5-6) Improve mastery of techniques such as drawing and painting (Y5-6) Learn about great artists (Y5-6) Sculpture/Architects (Y6) Drawing/Designers (Y5)

#### **Physical Education (Y5-6)**

Use running, jumping, catching and throwing in isolation and in combination Play competitive games, modified as appropriate Play competitive games, applying basic skills Develop flexibility and control in Gym, dance and athletics

Take part in outdoor and adventurous activities Compare performances to achieve personal bests Swimming proficiently to 25m

**Religious Education** Follow Stockton agreed syllabus

#### Science

Y5 Working scientifically Living things and their habitats, Animals including humans, properties and changes of materials, earth and space, forces

**Y6** Working scientifically Animals including humans, evolution and inheritance, light, electricity

#### Geography

Name and locate countries, cities, regions and features of UK (Y5-Y6) Understand longitude, latitude, Equator, hemisphere, tropics, polar circles and time zones (Y5-Y6) Study a region of Europe and compare and contrast with the Americas (Y6) Understand biomes, vegetation belts, land use, economic activity, distribution of natural resources (Y5-6) Use 4 and 6 figure grid references on OS maps (Y5-6)

Use fieldwork to record and explain ideas (Y5 science)

#### **Design & Technology**

Use research and criteria to develop products which are fit for purpose and aimed at specific groups or individuals (Y5) Use annotated sketches, cross-section (Y5) and computer aided design (Y6) Analyse and evaluate existing products and improve own work (Y5-6) Understand how events and people in DT have shaped the world (Y5-6) Use electrical systems in own work, including programming (Y6) Understand seasonality; prepare and cook mainly savoury dishes for a healthy and varied diet (Y5-6)

## Computing (Y5-6)

Design and write programes including controlling or simulating, to achieve specific goals, including solving problems Design and correct errors in programs Use logical reasoning to explain how algorithums work and detect errors Understand uses of networks for collaboration and Use internet safely and appropriately Use sequences, repetition, inputs, variables and outputs in programs Be discerning in evaluating digital content in search networks

#### Languages (Y5-6)

Listen and engage Learn songs and rhymes, linking spelling, sounds and meanings of words. Engage in conversations, expressing opinions Speak in simple language and be understood Develop appropriate pronunciation Present ideas and information in writing Adapt known language to create new ideas Show understanding in simple reading Describe people, places and things Understand basic grammar i.e gender

#### Music (Y5-Y6)

Use voice and instruments with increasing accuracy, control and expression Perform with control and expression solo and in ensembles Improve and compose music using dimensions of music Listen with attention and detail and recall aurally Use and understand basics of staff notation Appreciate wide range of live and recorded music Develop an understanding of the history Of music, including great musicians and composers