

# Roseberry Primary School

## R P S



## Curriculum Policy

<b>Approved by the Governing Body:</b>	<b>February 2015</b>
<b>Interim Review:</b>	<b>January 2019</b>
<b>Review Date:</b>	<b>January 2022</b>

## **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.

Our 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
  - communication,
  - application of number,
  - information technology,
  - working with others,
  - improve their own learning and performance,
  - 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.

### UNICEF- Rights respecting:

The UN Convention of the Rights of the Child sets out human rights of every person under 18 and applies to every child. It places the rights of the child at the heart of everything it does. Our school community ensures that rights are learned, taught, practised, respected, protected and promoted. There are 54 articles in the UNCRC, (for a copy of these please ask the Rights Respecting Steering Group Chair) the following articles specifically underpin this policy:

Article	Summary:
2	Non - Discrimination
12	Respect for the views of a child
13	Freedom of expression
14	Freedom of thought, belief and religion
17	Right to information that is important
23	Special Education and care if you have a disability
28	Right to education
29	Development of talent and abilities
31	Leisure, play and culture
42	Knowledge of rights

## **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**

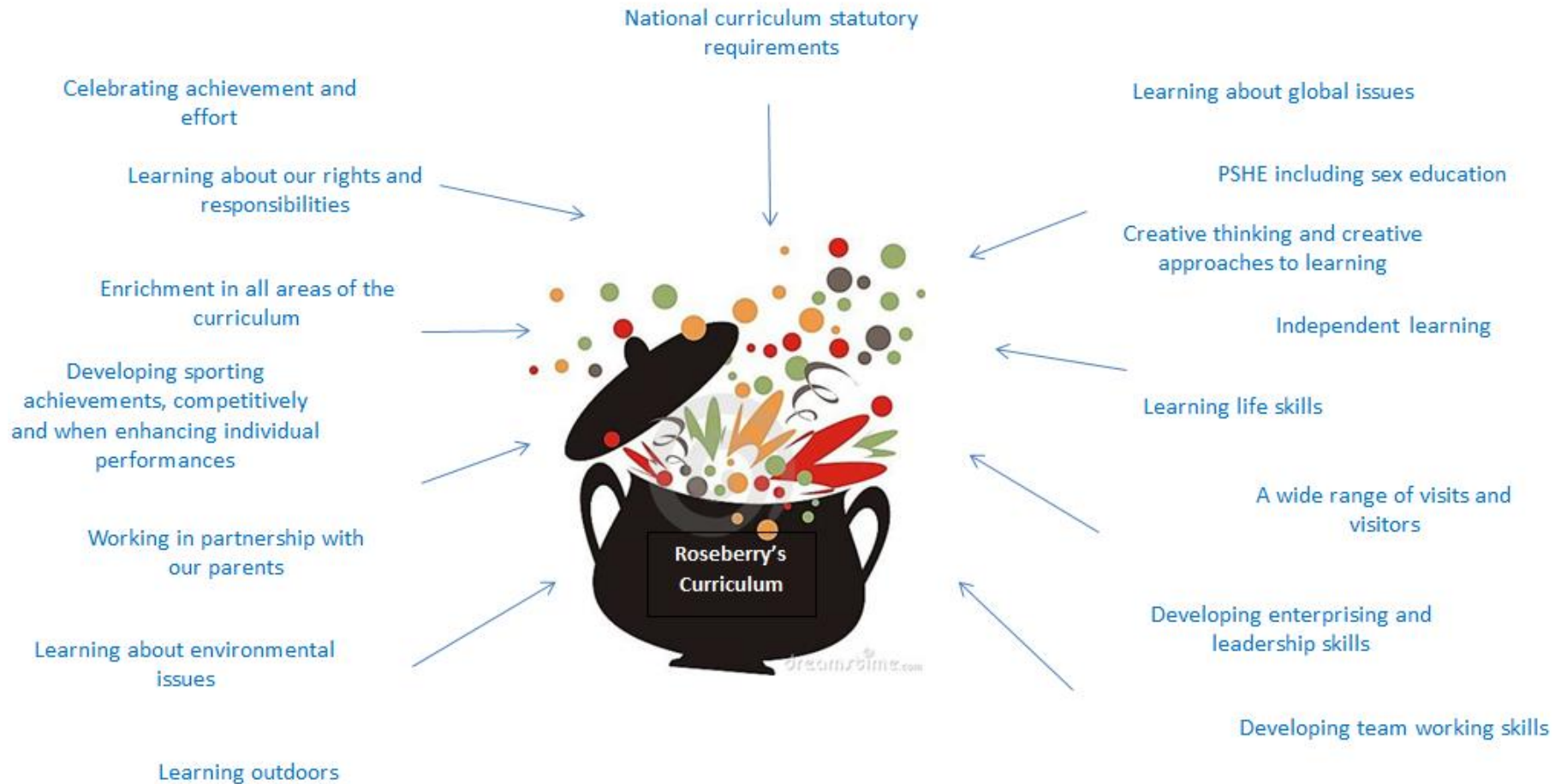
We are committed to developing the whole child. We extend our curriculum with a range extra-curricular activities including a variety of sports clubs, French, dance, cookery and science.

## **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;





**Roseberry Primary School Working Long term Map**  
Year

		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
<b>Topic Question</b>							
<b>NC Coverage</b>							
<b>British Values SMSC</b>							
<b>Global Goals/RRSA</b>							
<b>National Curriculum Coverage</b>	<b>Science</b>						
	<b>Computing</b>						
	<b>History</b>						
	<b>Geography</b>						
	<b>Art</b>						
	<b>DT</b>						
	<b>Music</b>						
	<b>PE</b>						
<b>RE</b>							
<b>Visits, Visitors and Enrichment</b>							
<b>English</b>							
<b>Suggested Texts</b>							
<b>Maths</b>							
<b>French</b>							
<b>Topic Assessment Focus</b>							

English/Maths/Science assessments to be carried out termly

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

English/Maths Planning		Class Teacher:		Term:		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							



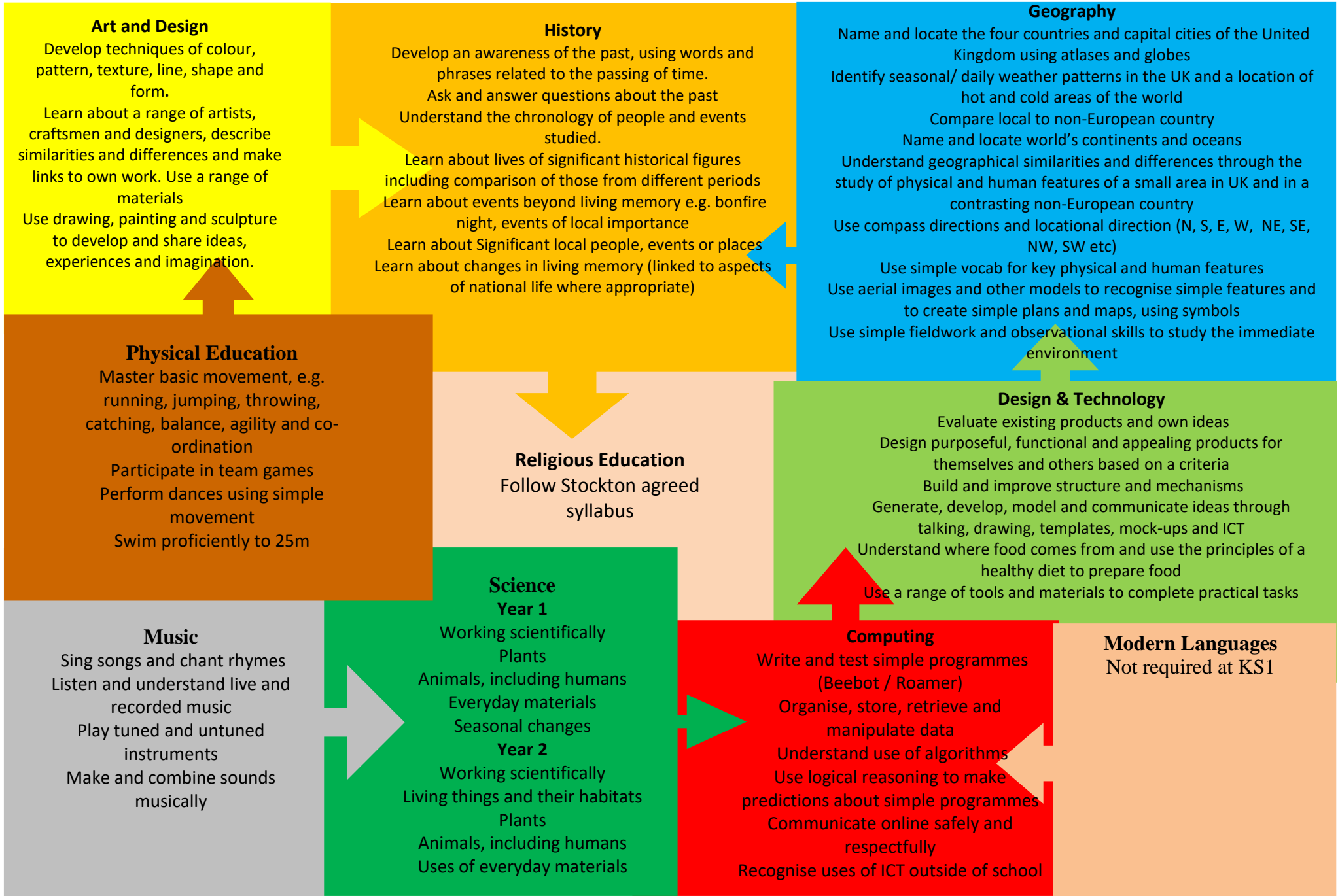
<b>Roseberry Primary Topic Plan</b>		<b>Term:</b>	<b>Year Group:</b>			
<b>Prime Learning Challenge:</b>						
<b>Main Area/s of Study:</b>						
<b>National Curriculum Objectives:</b>						
•						
<b>Pre-learning Task/Topic Starter (wow) Activity:</b>						
<b>Review Task (assessment of knowledge):</b>						
<b>Enrichment Activities</b> (trips, visitors, experiences etc.)						
Lesson 1 hour		Details of lessons/ coverage and subject areas to be covered (please ensure a balance of subject coverage over the topic)	Opportunities for cross curricular teaching			
			RRS Article	English	Maths	Computing
WB:	Lesson 1	LO:				
	Lesson 2	LO:				
WB:	Lesson 3	LO:				
	Lesson 4	LO:				
WB: 1	Lesson 5	LO:				
	Lesson 6	LO:				
WB:	Lesson 7	LO:				
	Lesson 8	LO:				
WB:	Lesson 9	LO:				
	Lesson 10	LO:				
WB:	Lesson 11	LO:				
	Lesson 12	LO:				



## Timings

	KS1	KS2
<b>Total hours</b>	22 hours 25 mins	23 hours 40mins
<b>Assembly</b>	1 hour 30 mins	1 hour 30 mins
<b>Total curriculum time</b>	20 hours 55 mins	22 hours 10 mins
<b>English</b>	7 hours 30 mins	7 hours 15 mins
<b>Maths</b>	5 hours	6 hours 30 mins
<b>science</b>	1 hour 30 mins (if done weekly)	2 hours (if done weekly)
<b>Design and technology</b>	45 mins (if done weekly)	30 mins cookery
<b>IT</b>	45 mins (if done weekly)	30 mins (if done weekly)
<b>History</b>	45 mins (if done weekly)	30 mins (if done weekly)
<b>Geography</b>	45 mins (if done weekly)	30 mins (if done weekly)
<b>Art and design</b>	45 mins (if done weekly)	30 mins (if done weekly)
<b>Music</b>	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
<b>MFL</b>		30 mins
<b>Physical education</b>	1 hour 30 mins	2 hours
<b>Religious education</b>	1 hour	1 hour

## Roseberry Primary School National Curriculum Map Key Stage 1



### Art and Design

Develop techniques of colour, pattern, texture, line, shape and form.

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

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.

Learn about lives of significant historical figures including comparison of those from different periods

Learn about events beyond living memory e.g. bonfire night, events of local importance

Learn about Significant local people, events or places

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

### Geography

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

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

Use compass directions and locational direction (N, S, E, W, 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

### Physical Education

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

### Religious Education

Follow Stockton agreed syllabus

### Design & Technology

Evaluate existing products and own ideas

Design purposeful, functional and appealing products for themselves and others based on a criteria

Build and improve structure and mechanisms

Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups and ICT

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

### 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

### Computing

Write and test simple programmes (Beebot / Roamer)

Organise, store, retrieve and manipulate data

Understand use of algorithms

Use logical reasoning to make predictions about simple programmes

Communicate online safely and respectfully

Recognise uses of ICT outside of school

### Music

Sing songs and chant rhymes

Listen and understand live and recorded music

Play tuned and untuned instruments

Make and combine sounds musically

**Modern Languages**  
Not required at KS1

## Roseberry Primary School Curriculum Map Key stage 2

