

Introduction: At Roseberry Primary School our curriculum is designed to allow our children to develop all important human qualities and dispositions. While knowledge is integral to the design of our curriculum, the key thrust is the ethos and values of our school and the belief in our school avatars. We have a holistic approach where pupils can access a knowledge rich, vocabulary focused curriculum which builds skills and reinforces learning. We offer children an education in a safe, calm and purposeful environment. Our aim is to nurture well-rounded, respectful and resilient children who will develop skills for life-long learning. We aspire for all our children to be respectful of themselves and of others in our school, local community and the wider world.

Communication and Language: From the moment our children begin their Early Years journey, we like to immerse them in an environment rich in vocabulary, quality interactions and opportunities for talk. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial in their early development. Children experience a wide variety of opportunities to develop their spoken language and gain confidence in speaking confidently and clearly in front of others. From completing 'show and tell' at the beginning of the day through to engaging with and speaking to both adults and peers through static areas of learning. As a result of this the children learn to become attentive and responsive listeners.

Physical Development: Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. Children develop fine motor skills as they continue to have regular access to a range of different activities throughout the provision. Gross motor skills that develop overall body strength, coordination and balance are practised during outdoor play through things such as the balance bikes, the climbing frames as well as Physical Education sessions. Children will become aware of the positive effect that healthy eating, oral hygiene and exercise has on their bodies.

Personal, Social and Emotional Development: This area of learning which underpins our curriculum. Learning how to build successful relationships, manage their own feelings and behaviour and be sensitive to the needs of others allows children to work together to become successful learning partners. We explicitly teach the children to understand right and wrong and to be respectful of other people's feelings and views. This enables the children to develop tolerance and understanding of opinions that may differ to their own. Through regular stories, discussions and circle time activities, we learn how to treat others fairly, foster resilience, as well as confidence and pride in all that we do.

Literacy: At Roseberry we are firmly committed to the Read Write Inc phonics scheme. The systematic synthetic phonics scheme helps our children learn to hear, blend, segment and write sounds. This supports both early reading and writing development and is taught by immersing children in a wide variety of stories, rhymes and poems. Children retell stories in different ways, for example retelling and performing traditional tales when engaging in static role-play with their peers. Children learn that we use reading and writing for a variety of purposes and take great satisfaction in being able to do both independently. They read decodable books that closely match their phonic stage. Reading books and shared reading for pleasure books go home to read with parents and carers. This allows them to develop their love of reading and allows them to extend their vocabulary beyond their phonic stage.

Mathematics: At Roseberry we are firmly committed to the White Rose Maths scheme. Through the commitment to the scheme our children develop a strong grounding in number and the patterns within numbers. Thorough mastery of early number facts through a wide range of activities and games enable children to gain the enjoyment and confidence to go on and solve more abstract

problems. We aim to instil a very positive attitude towards mathematics and be able to apply our newly acquired skills to everyday situations. Children begin to use early mathematical language to describe two- and three-dimensional shapes, weight and capacity and develop subitising skills in order to instantly recognise amounts without having to count every object.

Expressive Arts and Design: Children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. We work with paint, chalk, clay, pastels as well as a range of other media, including 'junk' modelling. Simple artistic techniques such as colour mixing are explored as well as looking at and replicating different illustrative styles and a range of artists. Children are encouraged to select colours and materials to achieve a planned affect in their designs and explore different aspects of reproducing music when using musical instruments.

Understanding of the World: Children gain an understanding of the world around them including their own communities, other cultures and the natural world. We learn that people around the world have different beliefs and celebrations as we explore our own unique communities and festivals. Children explore different environments and aspects of the natural world such as animals, plants and lifecycles. They cultivate an appreciation of the seasons by observing the changing weather and natural environment around school.

Our Goals

To become attentive and active listeners and speak confidently for different audiences.

To become social, empathetic and resilient members of the school community.

To be able to hear, recognise and write letter sounds in order to write simple sentences independently and be able to read and understand simple texts.

To form recognisable and regular letters that can be read by others and use some simple punctuation such as capital letters, finger spaces and full stops.

To have a sound mastery of numbers to ten including number bonds, doubling and halving.

To recognise some amounts without counting.

To count to twenty and back.

To gain control of our bodies through skills including dancing, jumping, balancing, throwing and catching.

Parent/Carer role

Reading with your child for ten minutes every night. It may be their Reading book, reading for Pleasure book or a favourite story.

Encourage your child to dress and undress themselves independently every day. Being able to put on outdoor clothing including zips and buttons is especially important.

Listen carefully to how your child speaks.

Correct their pronunciation of sounds and words that they struggle with and take an interest in the new sounds that they learn in phonics.

Always talk to your child about their day at school.

Talk to your child as you walk round the shops and other places you visit or go to.

Wherever possible spend quality time together away from electronic devices and communicate with your child. Always giving positive praise and hugs when your child does something good.

Essential Information:

Book bags to be brought to school every day. Please keep reading the books that are in your child's book bag on a daily basis

Please put your child's name in all items of clothing, including PE kits,

R1 and R2 do PE on Fridays. If children have earrings, please provide plasters to cover or remove them on these days.