

Our School Curriculum

Golden Threads

FIRST HAND EXPERIENCES - to enhance their learning through educational visits or visitors / workshops in school.

KNOWLEDGE - learning the key information and facts needed to access the whole curriculum, creating building blocks of understanding which they can use as a foundation for being lifelong learners.

SKILLS - to apply the knowledge learned in a range of contexts, as well as learning skills specific to different subject areas or of a practical nature

PERSONAL ATTITUDES AND ATTRIBUTES - being able to use the knowledge and skills learned when working individually and with others.

MATHS

Planning: Active Learn, Hamilton Trust, NRich, Rising Stars

Ethos: To create a love of maths through problem solving and investigation alongside the teaching of calculation strategies.

Lessons: Lessons will include problem solving, manipulatives, talking and questioning and careful and specific use of vocabulary.

Progress: Measured through test data and book observations.

MFL

Planning: Rigolo – French, Early Start – Spanish, Early Start/ Felix and Franzi – German, Twinkl.

Ethos: To create an understanding and enjoyment of languages and the related cultures.

Lessons: Learning will include singing, games, vocabulary, speaking and listening skills and independent research.

Progress: Measured through book observations and formative assessment.

HISTORY

Planning: Hamilton Trust, text led (may be linked to literacy), Twinkl.

Ethos: To create a curiosity in, understanding and recognition of key events.

Lessons: Learning will include the use of primary and secondary sources, questioning, research, discussion, artefacts, comparison of local versus global history and significant local individuals.

Progress: Measured through book observations and formative assessment with a link to writing.

ENGLISH

Planning: Hamilton Trust, PiXL, Active Learn, Text led, Phonics – Letters and sounds, Talk for Writing.

Ethos: To create a love of language by providing experiences to develop a rich vocabulary through quality texts and writing experiences across all areas of the curriculum.

Lessons: Learning will include quality texts as starting points and opportunities to develop speaking and listening skills, a clear teaching sequence, skills related to phonics and spag, access to new vocabulary, reading and comprehension.

Progress: Measured through test data and book observations.

GEOGRAPHY

Planning: Hamilton Trust, text led (may be linked to literacy), Twinkl.

Ethos: To create an understanding of places through the physical and social changes and features.

Lessons: Learning will include the use of fieldwork and a variety of sources of information, questioning, research, discussion, comparison of local versus global geography and significant local features with cross curricular links.

Progress: Measured through book observations and formative assessment with a link to writing.

PSHE/SRE

Planning: Jigsaw (PiXL), Twinkl, The Christopher Winter Project (SRE), Big Life Journal, SEAL (Jr), Twinkl, The Christopher Winter Project (SRE) (If)

Ethos: We would expect to see: develop self-aware and mentally resilient children. A sense of independent and self-management. An understanding of others. Physically and mentally healthy individuals who are well prepared for real life.

Lessons: This should be embedded across the curriculum and all extracurricular activities. It should be inherent in the policies and procedures across the school and within classrooms.

Progress: Observed in the behaviour of the individual child and an atmosphere and ethos within the school culture.

COMPUTING

Planning: Twinkl PlanIT

Ethos: With technology playing such a significant role in society today, we believe 'Computational thinking' is a skill children must be taught if they are to be ready for the workplace and able to participate effectively in this digital world.

Lessons: We would expect to see: children become effective users of technology through: understanding the basic principles of computer science, writing computer programmes to solve problems, evaluate and apply technology to solve problems, and communicate ideas effectively.

Progress: Measured through the evaluation of tasks set. Children will understand the importance of e-safety.

RE

Planning: Discovery, Twinkl (Jr), Discovery, Twinkl, Espresso (If)

Ethos: Broadening cultural diversity in an a fairly monocultural county. Instilling a sense of respect for other cultures/religious beliefs. Challenging misconceptions/ stereotypes. Using fables etc to instil values and morals.

Lessons: You would expect to see: lots of discussion and a safe space to raise questions, opinions and beliefs. Use of drama and role play to explore different aspects of beliefs/traditions.

Progress: Children showing empathy. Increased knowledge of the world and their role and responsibilities as a global citizen. Children can identify what they can learn from other religions.

MUSIC

Planning: Charangua, skilled input from adults, cross curricular research and experiences.

Ethos: To create a love of, enjoyment in, appreciation and respect of music through cultural, first hand experiences.

Lessons: Learning will include appraisal and appreciation of different music styles, rhythm work, singing and instrumental opportunities, links with movement, increase in related vocabulary and opportunities to perform.

Progress: Measured through observations and formative assessment.

SCIENCE

Planning: Hamilton Trust

Ethos: we aim to give all our children an understanding of the world around them. When children are studying science, they should be acquiring specific skills and knowledge to help them to think scientifically, to gain an understanding of scientific processes and also an understanding of the uses and implications of science, today and for the future.

Lessons: We would expect to see: children engaged in practical activities, exploring concepts and investigating hypotheses individually and in groups.

Progress: Measured through book observations and formative assessment with a link to Maths and writing.

PE

Planning: Val Sabin, Real PE, Real Gym (Jr), Val Sabin (If)

Ethos: Physical fitness, social/teamwork skills, cognitive skills (self-assessment/generating success criteria), creativity, healthy lifestyles (balanced lifestyles), mental resilience (e.g. competition), wellbeing

Lessons: We would expect to see: a differentiated range of skills and progression of physical capabilities. An application of small group/ teamwork skills. A level of physical activity that challenges each child (moving as much as possible throughout a lesson, each game should have as high as possible engagement for all children).

Progress: Infants – embedded into outdoor time etc, concentration on agility, negotiating space, gross motor skills. Mostly observation. Juniors – Observed in PE lessons, and children with higher abilities selected more regularly for competitions each half term. Both - observations around ABC's.

DESIGN AND TECHNOLOGY

Planning: Comes from within Maths and Science and Topic lessons content. STEM website

Ethos: We would expect to see: high levels of cohesive teamwork and self-evaluation of this teamwork, and of the criteria of the activity. Lessons designed to allow for creativity and exploration of a range of materials and physical skills. An understanding of how these skills relate to real life engineering/mechanical etc roles.

Lessons: Design/Make/Evaluate/Technical Knowledge

Progress: Children use their skills and their increased knowledge of texture, form and function to improve their designs across a range of challenges (self-evaluation will be the driving factor behind this).

Extra:

(STEM (once per term) – overall v. positive, maybe to afternoon assembly to give longer to construct)

ART

Planning: Suffolk Art, Twinkl (Jr), Suffolk Art (If)

Ethos: Expressing creativity and development of fine motor skills. Understanding of styles and development of personal style. Become proficient in different styles and mediums. A cultural understanding of different art forms.

Lessons: We would expect to see: a range of materials/mediums. Experimentation of design. Self-evaluation against personal expectations, with flexibility of the developing nature of creative exploration.

Progress: An understanding of colour balance, development of fine motor skills and control. Ability to translate the world around them through cultural art forms.