

Killigrew Primary & Nursery School Curriculum Overview

At Killigrew Primary and Nursery School our aim is to ensure that every child learns through access to a broad and balanced curriculum which is adapted to challenge and support individual children. We strive to create a stimulating learning environment which will engage all children and make them want to learn. This means that they will develop a love of learning and a natural curiosity which will stay with them throughout their life.

We monitor children's progress and development carefully so that new skills and ideas can be introduced as soon as a child is ready to progress to the next stage of learning. We believe that children learn most effectively from first hand experiences and we provide these through practical lessons and by offering a wide range of off-site learning enrichment opportunities.

Our curriculum provides opportunities for all pupils to learn and achieve and it promotes pupils' spiritual, moral, social and cultural development. We know that the mental health and well-being of our children is critical to success in school and life, so education about mental health and well-being is an integral part of the school curriculum. We also ensure that we prepare pupils for the opportunities, responsibilities and experiences of life in modern Britain. These include:

- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

Our planning for teaching and learning incorporates the Early Years Foundation Stage (Nursery and Reception) and the National Curriculum (Key Stage One & Key Stage Two).

Early Years Foundation Stage

In Reception our children continue on from their Nursery or pre-school setting to complete the last year of the Foundation Stage. In the Nursery and Reception classes four guiding principles shape our practice:

1. *Unique child* - every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
2. *Positive Relationships* - children learn to be strong and independent through positive relationships.
3. *Enabling Environment* - children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between teachers and parents and/or carers.
4. *Develop and learn in different ways* - children develop and learn in different ways and at different rates.

We have a two year overview of topics in EYFS which is designed to provide a broad balanced curriculum covering the EYFS areas of learning and development which include prime areas of learning and specific areas of learning:

Prime Areas of Learning:

- communication and language
- physical development
- personal, social and emotional development

Specific Areas of Learning:

- literacy

- mathematics
- understanding the world
- expressive arts and design

We follow the children's interests when planning for each group of children and recognise the importance of involving the children in choosing activities and resources. Child-initiated learning is an important part of our daily routine and whenever possible adult-directed activities are play based, active and related to the children's interests. Children and parents are encouraged to be involved in the next steps for learning through the children's learning journey and parent consultations. At Killigrew our learning journals are on-line which enables parents and carers to easily access information about their child and make an important contribution to their child's learning and development. All areas of learning are given equal emphasis and are interrelated. We aim to help children with their learning through observing, getting involved in their play, supporting their thinking and asking open questions.

Key Stage 1 and Key Stage 2

We follow the National Curriculum. In both Key Stages our pupils study the following subjects:

- English
- Mathematics
- Science
- Computing
- Art and Design
- Design and Technology
- Geography
- History
- Music
- Physical education
- Religious education
- PSHE

In Key Stage 2 the children study French as an additional subject.

For each subject, national programmes of study set out what pupils are taught. We ensure that the objectives from these programmes are incorporated into a curriculum map for each year group where as many opportunities as possible are provided for cross-curricular links and application. Teaching through topics and making links between subjects allows us to foster creativity and give learning meaning.

We ensure pupils have opportunities to develop and apply their communication and computing skills in all subjects and enquiry skills are developed through science, history and geography. We promote creativity which involves thinking imaginatively, working purposefully, being original and having an outcome that is of value in relation to the objective.

We also value education for sustainable development which enables pupils to participate in decisions about the way we do things, both locally and globally, that will improve the quality of life now without damaging the planet for the future. There are opportunities for pupils to develop their understanding of sustainable development within the school curriculum, in particular their work in geography, science and PSHE (personal, social and health education).

We encourage pupils to reflect on what and how they learn. They consider how the skills they develop can be applied to different subjects, different problems and real-life situations.

In Key Stage 1 and 2 Maths and English are taught daily. Other subjects are incorporated into a weekly timetable to ensure appropriate and equal coverage. Some subjects like Design and Technology are blocked into units and may be taught at different times of the year, in topics as far as possible. Our subject leader teams regularly review and evaluate curriculum provision across all National Curriculum subjects.

Subject Overviews

Mathematics

Maths is taught for an hour daily. Our maths curriculum includes all aspects of the National Curriculum and is designed to provide a link between mathematics and the real world. Links are also made between different curriculum areas whenever possible. We want the children to be confident in applying mathematical skills, concepts and knowledge and to be able to solve problems sensibly and systematically. We aim to foster a culture of independence and resilience where the children learn from their mistakes. We ensure that we develop the children's number fluency skills and mental maths through structured teaching and repetition. Practical learning is an essential component of our approach to teaching maths and this is reflected in the assessment framework we use to track progress and attainment. We want all children to enjoy maths and feel challenged from their own starting point in every lesson; therefore, pupils are assessed regularly in class in order to inform planning and to check progress.

English

Our teaching of English involves five specific areas of the National Curriculum.

1. Phonics and spelling

In the Early Years Foundation Stage and Key Stage 1 we teach phonics and reading through the Read Write Inc. Phonics Programme. Children are streamed into phonics groups from Reception (October onwards) and assessed at least half termly. Phonics lessons are taught daily for half an hour. Our aim is that all children will have completed the phonics programme by the end of Year 1, with some children making more speedy progress through the scheme. After this, the children move onto a Read Write Inc spelling scheme which directs a systematic programme of study from Year 2 up to Year 6. This programme of study is taught two times a week for thirty minutes.

2. Reading

When the children finish the Read Write Inc. Phonics Programme they are taught spelling two times a week for thirty minutes and then reading for the remaining three weekly slots. In Key Stage 1 reading is taught through small group guided reading sessions delivered by both a teaching assistant and a teacher. This is supplemented by home/school reading journals and weekly library access. Some children receive 1-1 reading support daily. In Key Stage 2 we adopt a whole class book study approach to teaching reading, with a particular focus on vocabulary capture, reading for fluency and developing of a range of comprehension strategies to support text understanding. Some children will still have home/school reading journals and all children have timetabled library access.

3. Handwriting

Handwriting is taught daily in Year 1 as part of the Read Write Inc. Phonics scheme, with an additional 2 sessions in the afternoon. In Year 2 children have regular practise in their English lesson as well as a stand-alone session once a week. In Key Stage 2 handwriting is integral to the English lessons, with extra sessions in place for children who find handwriting more difficult.

4. Speaking and Listening

Speaking and listening objectives are taught within the English curriculum. In addition there is opportunity in the summer term for all Key Stage 2 children to enter a Speech Cup competition. This is supported by in-class learning and means that the children learn how to speak in public and address larger groups of children and adults.

5. Writing

At Killigrew English (specifically writing) it taught for an hour daily. Each class has a curriculum map of writing topics across the year that tie in with their topic learning theme. The curriculum map ensures that the children learn how to plan, write and edit fiction and non-fiction texts. In English we ensure that during the first part of a unit children are able to immerse themselves in a text and learn important vocabulary and writing ideas. After this they are taught specific sentence objectives to ensure that they can apply their grammar skills in their writing. Finally they write a first draft independently and then use their 'edit and improve' skills to correct and refine their writing. This finishes in a published piece of writing for every unit.

Science

In science we teach the children scientific knowledge and understanding through different types of science enquiries. We want to encourage children to be curious about the world around them and to enjoy exploring and observing science in everyday life. We believe that it is important that children develop an understanding of important scientific ideas and processes and they are able to confidently communicate this knowledge to others. Whenever possible we link science learning to topic learning; for example, in Year 1 the children have a topic theme of 'toys' and they investigate the different materials that toys are made of as part of the science curriculum.

History and Geography

We teach these as topics throughout the year and enrich the children's learning through carefully planned off-site visits linked to the theme. Our curriculum map is structured to ensure full coverage of all the history and geography objectives across year groups and all topics are chosen to interest and engage the children. Different topics are covered in each year group:

Year 1 – Victorians and Toys, Journey to Other Lands, Turrets and Towers

Year 2 – The Rainforest, Seaside and Weather, The Great Fire of London

Year 3 – Stone Age and Iron Age, Romans, Explorers,

Year 4 – Mountains and Rivers, All Around the World, Ancient Egypt

Year 5 – Anglo Saxons and Vikings, Natural Hazards, Ancient Greece

Year 6 – Wartime Britain, Aztecs and Mayans, Climate

Computing

As well as being taught discretely, we build in opportunities for the use of computing in all subject areas. We use the interactive whiteboard and tablets to aid our teaching and involve

the children. The computing suite enables a class to work independently on a variety of packages such as Microsoft Office, PowerPoint and other educational programs. Keeping safe online is an integral part of our computing curriculum. Therefore, this is referenced in every computing lesson as well as being reinforced by regular assemblies and an E-safety week.

Religious Education

In RE the children have two main areas of focus:

1. Learning about Religion - this includes the ability to build a coherent picture of each religion, explain the meanings of religious language, stories and symbolism and explain similarities and differences between, and within, religions.
2. Learning from Religion - this includes the ability to respond to religious and moral issues in an informed and considered manner, reflect on what might be learnt from religion in the light of personal beliefs and life experience and identify and respond to the question of meaning within religion.

We focus on comparing different religions, looking for similarities and fostering an understanding, tolerance and respect towards others. Parents have the right to withdraw their children from religious education. If you would like to discuss this, please contact the school office.

Art

Art is taught within the topic theme so that the children can apply their knowledge and understanding of the context to their art work. Within each year group the children learn how to work with different materials and apply different techniques. For example, in every year group, the children learn techniques for printing, collage, sketching, painting, and how to use textiles. They also learn how to make 3D sculptures using different materials and how to use Digital Media to produce art. The work of well-known artists is referenced wherever possible. Examples include: Gaudi, Caulfield, Moore, Hokusai, Hockney and Picasso.

DT (Design Technology)

DT is blocked into half termly units of work, linked to the Science, History or Geography topics. DT topics include food, materials, textiles and construction. Some examples of topics linked to History and Geography learning include – plant collages (Year 1), printing using leaves and flowers (Year 2), weaving a Celtic cloth (Year 3), constructing a river basin (Year 4), making and sampling Greek food (Year 5) and creating an Aztec mosaic (Year 6).

Music

In Key Stage 1 music is taught by a subject specialist and the skills of listening, appraising, performing and composing are taught through analysing different types of music from pop through to classical, both Western and non- Western. The children use what they have learned to compose their own music, using a variety of instruments. In Key Stage 2 music is taught by the class teacher, with an additional half termly lesson of Music History taught by our subject specialist.

PE

PE is taught for two hours a week and over the year the children take part in gymnastics, dance, games and outdoor and adventurous activities. Year 3 and 4 visit Westminster Lodge for a weekly swimming lesson and also have a weekly tennis lesson with a tennis coach. Extra- curricular sports opportunities are an important extension of our PE curriculum; the children in Key Stage 2 have the opportunity to compete with other schools in football, rugby, netball, tri-golf, hockey, athletics, basketball and cross-country competitions.

PSHE (Personal Social Health Education)

Classes participate in regular 'circle time' with foci taken from the Social and Emotional Aspects of Learning resource, Protective Behaviours and Learning Power. Health education focuses on keeping healthy in both mind and body, the safe use of medicines and drugs and the dangers of smoking. In Year 5 and Year 6, pupils are taught about puberty, conception and birth. Parents are informed when Sex and Relationships lessons take place in Years 5 and 6 and are invited into school to see the materials to be used and to discuss the programme of work. Parents have the right to withdraw their children from sex and relationships education. If you would like to discuss this, please contact the school office. The policy for sex and relationships education is available for parents. In Year 6, children have the opportunity to become House Captains – a position which they have to apply for and which involves a variety of duties including sitting on the School Council and occasionally leading an assembly.

French

All children in Key Stage Two learn French. There is a focus on speaking and listening with a small amount of writing, so the children learn songs and poems as well as learning about what life is like in France.

Homework

Children are set regular homework which includes reading, learning multiplication tables and a variety of tasks linked to all areas of the curriculum. We consider home learning as an opportunity for the children to consolidate their learning from school and thus we ensure that the homework is accessible for all children. In Years 5 & 6 we encourage the children to become independent learners because we understand the importance of preparing them for the transition to secondary school. To this end there is an increase in the amount of homework and the responsibility for completing and handing homework in on time, moves to the child.

School Journeys and offsite learning

One of the highlights of the year for both Years 5 and 6 are the residential school journeys: Year 5 to Kingswood in Norfolk and Year 6 to PGL in Shropshire. Wherever possible, the class teachers accompany the children on these journeys. The focus at Kingswood is on field work/environmental studies linked to work in geography and science whilst PGL is a more physical/adventurous experience and marks the end of the primary school years.

Productions

In the summer term of Year 6, the children are all involved in an ambitious and high-quality production which involves acting, singing and dancing. This is a well-loved finale to their final year at Killigrew.