



Helmsley Community Primary School Curriculum

Within the Ryedale Federation primary schools, the curriculum is designed to: recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Every child is recognised as a unique individual. We celebrate and welcome differences within our school community and aim to broaden our children's knowledge and understanding of the world beyond our local rural setting.

The ability to learn is underpinned by the teaching of basic skills, knowledge, concepts and values with a vision to prepare them for life beyond primary school. We constantly provide enrichment opportunities to engage learning. We believe that childhood should be a happy, investigative and enquiring time in our lives, where there are no limits to curiosity and there is a thirst for new experiences and knowledge. We use school values to promote positive attitudes to learning which reflect the values and skills needed to promote responsibility for learning and future success.

Community involvement is an integral part of our curriculum. We celebrate local traditions and invite visitors and families to our schools to facilitate the learning of new skills and the sharing of experiences through assemblies and other forums. Our children have the opportunity to participate in external exhibitions, performances, competitions and events involving other schools and communities. Developing our pupils' independence and motivation as learners and their sense of responsibility as future citizens lies at the heart of all our teaching and learning.

Children leave our schools with confidence inspired by the knowledge they have acquired of the world and with a sense of understanding of their value and responsibilities within society. They have the skills to make decisions, self-evaluate, and make connections so that they can become passionate lifelong learners.

Within the Ryedale Federation schools, we have subject leaders who develop, monitor and evaluate the effectiveness of their subject within their school across all year groups and phases. Specialist teachers support physical education. Subject leaders are given training and opportunity to keep developing their own subject knowledge, skills and understanding so they can support curriculum development and their colleagues throughout the school. However, in recognising the difficulty, particularly for small schools, of having subject leaders for all of the Foundation subjects, we are moving towards a structure of Federation Subject Leads. This process began this year with the establishment of a Science Lead who works closely with the Science Lead at Ryedale School to ensure that the curriculum is engaging, challenging and prepares pupils for the demands of the KS3 science curriculum.

For Foundation Subjects, the National Curriculum, is delivered using an integrated topic approach and our newly designed subject overviews are integral to ensuring coverage of and progression through each subject. To ensure misconceptions are quickly addressed, our Federation wide focus is to collaboratively develop consistent and effective formative assessment. We are committed to ensuring that pupils gain the necessary knowledge and

skills so as to be able to access and indeed flourish in the next year and phase of their learning.

The majority of pupils have achieved the Early Learning Goals of the Early Years Foundation Stage Curriculum as they enter Year 1 and progress to the National Curriculum. However, throughout this period and beyond all children are still developing their phonic knowledge through the use of various research based programmes and developing their fluency in reading. The more able are challenged further in their learning and children who find aspects of their learning more difficult are appropriately supported so that they too are enabled to experience success. In all year groups there are small group interventions in order to support pupils in gaining the key skills to become successful readers, writers and mathematicians.

National requirements and shared Federation expectations provide the basis for individual schools and teachers to plan a relevant and rich curriculum for their pupils. The curriculum is underpinned by each school's Core Values and these are taught explicitly and through other areas of the curriculum, including assemblies. The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.

Early Reading

At Helmsley Community Primary School, we strive to develop the full potential of all our pupils so they become confident, literate readers. If children are to develop as competent, fluent readers it is essential that they have secure understanding of letters and sounds. Phonic skills are essential to developing competent and assertive readers. In our first two classes we follow the systematic approach of Read Write Inc. During their Nursery education, our children are provided with numerous and varied opportunities to hear and say sounds. Staff support this experience by ensuring the modelling of pure sounds at all times. As children progress through school, they will learn all the 44 sounds and the corresponding letter groups. Pupils will learn the initial letter sounds and their matching graphemes as they progress from Nursery to Reception. They will be explicitly taught the skill of oral blending, which is vital for the initial stages of early reading. Children will rapidly progress to blending sounds together to help them read CVC words. Children will learn digraph and trigraph sounds throughout Early Years and Key Stage 1. As children become confident at blending sounds, they are taught the skill of blending sounds mentally and at speed by the use of the RWI system of 'Fred in your head'. Children will be exposed to 'alien' words throughout Reception and Year 1. This consistent and rigorous approach will provide our children with the foundations to become enthused readers with a passion for storytelling, literature and vocabulary.

Reading

At Helmsley Community Primary School, we want to foster a lifelong love of reading by exposing our children to various literature across all curriculum areas. We believe reading opens up a new world for children and gives them the opportunity to explore new ideas, visit new places, meet new characters and develop a better understanding of other cultures. Building up the children's vocabulary gives them the word power they need to become successful speakers and writers as well as confident readers. Reading is a key life skill and we strive to embed a culture of reading into the core of what we do, providing opportunities for children to read both independently and aloud as well as allowing them the chance to discuss and recommend books they have read to their peers. Reading and

quality literature is implicitly interwoven into our curriculum through the use of key texts to expose our children to various genres and famous authors and to enhance the variety of exciting topics that we teach.

Writing

To develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum, we have undertaken a multifaceted approach to writing, whereby all subject areas include the opportunities for pupils to express their thoughts in a range of written styles. It is vital that our children are exposed to a range of exemplar texts, from across different genres and subject areas, to embed ambitious vocabulary choices and secure expectations of writing across the curriculum. This exposure to a variety of curricular areas encourages a range of writers and writing styles, allowing pupils to be absorbed within their learning and retelling. Writing is a crucial skill that is embedded across all year groups; consolidation of fine motor skills and phonic strategies are implemented in lower school and working towards securing confidence with independent pieces is of priority in KS2. We are intent on our students leaving us with a certainty that they are able to communicate effectively in writing – and to enjoy being able to express themselves in this way.

Maths

At Helmsley Community Primary School, we strive towards shaping assured, happy and resilient mathematicians who relish the challenge of maths. The children shall become independent, reflective thinkers, whose skills not only liberate them in maths but also supports them across the curriculum. Mathematics is important in everyday life and, with this in mind; we endeavour to ensure that our pupils develop a positive and enthusiastic attitude towards mathematics that will stay with them.

Here at Helmsley we follow the Power Maths scheme of learning in order to ensure that our children have full coverage of the Maths National Curriculum. Opportunities to revisit topics several times are planned over the year allowing their knowledge to embed. All children are catered for within the maths lessons ensuring that the teacher offers the necessary support and challenge for each individual to make progress. By following the Power Maths scheme, we ensure that the three core areas of the National Curriculum are covered: fluency, reasoning and problem solving. Mathematical vocabulary is an essential part of each lesson and the children need to understand this within the area they are studying and be able to make rich connections across other areas within this subject.

Structure of Power Maths lesson

Discover

Every lesson starts with a Discover task to get children to solve a problem that aims to generate curiosity. During the Discover section children may use manipulatives to help them understand the maths and explain their method.

Share

The next stage encourages children to Share the methods they have tried to solve the problem in Discover.

Think Together

We only learn when we are thinking! In this section Power Maths takes the approach "I do, we do, you do", as children apply the knowledge they have just learned in a series of problems that continue to encourage thinking throughout.

Practice

Children are then ready for some independent Practice.

Reflect

The final Reflect question helps the children evaluate whether they have understood the key concept and small step that they have been trying to master in the lesson.