

CURRICULUM INFORMATION 2019-2020 SCHOOL YEAR

A RICH CURRICULUM:

We believe that it is important to provide our pupils with a broad and rich curriculum that will support good learning by enthusing and engaging them. In 2019-2020 £1,800 per year group has been earmarked within the budget to allow teachers to implement a carefully planned programme of visits, visitors and activities that will support this intention. Throughout the year the pupils will have a range of different experiences that will not only support good learning but provide them with opportunities to add to their own cultural capital. The funding made available within the Curriculum Enrichment Fund will support this.

TEACHING STRATEGIES:

During the 2019-2020 school year we will be investigating new ways to improve the learning of pupils across the curriculum. Learning within the curriculum can be defined as permanent changes to a pupil's long-term memory. The strategies that we will be implementing and piloting have their foundations in cognitive psychology research and have been shown to have positive outcomes for pupils' learning.

These strategies will include spaced practice, retrieval practice, elaboration and dual coding. A brief definition of these is set out below;

Spaced Practice: Opportunities are created throughout a unit of work and throughout the term to re-visit information covered in previous lessons.

Retrieval Practice: Short activities are inserted into the curriculum to allow pupils to recall or bring to mind things that they have learned in the past. This will involve frequent, short, low-stake quizzes given to the class.

Elaboration: Pupils will be encouraged to verbally explain what they have learned, including to other pupils, and to develop the use of "how" and "why" questions to further their understanding. This strategy will complement the introduction of collaborative learning strategies through **Kagan Structures** which are highly structured paired or group activities that allow pupils of all abilities to be actively involved in learning during these kinds of activity.

Dual Coding: Learning material will be presented to pupils in both verbal and visual ways.

Over the course of the year, as indicated in the School Improvement Plan, the above teaching strategies will be progressively introduced and practised within the curriculum. The implementation of the strategies will be monitored, evaluated and reviewed periodically with a view to establishing an agreed policy for their use in the 2020-2021 school year.

SUBJECT LEADERSHIP:

If you wish to find out more information about a particular subject or aspect of the school's curriculum, other than speaking to your child's class teacher, the table below provides information about who to contact.

You may also wish to visit the dedicated subject pages within the Curriculum Section of the website.

SUBJECT	SUBJECT LEADER
MATHEMATICS	MRS BOLTON – new to role from 1/9/2019
ENGLISH	MRS BURNS – new to role from 1/9/2019
SCIENCE	MRS FARINA
COMPUTING	MR DOIDGE – new to role from 1/9/2019
DESIGN TECHNOLOGY	MRS GRIMSHAW
GEOGRAPHY	MRS SAY (maternity leave) MISS HOLMES (acting leader from 1/1/2020)
HISTORY	MRS BARNES
ART	MRS TODDINGTON
MUSIC	MISS LOUGHEED
P.E.	MR BENT – new to role from 1/9/2019
R.E.	MISS JACKSON – new to role from 1/9/2019
SPANISH	MRS BARON
P.S.H.E.	MRS GORMAN (maternity leave) MRS GRIMSHAW (acting leader from 1/9/2019)
EARLY YEARS CURRICULUM	MRS GORMAN (maternity leave) MISS LOUGHEED (acting leader from 1/9/2019)
SPECIAL EDUCATION NEEDS	MRS GORMAN (maternity leave) MRS BURNS (acting leader from 1/9/2019)

ENGLISH

The school uses Letters and Sounds as the basis for the teaching of phonics in the Early Years Foundation Stage and Key Stage 1.

In the Foundation Stage there is a great emphasis on speaking and listening as well as phonics. Children have daily sessions to develop their early literacy skills and there is a daily dedicated phonics sessions. Work is planned around relevant, exciting texts with the intention to foster a love of reading, speaking and writing.

Talk for Writing is used to promote high standards of writing in the children. This involves using symbols to learn the key features and vocabulary of different genres of texts which enables the children to produce their own writing.

The emphasis on acquiring age-appropriate Literacy skills is designed to ensure that we foster a love of reading and writing and prepare children for the next phase of their education.

Literacy teaching is **implemented** through the teaching of single-aged groups. There is no mixed year teaching. This provides the optimum conditions for good teaching, learning and progress to be made. Opportunities to develop and apply reading and writing skills are provided across the curriculum. The structure of literacy units is available on the curriculum plan at the end of this document. There are nine units of literacy taught during the year. Seven units last for four weeks and the final two last for 3 weeks.

Each unit begins with a focus on Grammar and Punctuation with pupils' learning how to understand and use a specific number of the grammatical features that they will use in the writing phase later in the unit. These Grammar and Punctuation learning objectives are also referenced in topic work and other lessons that take place during the literacy unit. This approach provides many opportunities for pupils to use their knowledge in writing across the curriculum.

Following on from the Grammar and Punctuation Phase is the Reading Phase. The genre that is the focus for the Writing Phase of the unit is used to develop pupils' awareness of the features of the genre and to learn about specific learning objectives that will develop their comprehension.

The Writing Phase of the unit gives pupils the opportunity to learn how to write effectively within the genre of the unit and to use the Grammar and Punctuation objectives covered in the Grammar and Punctuation Phase at the start of the unit.

The **intention** of this approach provides coherent and focused learning over the period of each literacy unit and to use the Reading Phase to support the pupils' understanding of the key features of the genre.

The **impact** of this will be that pupils' attainment and progress in both reading and writing will be maximised.

The teaching of reading and comprehension skills in Key Stage 2 has been updated. For guided reading, the pupils will no longer be taught in small groups. Instead, the year group will be divided into two sets and guided reading will be taught as a class activity. The intention of this approach is to enable more pupils to reach the expected standard in reading by the end of Key Stage 2.

In Key Stage 1 pupils undertake a daily reading lesson. The first part of this is Guided Reading and the second part is the teaching of phonics. These are intended to allow pupils to attain, by the end of Year 2, the standard of reading and comprehension required to access the Key Stage 2 curriculum.

VOCABULARY:

The development of vocabulary is central to teaching across the curriculum. There is a strong link between good vocabulary and future academic achievement. Teachers will actively plan for the introduction of at least one “vocabulary word” in every lesson that is taught so that pupils are regularly exposed to and develop a rich and varied vocabulary, and in doing so improve their reading and comprehension skills over time.

MATHEMATICS

The mathematics curriculum is **implemented** through the use of the Inspire Maths Scheme from Y1 to Y5. Maths is taught on a daily basis from Foundation Stage up to Year 6. From Y1 to Y5 mathematics is taught using the Singapore Method. Flexible setting is used to ensure the needs of every child are met. Maximum use is made of the available lesson time to teach pupils rather than taking up excessive amounts of time administering tests or standalone assessment activities.

Mathematics is taught using the Concrete, Visual, Abstract approach. The **intention** of the maths curriculum is to develop a deep understanding of mathematics and in particular the number system amongst the pupils of the school.

In Year 6 the maths curriculum is tailored to meet the needs of pupils in ensuring that they achieve the end of year expectations for Year 6 and where possible develop a greater depth of attainment.

Classrooms have supportive displays, as well as areas with mathematical equipment for the children to use. Practical activities are carried out throughout the school to bring maths to life and ensure real life skills are put into context. Children receive maths homework on a weekly basis.

Mathematics teaching is organised as single-aged sets. There is no mixed-age teaching of mathematics. This is intended to provide the optimum conditions for good teaching, learning and progress to be made.

This approach to the teaching of maths was introduced in September 2016 and its **impact** is clearly and increasingly reflected in the standards in maths at the end of Key Stage 1 and Key Stage 2.

THE EQUAL STATUS FOR ALL SUBJECTS CURRICULUM MODEL

The school has developed its own curriculum structure for the teaching of: science, computing, D.T., Geography, history, art, music, R.E. and Spanish.

Each subject is organised into units of work. At any one time only two subjects from the E.S.A.S. Curriculum are being taught.

The **intent** in delivering these National Curriculum subjects through discrete units, and limiting the range of subjects being studied at any particular time, is to provide the opportunity for pupils to focus on the subjects. They have the opportunity to study the subject daily or almost daily during each time-limited unit of work rather than perhaps studying the subject only once per week throughout the year. This will allow greater continuity and progression between lessons. Teachers will not have to spend time recapping previous work (in the way that would be needed if the subject was only taught once per week) and it provides the opportunity for greater depth of learning. These are intended to promote higher standards of attainment and progress within lessons and between lessons. The E.S.A.S Curriculum also ensures that there is real breadth to the curriculum.

The **implementation** of the principles underpinning this curriculum design is indicated in the tables below.

In order to best meet the needs of our pupils in Key Stage 1, the decision has been taken that one lesson previously designated for the Equal Status Curriculum will now be used for the teaching of reading. The intention here is to enable as many pupils as possible acquire the expected standard of reading by the end of Key Stage 1 that will allow them to fully access the learning opportunities offered in the Key Stage 2 curriculum and beyond.

DOCUMENT 2

SUBJECT	NUMBER OF UNITS	LENGTH OF UNITS	LESSONS PER WEEK	LESSONS PER UNIT
KEY STAGE 1				
Science	8	7 X 2 weeks 1 x 3 weeks	3 3	6 9
Computing	9	7 x 2 weeks 1 x 3 weeks 1 x 1 week	3 3 3	6 9 3
D.T.	2	3 weeks	4	12
Geography	2	3 weeks	4	12
History	2	3 weeks	4	12
Art	2	3 weeks	4	12
Music	4	3 x 1 week 1 x 2 weeks	4 4	4 8
R.E.	4	1 x 3 weeks 3 x 1 week	4 4	12 12

SUBJECT	NUMBER OF UNITS	LENGTH OF UNITS	LESSONS PER WEEK	LESSONS PER UNIT
KEY STAGE 2				
Science	5	4 x 3 weeks 1 x 2 weeks	4 4	12 8
Computing	7	2 weeks	4	8
D.T.	2	3 weeks	5	15
Geography	2	3 weeks	5	15
History	2	3 weeks	5	15
Art	2	3 weeks	5	15
Music	4	3 x 1 week 1 x 2 weeks	5 5	5 10
R.E.	4	1 x 3 weeks 3 x 1 week	5 5	15 5
Spanish	4	3 x 2 weeks 1 x 1 week	5 5	10 5

WEEK BEGINNING				LITERACY		KEY STAGE 1		LOWER KEY STAGE 2		UPPER KEY STAGE 2	
1	MONDAY	2	SEPTEMBER	Grammar & Punctuation 1		MUSIC 1	COMPUTING 1	D.T. 1	COMPUTING 1	R.E. 1A	SCIENCE 1
2	MONDAY	9	SEPTEMBER	Comprehension 1		HISTORY 1	COMPUTING 1	D.T. 1	COMPUTING 1	MUSIC 1	SCIENCE 1
3	MONDAY	16	SEPTEMBER	Writing 1		HISTORY 1	SCIENCE 1	D.T. 1	SCIENCE 1	ART 1	SCIENCE 1
4	MONDAY	23	SEPTEMBER	Writing 1		HISTORY 1	SCIENCE 1	R.E. 1A	SCIENCE 1	ART 1	SPANISH 1
5	MONDAY	30	SEPTEMBER	Grammar & Punctuation 2		GEOGRAPHY 1	COMPUTING 2	HISTORY 1	SCIENCE 1	ART 1	SPANISH 1
6	MONDAY	7	OCTOBER	Comprehension 2		GEOGRAPHY 1	COMPUTING 2	HISTORY 1	SPANISH 1	R.E. 1B	COMPUTING 1
7	MONDAY	14	OCTOBER	Writing 2		GEOGRAPHY 1	SCIENCE 2	HISTORY 1	SPANISH1	D.T. 1	COMPUTING 1
8	MONDAY	28	OCTOBER	Writing 2		ART 1	SCIENCE 2	R.E. 1B	COMPUTING 2	D.T. 1	SCIENCE 2
9	MONDAY	4	NOVEMBER	Grammar & Punctuation 3		ART 1	COMPUTING 3	MUSIC 1	COMPUTING 2	D.T. 1	SCIENCE 2
10	MONDAY	11	NOVEMBER	Comprehension 3		ART 1	COMPUTING 3	ART 1	SCIENCE 2	R.E. 1C	SCIENCE 2
11	MONDAY	18	NOVEMBER	Writing 3		R.E. 1	SCIENCE 3	ART 1	SCIENCE 2	GEOGRAPHY 1	COMPUTING 2
12	MONDAY	25	NOVEMBER	Writing 3		R.E. 1	SCIENCE 3	ART 1	SCIENCE 2	GEOGRAPHY 1	COMPUTING 2
13	MONDAY	2	DECEMBER	Grammar & Punctuation 4		R.E. 1	COMPUTING 4	R.E. 1C	COMPUTING 3	GEOGRAPHY 1	SPANISH 2
14	MONDAY	9	DECEMBER	Comprehension 4		MUSIC 2	COMPUTING 4	MUSIC 2	COMPUTING 3	MUSIC 2	SPANISH 2
15	MONDAY	16	DECEMBER	Poetry 1		CHRISTMAS ACTIVITIES					
16	MONDAY	6	JANUARY	Writing 4		MUSIC 3	SCIENCE 4	GEOGRAPHY 1	SPANISH 2	HISTORY 1	SCIENCE 3
17	MONDAY	13	JANUARY	Writing 4		D.T. 1	SCIENCE 4	GEOGRAPHY 1	SPANISH 2	HISTORY 1	SCIENCE 3
18	MONDAY	20	JANUARY	Grammar & Punctuation 5		D.T. 1	COMPUTING 5	GEOGRAPHY 1	SCIENCE 3	HISTORY 1	SCIENCE 3
19	MONDAY	27	JANUARY	Comprehension 5		D.T. 1	COMPUTING 5	HISTORY 2	SCIENCE 3	ART 2	COMPUTING 3
20	MONDAY	3	FEBRUARY	Writing 5		GEOGRAPHY 2	COMPUTING 5	HISTORY 2	SCIENCE 3	ART 2	COMPUTING 3
21	MONDAY	10	FEBRUARY	Writing 5		GEOGRAPHY 2	SCIENCE 5	HISTORY 2	COMPUTING 4	ART 2	SPANISH 3
22	MONDAY	24	FEBRUARY	Grammar & Punctuation 6		GEOGRAPHY 2	SCIENCE 5	MUSIC 3	COMPUTING 4	MUSIC 3	SPANISH 3
23	MONDAY	2	MARCH	Comprehension 6		R.E.2A	SCIENCE 5	R.E. 2	SCIENCE 4	R.E. 2	COMPUTING 4
24	MONDAY	9	MARCH	Writing 6		HISTORY 2	COMPUTING 6	R.E. 2	SCIENCE 4	R.E. 2	COMPUTING 4
25	MONDAY	16	MARCH	Writing 6		HISTORY 2	COMPUTING 6	R.E. 2	SCIENCE 4	R.E. 2	SCIENCE 4
26	MONDAY	23	MARCH	Grammar & Punctuation 7		HISTORY 2	SCIENCE 6	GEOGRAPHY 2	SPANISH 3	D.T. 2	SCIENCE 4
27	MONDAY	30	MARCH	Comprehension 7		R.E. 2B	SCIENCE 6	GEOGRAPHY 2	SPANISH 3	D.T. 2	SCIENCE 4
28	MONDAY	20	APRIL	Writing 7		ART 2	COMPUTING 7	GEOGRAPHY 2	COMPUTING 5	D.T. 2	SPANISH 4
29	MONDAY	27	APRIL	Writing 7		ART 2	COMPUTING 7	D.T. 2	COMPUTING 5	GEOGRAPHY 2	COMPUTING 5
30	MONDAY	4	MAY	Poetry 2		ART 2	SCIENCE 7	D.T. 2	SCIENCE 5	GEOGRAPHY 2	COMPUTING 5
31	MONDAY	11	MAY	TEST WEEK		R.E. 2C	SCIENCE 7	D.T. 2	SCIENCE 5	GEOGRAPHY 2	SCIENCE 5
32	MONDAY	18	MAY	G & P 8	Comp 8	D.T. 2	COMPUTING 8	ART 2	COMPUTING 6	HISTORY 2	SCIENCE 5
33	MONDAY	8	JUNE	Comp 8	Writing 8	D.T. 2	COMPUTING 8	ART 2	COMPUTING 6	HISTORY 2	COMPUTING 6
34	MONDAY	15	JUNE	Writing 8		D.T. 2	SCIENCE 8	ART 2	SPANISH 4	HISTORY 2	COMPUTING 6
35	MONDAY	22	JUNE	G & P 9	Comp 9	HEALTHY WEEK					
36	MONDAY	29	JUNE	Comp 9	Writing 9	MUSIC 4	SCIENCE 8	MUSIC 4	COMPUTING 7	MUSIC 4	COMPUTING 7
37	MONDAY	6	JULY	Writing 9		MUSIC 4	COMPUTING 9	MUSIC 4	COMPUTING 7	MUSIC 4	COMPUTING 7
38	MONDAY	13	JULY	Drama		END OF TERM ACTIVITIES					

PHYSICAL EDUCATION

P.E. is taught twice per week throughout the year. The Lancashire P.E. Scheme of Work, which fully meets the requirements of the N.C. is followed.

P.E. lessons may take place in the school hall, on the playground or on the school field depending on the activity, weather and underfoot conditions.

One of the lessons each week focuses on aerobic activity and the development of fitness and the second lesson looks at the specifics of the N.C.

Pupils in Y4 and Y5 have a weekly swimming lesson as part of their P.E. entitlement.

The school has an extensive programme of extra-curricular P.E. through school-based staff and external providers. Sports funding is utilised to ensure that all extra-curricular sport is provided free of charge. Please refer to the School Sports Premium document elsewhere on the website.

P.S.H.E.

P.S.H.E. is taught following the Lancashire Scheme of Work through a weekly lesson. If necessary, specific issues that may arise during the year may also be included in P.S.H.E. lessons in any given week. The promotion of British Values is included in this aspect of the school's work.