

## **Curriculum Vision**

As a school we encourage an inclusive partnership between the children, adults and the home. We understand that children need to feel safe and secure before they can be successful. Because of this, we strive to make all our children feel this way, so that they can fulfil their potential.

We work each day with a common purpose to create a sense of belonging and community, not just among the children and adults but also the parents and carers. We do this through treating everyone with respect and ensuring each one of us is valued. In addition we aim to foster resilience in individuals and inspire the children to widen and develop their aspirations.

### **Intent**

For children to make rapid and sustained progress, high levels of engagement are vital for children to make the necessary connections and develop knowledge. The Leuven Scale is used in EYFS alongside planning in the moment to ensure that all pupils are engaged in purposeful learning that builds on the experiences and understanding that they bring with them from home. The principle of needing to maintain engagement, is continued into KS1 and KS2 with teachers ensuring that the curriculum builds on the pupils' prior knowledge and is relevant to them.

We want our pupils to develop the interpersonal skills that will allow them to thrive in a variety of situations. The Kagan approach to cooperative learning allows children to learn how to work well with their peers to find solutions whilst taking individual responsibility for improving their work.

We make provision for RSE (Relationships and Sex Education) throughout our school curriculum and deliver much of our RSE through the 1-Decision programme.

Our curriculum is knowledge rich, taking our children beyond their own contexts and supporting our commitment for all children to have a deep understanding of the world around them. The curriculum introduces them; to new concepts, contexts and experiences so that they develop a rich cultural capital and become more socially aware, confident and reflective young citizens of the world. Knowledge for its own sake is not the goal. We want our pupils to acquire knowledge and then have the skills to best apply it for the benefit of themselves and the community around them.

As independent thinkers and learners equipped to question and investigate the world. Through our teaching and learning, we aim for all our pupils at Red Row First School to:

- Value morals, religion and cultures to develop an effective and caring community, with pupils who will become positive members of society.
- Develop good communication skills articulating likes and dislikes, explaining why they have these opinions.
- Develop critical thinking skills and the ability to ask questions to further their understanding.
- Adopt a healthy mindset and lifestyle - know how to stay healthy physically and mentally.

- Build up a sound knowledge base of the world around us and link their knowledge to master different concepts.
- Leave with stamina for learning and a determination to complete tasks with perseverance and become resilient to mistakes.
- Leave us prepared and confident to meet the challenges of their next stage in education.

### **Implementation**

- Teachers ensure that they are secure in their subject knowledge before delivering a new curriculum area, based on the National Curriculum (2014).
- Using the children's prior knowledge as the start when embarking on a new topic. The long and medium term planning demonstrates a clear sequence of knowledge acquisition.
- Identification of key concepts that pupils must understand and being able to articulate to others to ensure they are embedded in the long-term memory. This will in turn allow easier acquisition and understanding of new knowledge.
- Formative assessment at the heart of planning to fill in gaps and correct misconceptions.
- Summative judgements are made in the last week of December, end of March and June. This allows teachers and leaders to check that pupils are on track, identify gaps in knowledge for a class, group or individual and plan interventions to rectify these. July is used to address gaps of key concepts in readiness for the next year.

### **Impact**

Our curriculum is constantly adapting to the ever changing needs of the individuals in our school, therefore the impact of the curriculum is assessed continuously, both through internal and external criteria.

- We use regular and robustly moderated assessments to review the impact of our curriculum offer.
- Strategic leads regularly review learning, talk to pupils and provide feedback to ensure we are always able to progress learning proactively.
- We ensure that our pupils' attainment and progress are in line or exceeding their potential from their identified baselines.
- Our staff receive targeted continuous professional development, to ensure they are up to date with current best practice and able to share their learning to inform the curriculum offered to the children.
- Our curriculum addresses negative stereotyping through investigating similarities and differences and promoting acceptance, diversity, citizenship and human rights.
- Learning behaviour is a focus of our teaching, with pupils showing greater levels of resilience, motivation and positive mental approaches when faced with challenges. They develop attitudes and behaviours that will make positive contributions to the world.

### **Curriculum Subject Areas**

## English

We aim to encourage each child to develop a love and appreciation of language and reading, and to acquire the necessary skills to become an effective communicator.

### Speaking and Listening

Great emphasis is given to each child's ability to listen with understanding and to respond to what they have heard. The school provides a stimulating environment in which children are motivated to think about their experiences, and those of others, and to express themselves as clearly as possible.

In reception, we use the Nuffield Early Language Intervention programme to target and improve children's language and early literacy skills. These interventions may need to continue up into KS1 and possibly KS2 to target any delayed speech.

We screen children in reception with the Northumberland Early Years Speech and Language assessment and if we feel we need more information about a child, we receive specialist support to structure activities to develop verbal comprehension, sentence structure and pronunciation of speech. This support can be ongoing and children can receive tailored interventions higher up the school if required.

### Phonics

At Red Row we use Jolly Phonics to teach children to read and write through an early systematic phonics programme. The children are taught the main sounds of English, not just the alphabet sounds. With this knowledge, they are taken through stages of blending sounds to form words and then to reading. At the same time, they are taught to write by identifying the sounds in words and relating the letters to these sounds.

#### - Nursery - Reception (EYFS)

Children are exposed to the letter sounds in nursery. In reception, the first eight to nine weeks are spent learning the letter sounds, which are introduced at a rate of one letter sound a day. This is followed by learning the main alternative vowel sounds, the tricky words and how to write independently. The programme is multisensory, active and particularly suitable for young children.

Teaching is divided into five basic skills;

- Learning the letter sounds
- Learning letter formation
- Blending – for reading
- Identifying the sounds in words – for writing
- Tricky words

Ongoing assessments occur daily and this assessment is used to form daily interventions for children who are behind with the programme.

### Grammar

Jolly Grammar is designed to follow on from Jolly Phonics. In reception, Jolly Phonics

teaches children to write independently by listening for the sounds in words and choosing letters to represent the sounds. This enables children to write pages of news and stories. However, it is important to build on this foundation in the following years. Jolly Grammar develops writing skills. The children become more aware that they are writing for a purpose: that their words are intended to be read and understood. They learn that writing is easier to understand if it is grammatically correct, accurately spelt, well punctuated and neatly written – and that if their words are interesting too, their writing can give real pleasure. It is vital children have a simple understanding of this long term goal.

Jolly Grammar is intended to;

- Introduce the basic elements of grammar
- Teach spelling systematically
- Improve vocabulary and comprehension
- Develop dictionary skills
- Reinforce the teaching in phonics
- Extend the children's phonetic knowledge

Again, teaching is multisensory, active and progresses at a challenging pace. It is especially suitable for young children: each part of speech, for example, is taught with its own action and colour. The actions enliven the teaching and make the learning easier.

### Jolly Grammar programme

Jolly Grammar is taught for two lessons a week in years 1-4. Each week, the first lesson is devoted to spelling and the second to grammar. These terms are used loosely and there is some overlapping: punctuation, vocabulary development and alphabet work are among the areas covered in both spelling and grammar lessons. This leaves three lessons for other areas such as comprehension, guided reading, independent/creative writing and handwriting practice. Children are shown how spelling and grammar relate to their own literacy work in comprehension, reading and writing.

### **Writing**

Literature Works, a region-wide Primary English and cross curricular school strategy, provides a practical and supportive framework for the development of language comprehension that is tailored to the needs of children at Red Row First School. Teachers are supported to develop strategies for the progression and continuity of 'greater depth' learning across each key-stage and within each year group. We work creatively, use texts to sequence lessons and contextualise learning helping all children to make connections and develop independence. Children are enthused, encouraged to express and share their views and feelings on what they have read, develop the ability to compare texts, and think critically and creatively. In writing, pupils are motivated, are able to write with a clear purpose, viewpoint and audience, applying grammar and vocabulary appropriately to their writing across the curriculum. Teachers assess and teach to gaps in pupil learning, are able to reduce unnecessary 'scaffold' and consequently pupils achieve more.

We have a lead teacher within school who supports on-going developments within primary language comprehension and the sharing of good practice between schools subscribing to Literature Works. The lead teachers form a very strong team of seventeen primary school leaders.

Newcastle City Libraries and Northumberland School Library Service are partners supporting Literature Works. They provide our teacher's with information about new and exciting authors and texts, for use in the classroom, and share with us, at our termly meetings, their expertise and cultural offers within the world of children's books.

### **Handwriting**

Letter-join is our whole school handwriting scheme offering a combination of traditional and digital resources. These include classroom presentations, handwriting activities, online games and worksheets using our cursive font with a lead-in line (pre cursive font in EYFS). Our school subscription includes free use for our children at home. (Refer to handwriting policy for further information).

### **Reading**

Learning to read and write fluently is vital for children. All parents know this and want their children to master these skills. At Red Row parents are encouraged to work alongside teachers and at the start of the year in reception, families take home daily sound sheets to practice. This then progresses onto weekly spellings and decodable books matched to the child's phonic knowledge when they are ready.

Parents are aware how reading is taught in the school, through guides and inviting parents in for a meeting so they are comfortable consolidating key skills at home

### **Home Readers**

(EYFS nursery/reception)

We believe the early reading skills a child will learn at this age are an important foundation for starting school. The focus at this age is on sharing stories, songs, and rhymes together and building talking and listening skills. In reception, children will consolidate their phonics sounds at home before moving onto home readers when they are ready. Children in reception and year 1 will receive a Jolly Phonics home/school reading book directly matched to their phonics ability.

### **Project X Alien Adventures**

For our home readers higher up the school, post phonics, we have chosen the award-winning reading series, Alien Adventures. The series follows the action-packed, gadget-filled adventures of Max, Cat, Ant, and Tiger as they journey through space. These phonically decodable books are perfect for motivating children – even the most reluctant readers – to read by themselves.

### **Guided Reading – Project X Alien Origins**

To deliver effective guided reading sessions in KS1, we use Project X Origins, a sister series to our home readers. This series was developed by comprehension experts helping every child reach higher standards. It includes action-packed adventures with fantastic characters and gadgets to motivate boys, whilst linking fiction and non-fiction to broaden reading choices. Engaging activities are utilised to develop inference, critical thinking, vocabulary and other higher-order comprehension skills. Furthermore, we use the embedded assessment linked to the Oxford Reading Criterion Scale to monitor progress and identify next steps.

### **Whole class reading:**

In KS2, reading sessions are delivered to the whole class. We have found pupil engagement and productivity is increased as all pupils receive the attention of the teacher for the full lesson. We are able to build on children's knowledge and understanding by linking the texts used to the wider curriculum. In addition, we make ambitious text choices so that the whole class is exposed to age-appropriate texts and by involving the whole class we have the potential for wider discussions.

### **Our expectations at Red Row:**

- Expect parents to read at least 4 out of the 7 days in week.
- Lowest 20% plus other targeted children heard read daily.
- EYFS individually heard x3 week.
- KS1 guided reading x3 week.
- KS2 whole class reading x3 week.

### **Assessment**

Red Row use PIRA, to monitor pupils' progress in reading term by term. PIRA is a standardised, curriculum-linked series of tests designed for whole-class use, with pupils of all abilities. These tests are carried out in the Autumn, Spring and Summer terms for years 1–4, and in the Spring and Summer terms for Reception. PIRA provides teachers with reliable summative, diagnostic and predictive information. In addition, standardised scores, reading ages and a diagnostic profile, giving us a wealth of information, to help manage learning more effectively.

A scale score, based on the termly performance of over 10,000 pupils nationally, helps monitor small increments of progress and offers a reliable basis for predicting pupil progress and setting realistic targets. These scores are used to inform ongoing teacher assessment in Target Tracker and provide teachers with a reliable gap analysis to inform teaching.

### **Mathematics**

Our aim is to encourage each child to work with confidence, fluency, understanding and enjoyment in this area of the curriculum. Skills are developed through the use of direct

teaching, practical apparatus, problem solving activities, games and computer programs and apps. Mental maths skills are honed through oral activities and mental maths activities. In nursery, children access maths through the numicon scheme of work. Once basic mathematic skills are secured, children are taught using the White Rose scheme of work throughout reception and KS1/KS2 which promotes independence and the application of skills through word problems and investigations. In addition, children are taught times tables using Times Table Rockstars. For this children have their own login details which they can use in school and at home. Progress is monitored online and through written tasks.

### **Number**

Through various activities children have the opportunity to use and understand the number system, to estimate and approximate, to use symbols and patterns and to become confident in the use of addition, subtraction, multiplication and division.

Numicon apparatus and the strategies supported by this are used to aid early development of number understanding. As this understanding develops and the children move through the school, written strategies assume a greater importance. There is an expectation that children will memorise multiplication facts to support their work in this area.

### **Shape, Space, Measure and Data Handling**

Knowledge and understanding of shape, space, measure and data-handling is taught through the maths curriculum but is developed and applied across the curriculum, particularly in Science, Art, DT, Geography, PE and IT.

### **Problem Solving**

To enrich the mathematical experiences of all learners, throughout school, we utilise the NRICH project to embed mathematical tasks into everyday classroom practice. These curriculum-linked resources help to develop mathematical reasoning and problem solving skills.

### **Science**

Science is a systematic investigation of the physical, chemical and biological aspects of the world which relies on first hand experiences and on other sources of information. The scientific process and pupils' problem-solving activities will be used to deepen their understanding of the concepts involved. The main aspects of science to be studied will be determined by the programmes of study of the National Curriculum 2014. Through science pupils will continue to deepen their respect, care and appreciation for the natural world and all its phenomena.

At Red Row First School we recognise the importance of Science and strive to maintain a high profile for the subject within our school. We believe that education should produce well-rounded and valued members of our community and we think that the study of Science is pivotal in this.

Our desire is to ignite their curiosity about the world, and develop a range of skills that are useful across their learning, equipping them to make informed decisions about new technologies, their health and the scientific opportunities around them.

Science is a rapidly growing and important industry in the modern world. Even if children do not become scientists they will grow up in a world that requires scientific literacy and critical thinking skills. Science is all around us and helps children to make sense of the world in which we live.

A scientist observes, questions, creates hypotheses, experiments, records data, and then analyses that data. All children can be scientists and our science curriculum provides a broad range of experiences designed to provide exploration and discovery while indulging in our vast and diverse outdoor space and local areas.

Here at Red Row we aspire to provide high quality and frequent opportunities for science in our extensive grounds and local areas, connecting the classroom based learning with the real world. We encourage independent application of scientific literacy and critical thinking skills by designing and carrying out their own investigations in the enhanced outdoor provision settings and exploring their understanding to a range of contexts. By providing teachers with opportunities to further develop their subject knowledge, we can provide well maintained and up to date resources, including ICT to support learning.

### **Kagan Cooperative Learning**

This is an extremely successful teaching strategy in which small teams of students work together towards a learning goal. They may also be working with partners or the whole class. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement.

### **Physical Education**

Children at Red Row First School experience a range of Physical Education and sport activities both as part of the school's curriculum and through extra-curricular activities.

In our early years setting, children have opportunities to develop good control and co-ordination in large and small movements through a range of indoor and outdoor activities. They learn to move confidently in a range of ways and safely negotiate space through structured and unstructured play. Our extensive outdoor area allows children to challenge themselves physically through the use of a range of apparatus and equipment such as bikes, climbing equipment and balancing apparatus. On a weekly basis all children also take part in a more structured PE lesson. Reception children receive a yoga lesson once a week to strengthen their growing bodies and have access to advanced play equipment on the main school yard during lunchtimes.

Children in Key Stages 1 and 2 have at least 2 hours of PE on a weekly basis. These lessons are based on a core task curriculum which includes Games, Dance, Gymnastics, and Athletics. Wherever possible PE lessons take place outdoors in our extensive grounds. External coaches are utilised to support teachers in delivering the National Curriculum for PE. Children in Key Stage 2 receive an hour's swimming tuition a week in both the autumn and spring terms.

Within the school sports partnership, all of our KS1 and 2 pupils take part in a range of inter school competitions and festivals throughout the school year including an annual 'Dance Showcase', orienteering, tri Golf, gymnastics, netball, athletics and tag rugby. Many of these events are hosted in the more specialist environment of the local High School or other host schools. Each summer we attend the Year 4 Quad Kids Athletics event for the Coquet Partnership of schools; a large event consisting of a range of athletics activities. Our annual Sports Days are very popular and well attended by a huge number of parents. Children at Red Row take part in a wide range of competitive school games events.

We offer after school sports clubs throughout the year – for example dance, tennis and football. These sessions are taught by specialist coaches. In addition, more accessible outdoor storage space and sports equipment has led to the increase in the amount of physical activity and sport taking place during playtimes and lunchtimes. All children are encouraged to access opportunities to be physically active at designated times.

## **Computing**

At Red Row we aim to teach pupils to use computational thinking and creativity to understand a continuously changing world. The core of computing is computer science in which the children are taught how digital systems work and put this knowledge to use through programming to create programs, systems and content. Computing ensures that pupils become digitally literate and develop their ideas through information and communication technology to prepare them for the future workplace and as active participants in a digital world. In line with the National Curriculum the children are taught how to understand and use algorithms, write computer programs, and become responsible, competent, confident and creative users of computing. Children receive a block of computing lessons; where appropriate this is linked to the topic they are studying. Pupils also receive discrete computing lessons during other curriculum times where they are able to apply their skills and are actively encouraged to use computing to further their learning. The school provides pupils with access to a range of additional online resources available through the use of School360. Teaching of computing is supported by Northumberland County Council's 'Teaching Computing in the Primary School' document.

## **RSE**

At Red Row we follow 1decision to help deliver effective and engaging RSE lessons. These comprehensive resources are linked to the Early Learning Goals, statutory guidance and the PSHE'S associations programme of study. RSE lessons offer learning opportunities and experiences which reflect the increasing independence and physical and social awareness of the learner. Through the opportunities presented to them, the children learn skills to help them develop effective relationships, assume greater personal responsibility and keep themselves safe.

At Red Row First School, RSE is interwoven throughout the curriculum and may be delivered specifically in response to situations that arise in school such as bereavement. Wherever possible RSE teaching will be linked to the specific topic area being taught at that time and will be detailed in our medium term topic plans.

## **Design Technology**

Through our DT curriculum, we aim to provide children with a real life context for learning through creating opportunities for them in the wider world. Children are inspired by engineers, designers, chefs and architects to enable them to create a range of structures, mechanisms, textiles, electrical systems and food products with a real life purpose. Our teaching of DT follows a design, make and evaluate cycle. The design process is ingrained in real life, relevant contexts to give meaning to learning. While making, children are given choice and a range of tools to choose freely from. To evaluate, children are given the opportunity to evaluate their own products against a design criteria.

## **Geography**

Our geography curriculum enables children to develop knowledge and skills that are transferable to other curriculum areas which are used to promote cultural development. Geography is an investigative subject which develops an understanding of concepts, knowledge and skills. We aim to inspire in children a fascination about the world and its people which will remain with them for the rest of their lives; to promote the children's interest and understanding of diverse places, people, resources and natural/human environments, together with an understanding of the earth's key physical and human processes. The curriculum is designed to develop knowledge and skills that are progressive as well as transferable through their time at Red Row and also to their further education. The curriculum aims to ensure that pupils develop knowledge of location of globally significant places and understand the processes that give rise to physical and human geographical features. The curriculum aims for pupils to become competent at collecting, analysing and communicating data, interpreting a range of sources of information including through the use of maps. Children are encouraged to develop a greater understanding and knowledge of the world, as well as their place in it.

## History

The purpose of History in the national Curriculum is to help pupils gain knowledge and understanding of Britain's past and that of the wider world. The curriculum aims to ensure that pupils know and understand the history of the British Isles from the earliest times to the present day and how peoples' lives have shaped the nation. Other aims include the pupils being able to understand significant aspects of history of the wider world and to understand historical concepts such as continuity and change, cause and consequence, similarities, differences, connections and contrasts. Through our History curriculum, we strive to inspire pupils' curiosity about the past and to know more about the past. Our curriculum provides children with opportunities to ask questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. We endeavor to teach children to understand the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time. Through our history curriculum we strive to broaden children's horizons, challenge ideas and develop life skills in order to prepare them for their further education and beyond.

## Music

There are many opportunities for children to take part in various musical activities including singing, playing instruments and responding to music from a variety of cultures. At Red Row, we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Singing lies at the heart of good music teaching. Our teaching focuses on developing the children's ability to sing in tune and with other people. Through singing songs, children learn about the structure and organisation of music and are taught to listen to and appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer, and to listen to more extended pieces of music. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach children to make music together, to understand musical notation, and to compose pieces. Children in Key Stage Two receive a drumming lesson on a weekly basis where they play and perform in solo and ensemble contexts with increasing accuracy, fluency, control and expression. They are encouraged to improvise and compose music for a range of purposes while listening with attention to detail to recall sounds with increasing aural memory. In addition, children are encouraged to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians, developing an understanding of the history of music.

## Art

At Red Row we strive to provide children with opportunities to develop their skills using a range of media and materials. Children learn the skills of drawing, painting, printing, collage, textiles, 3D work and digital art and are given the opportunity to explore and evaluate different creative ideas. They are introduced to a range of works and develop knowledge of the styles and vocabulary used by famous artists. The skills are applied to their cross-curricular topics, allowing children to use their art skills to reflect on and explore topics

in greater depth; for example, by sketching historical artefacts in detail, researching geographical locations to support their work on landscape painting or using art as a medium to express emotion and thought to enhance their personal, social and emotional development. Many areas of art link with mathematical ideas of shape and space; for example when printing repeating patterns and designs and thinking about 3D shapes to support structures. In Art, children are expected to be reflective and evaluate their work, thinking about how they can make changes and keep improving. In addition, children are encouraged to take risks and experiment and then reflect on why some ideas and techniques are successful or not for a particular project.

### **Religious Education**

At Red Row we understand Religious Education has a significant role for the development of children's spiritual, moral, social and cultural development. We aim to promote respect and open-mindedness towards others with different faiths and beliefs whilst encouraging pupils to develop their sense of identity and belonging through self-awareness and reflection. Pupils are engaged in an inquiry approach where they can develop an understanding and appreciation for the expression of beliefs, cultural practices and influence of principle religions and worldviews in the local, national and wider global community.

### **Languages**

The purpose of learning foreign languages is to provide an opening to other cultures and deepen pupils' understanding of the world. Children learn simple phrases and greetings from a range of different languages and in Key Stage Two devote a small part of the curriculum to extend their knowledge of spoken and written Spanish, primarily through games and fun activities. We follow Language Angels to aid our primary foreign language teaching resources providing us with interactive teaching materials. Lessons cover a wide variety of topics, including cross-curricular topics, with all instances of the foreign language pre-recorded using a native speaker whilst being fully controlled by the teacher.

### **Extra Curricular Activities**

Children are given the opportunity to take part in a wide range of extra curricular activities, including sporting activities, dance, art and craft, and cooking. In Y4 children have the opportunity to take part in a residential experience at the Robin Wood Activity Centre ([click here for more information](#)).

We are extremely fortunate at Red Row First School to have within easy walking distance Druridge Bay Country Park (where we undertake kayaking, pond dipping, rock pooling and visit farm animals), the amazing Northumberland coastline, a forest school and an artisan Blacksmith. We access all of these and more to help enrich and bring to life our curriculum.