

Our Curriculum Implementation

At Tankersley St Peters C of E Primary school our curriculum offer is implemented from the following whole school planning documents:

- **The long term overview** – maps out the ‘creative curriculum’ across the whole school for Years 1 – 6
- **The subject overview documents** – show progression in knowledge, skills and vocabulary across each subject area in school from Year 1 to Year 6
- **The year group overviews** - provide more detail for each year group teacher and include **topic webs** which show where learning links within a creative curriculum theme

(Note - Please see EYFS section of this policy for planning in the early years.)

Sitting under the key whole school planning documents above are our year group **medium term plans** and **short term plans** for each subject:

Medium term sequenced plans –(half termly/termly) for RE, Science, Computing, History, Geography, Art & Design, French, Music, PHSE and PE ensure learning is current and appropriate for each cohort of learners in each year group. Each lesson builds on key knowledge, skills and vocabulary so pupils can make connections to previous learning.

To support the medium term planning of our curriculum, we use the following schemes and materials:

- **Read Write Inc. Phonics scheme** to support the teaching of phonics, letters, phonemes and words. Including phonetically decodable books.
- **Read Write Inc. Spelling scheme** to support the teaching of Spelling rules
- **Read Write Inc. handwriting materials** to support the teaching of handwriting – letter formation, relative size and fluency.
- **Canine Pals and reciprocal reading strategies** to support fluency and reading comprehension skills.
- **Understanding Christianity Scheme** of work to teach Christianity from the National Society and Sheffield diocese along with the Barnsley Agreed Syllabus for other World religions
- **White Rose Maths Mastery scheme** to support the teaching of mathematics
- **1 Decision scheme** to teach PHSE and SRE
- **Purple Mash platform** to teach Computing including coding / **Serial Mash** for supporting reading
- **I Languages scheme** and interactive pronunciation slides to support the teaching of French in KS2
- **Picture News** – to support development of British Values and globally linked themes –
- **Roots and Fruits scheme**– to support half termly worship themes and Christian values

Short term sequenced plans – Weekly planning for English (Writing, SPAG, Reciprocal Reading and Phonics) as well as Maths are planned in more detail from the White Rose maths hub guidance.

The National Curriculum Sept 2014 – statutory orders underpin all the planning above.

Our pupils' immediate needs, current knowledge gaps and life experiences (cultural capital) are always considered as part of planning from the above schemes and materials so we cater for the learners in the class at that point in time. Our curriculum is designed to help Pupils to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts.

Pupils are immersed in a **creative curriculum** centred around themes which capture their imagination and secure retention of knowledge and key vocabulary. It is important to us that History & Geography, Art & Design, Music, English and where appropriate Mathematics and Science are linked into the creative curriculum topic themes. *(So, for example, a history Romans topic could include Scutum making in art, catapult construction in design and technology and catapult testing and measuring in maths and science.)* Our creative curriculum supports teaching of location and place knowledge, weather and climate skills and knowledge and about significant historical events, people and places in our own locality. It also provides further opportunities to learn about people and cultures. Carefully planned linked trips and visits support pupils' learning and to enhance the curriculum as part of our long term planning. Whilst there are connections between subjects, we also recognise specific learning, knowledge and skills within discrete subjects when applicable.

Our environment enhances pupils' learning and supports the intent of our carefully sequenced curriculum. This includes a strong emphasis on key vocabulary to support knowledge retention. In our school you will see pupils using their little book of big words, Subject glossaries and Victor Vocabulary boards to help assimilate new concepts and words in all areas of learning enhancing key knowledge in different subject areas. We aim to build subject specific knowledge because this is key for pupils to retain the necessary information and make links.

Collaborative learning strategies and kinesthetic learning

To implement quality learning and to aid retention of concepts, teachers cater for the range of learning styles. We use a variety of collaborative strategies so that pupils are excited, enthused and challenged. Pupils are never passive learners and teaching strategies used endeavor to create a no hands up classroom.

Kagan structures are used to promote collaborative and interactive learning to share ideas and thinking and strengthen outcomes for learning in all subjects. Posters of the key models are displayed in each class and around school. *E.g. Think, pair, share / Rally Robin / Quiz, Quiz, Trade.*

Learning partners allow pupils to talk and listen in pairs to share ideas or reiterate key learning points

Creative use of other drama and other collaborative strategies are encouraged to engage pupils in thinking and learning and to eradicate passivity. Teachers use the following strategies to support the delivery of the curriculum:

- Drama techniques
- Collaborative learning – learning partners /Kagan Structures
- Interactive media - IPADs and Computers– Use of creative APPs, modal media, film etc.
- Concrete and kinaesthetic resources
- Visitors and hooks into learning/artefacts

Word conscious classrooms – Vocabulary

Our teaching approaches and classroom environments capitalise on building pupils' vocabulary across all subjects. We are passionate about ensuring pupils at Tankersley leave us as articulate individuals ready to tackle the next phase of their education. We have various whole school approaches to ensure that pupils acquire key vocabulary in all subjects to support knowledge acquisition:-

Tier 2 vocabulary: We use the Canine Pal 'Victor Vocabulary' to make children aware of the importance of words and their meanings. In KS2, we collect words on bookmarks whilst reading for pleasure. We then find the definitions of these words. We collect words every day, throughout the week as a class and display them on a vocabulary board. These words are then removed from the board the following week and recorded with their definitions. In EYFS and KS1, the words are written in 'Our Giant Book of Gargantuan Words'. In KS2, the children individually record these words and others in their 'Little Book of Big Words'.

Tier 3 vocabulary: We have 'SUBJECT GLOSSARY BOOKS' that are filled with subject specific TIER 3 vocabulary. The idea is that the children can have these glossaries open alongside their Creative Curriculum books when they are completing written work. This will support the children with their understanding, application and spelling of new vocabulary without having to search for it in a dictionary. In KS2, the children have individual glossaries and in KS1, we have a whole class large glossary.

When speaking to our children we use a rich and varied vocabulary. We believe it is very important to use correct words and terminology if we want children to learn and use them properly.

Reading is a very important part of our curriculum and supports vocabulary development (See information in the Reading information part of this policy – page 10)

Standards in books

We promote the highest standard of work and consistency of approach with our pupils.

PROUD Posters are displayed in each class and teachers ensure these are used by the pupils. The acronym PROUD reminds Pupils how to set out work neatly in books. Strategies for good presentation and handwriting are encouraged - *BBC-bottom back chair, Spare hand on work and Feed the dinosaur to hold your pencil*

Handwriting is taught daily using the Read Write Inc. handwriting scheme to promote the highest standards. Letter names and formation is also linked to our Read Write Inc. phonics scheme so our youngest pupils link the formation of the letter to the phoneme and letter names. Pupils are awarded a pen license in school when they are using fluent joined writing. A piece of quality handwritten work is sent every fortnight to the head teacher for the handwriting of the week award in our sparkle and shine assembly. One piece is selected and framed in the school entrance on a special stand and displayed in the hall.

Modelled handwriting on displays - School displays promote mainly handwritten models of good quality handwriting (in gold pen on a black background.)

Learning walls and environment

All our classrooms have interactive learning walls and spaces for English and Mathematics and these are backed in milskin paper using the school's agreed colours – pale blue for Maths and pale yellow for Writing along with the agreed borders, so pupils know to look at these spaces as they move from year to year across school.

Learning walls are used as teaching aids as well as to help pupils to retain key knowledge and skills. They should always remain current to the learning, interactive and pupil friendly. Learning walls help to promote active learning and aid retention of key knowledge and concepts. Learning aids can be put up which are handwritten and instant – including models, 'how to' notes, mind maps, pupils' work, interactive questions etc.

Homework

All pupils are expected to complete homework which is set weekly by the class teacher. This includes:

Daily home reading -Pupils in the early years and lower KS have phonetically decodable books and older pupils have an age appropriate reading book.

Weekly spellings from the *RWI spelling scheme* are sent home in the pupil's RWI spelling journal every week.

Comprehension questions – which are linked to reciprocal reading.

Online - *My Maths* homework - Pupils are also encouraged to visit ***TT Rock Stars*** to improve times table recall.

Homework is collected weekly and marked in class with the class teacher.