

Our Curriculum Implementation

At Tankersley St Peter's C of E Primary school, we use the following whole school planning documents for our curriculum offer:

- **The long-term overview** – maps out the 'creative curriculum' across the school.
- **The subject overview documents** – show progression in knowledge, skills and vocabulary across each subject area in school.
- **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** for each subject:

Planning sequences across subject areas

To support the planning of our curriculum, we use the following:

In English planning we use the following to support the weekly Writing, SPAG, Phonics and Reciprocal reading planning-

- **Read Write Inc. Phonics scheme** to support the teaching of phonics, letters, phonemes and words including phonetically decodable books to develop fluency.
- **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.
- **Reciprocal Reading strategies (using our Canine Pals)** to support fluency and reading comprehension skills.

In Mathematics, we use the **White Rose Small Steps Mastery scheme** to plan for learning across the year group objectives for mathematics. Pupils participate in the morning 'Countdown Maths' session daily to help them to retain key concepts. 'Same Day Intervention' and 'Maths Meetings' are also built in daily to reinforce and consolidate learning.

We have carefully sequenced and ambitious **medium-term plans** for RE, Science, History, Geography, Art and Design and Design Technology. Learning is enquiry based and vocabulary is at the heart of every lesson. Each lesson builds on previous key knowledge, skills and vocabulary so pupils can make connections and remember previous learning.

For Religious Education we use the National Society **Understanding Christianity themes** and guidance to teach Christianity (adopted by the Sheffield diocese) along with the **Barnsley Agreed Syllabus for other world religions**. The **Roots and Fruits themes** support half termly Collective Worship.

Computing work is planned from the Year group **Purple Mash curriculum documents** and learning in Coding is included in this. The Serial Mash element of Purple Mash is also used to support the reading curriculum.

For Modern Foreign Languages we use the **languages scheme** across KS2 and the lessons are sequenced from Years 3 – 6. These include interactive pronunciation slides to support the dialogue and vocabulary acquisition.

In Physical Education we currently use the **Val Sabin schemes** for Games, Gymnastics and Dance, however, we will be making moves to change over to Twinkl PE scheme by the end of the year. Our PE curriculum is also supported by a strong sports partnership where pupils take part in weekly competitions.

In our PHSE lessons, we use the **1 Decision scheme** to support our teaching of the PSHE and SRE objectives. Pupils are encouraged to make choices using the activities and interactive age appropriate videos. We further enhance this scheme by bringing in experts from compass B for example to further work on some relationships and online safety work.

Our pupils' immediate needs, current knowledge gaps, life experiences and cultural capital are always considered as part of planning from the above schemes and materials. 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 and Geography, Art and Design, Design Technology, 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. We aim to build subject specific knowledge because this is key for pupils to retain the necessary information and make links.