Stockton on the Forest Primary School Curriculum Overview

'Happy, Healthy, Learning for Life and Caring for All'

We are constantly striving for the best for our children, hence we will continue to adapt our curriculum to ensure it includes exciting new opportunities for our children and remains challenging and relevant to our school.

Intent

Our ethos and values are at the heart of everything we do. They underpin our teaching and learning and enable us to create a learning environment where our children will achieve academically and socially and emotionally.

KINDNESS	RESPECT	RESILIENCE	ASPIRATION

Curriculum **Vision**:
Our aim is that our children become **happy, confident** citizens. We endeavour to equip them with the **compassion, aspiration** and **resilience to succeed** on the next step of their journey in both their **education** and in finding their place in the **wider world.**

Our **intent** is underpinned by 4 key **principles.**

Challenge and Enjoyment	Literacy rich	Broad and balanced yet relevant to the children at SOF	Well planned and sequenced with links across concepts

It is our **intent** that children will be **fluent** in reading, writing and maths. **All children** will be able to demonstrate that they **know more, can do more** and **remember more** across the curriculum. Children will be **challenged** to **achieve** their **potential** and **supported** to develop a **growth mind-set**. Our curriculum is underpinned by a **strong moral purpose** which guides and nurtures pupils towards the **kind of person they aspire to be** and helps them contribute to the **kind of world in which they want to live.**

Implementation (and Next Steps)

Challenge and Enjoyment

Teachers ensure high challenge for all children as there is no lower ability planning.
Teachers plan and use adaptive teaching so that children reach age related standards by the end of each phase (EY/KS1/KS2) and are ready for the next stage of their learning.
Pupils with SEND/pupils who are vulnerable in their learning are able to make at least their expected progress in all subjects through effective quality first teaching and interventions.
Teachers used the 'Five-a-Day' approach recommended by the EEF and adaptive teaching strategies to ensure this happens.
Teachers consider the question, 'If not, why not?' when setting progress targets for pupils.
Aspirational targets are set by all teachers at the beginning of the academic year and reviewed at regular pupil progress meetings.
Robust and rigorous intervention planning is in place for children who may not reach age related standards: interventions are carefully targeted through identification and assessment and are monitored through the graduated approach:

- Assess
- Plan
- Do
- Review

All interventions are evidenced based and delivered by fully trained staff. Frequent assessment (every 3-6 weeks) ensures that the interventions are SMART: specific, measurable, relevant and time-bound.
Effective first quality teaching methods are used so that more children can reach greater depth.

It is our intention to 'hook' children into their learning at the very beginning of a topic. Termly/half-termly topics may begin with the following 'hooks into learning':

- Exploring a class book
- Drama
- A visitor or class visit
- A science investigation
- A local area walk
- An art/DT activity
- Chocolate tasting

The aim of these hooks is to engage children in their learning from the outset; to gauge their curiosity and to set the stage for inquiry.
• What do you see?
• What do you think about that?
• What does it make you wonder?
Core learning is enhanced through the use of visitors, educational visits, assemblies and theme days and weeks.

Literacy rich

All pupils have access to high quality, challenging texts through the reading material that is available to them in class reading areas and through our school library.
Teachers select high quality texts to use as models in their teaching in literacy and across the curriculum.
The Little Wandle Phonics and Early Reading Programme is used from Reception to ensure all children make a strong start in reading. Reading sessions focus clearly on the elements of decoding, prosody and comprehension. Children's decodable books are closely matched to their phonic ability. Comprehensive keep-up sessions are planned for one-to-one and group teaching to ensure children at risk of falling behind meet age-related expectations.
Great emphasis is placed on the development of vocabulary and reading for pleasure. This is further supported in Reception through Talk Through Stories and Word of the Day in Years One to Six.
The VIPERS reading approach is used to support the teaching of reading in KS2. Each reading session is given a specific focus:

- Vocabulary
- Inference
- Prediction
- Explanation
- Retrieval
- Sequence or Summarise

Reading is promoted and celebrated in school through assemblies, themed days/weeks, competitions, displays, assemblies and workshops.

Enjoyment and stamina for writing is promoted from Reception and continues through to Year 6.
In Early Years, children are taught to write during phonics sessions and during guided writing sessions. Opportunities to motivate and inspire children to write are evident in the Reception classroom and outdoor area. Independent writing is encouraged and celebrated on the Active Learners display in the Reception classroom.
Children in Years 1-6 write following the writing process below which is an agreed evidenced based approach using the EEF recommendations.

- Immersion
- Planning
- Drafting
- Proofreading
- Editing
- KS1 Sharing KS2 Publishing

The long-term plan maps out genres to be taught and high quality texts which can be used as a model for writing. Teachers follow the EY Framework, alongside Development Matters, and the National Curriculum 2014 programme of study for English and the Reading and Writing progression grids when planning units of teaching.

All writing has a clear form, audience and purpose.
Consistent working walls and a consistent feedback and marking policy are used by all staff to model effective writing and to ensure good progress for all children. Children are also regularly engaged in self and peer editing. Visualizers are used to praise and up-level pupil work.

There are high expectations for handwriting and presentation. The PenPals handwriting progression is used.
Non-negotiables have been agreed by the school for handwriting and presentation and sentence structure and punctuation. These are displayed as ALF (Always Looking For) on classroom working walls.
Writing assessment grids, produced through collaboration with other York Schools, are used for planning the teaching of writing, assessment and internal and external moderation.

Writing opportunities are planned across the curriculum so children can write for a purpose. Children are taught to 'read with a writer's eye' and 'write with a reader's eye'. Pupils are immersed in a topic before writing so that writing is enjoyable and achievable for all children.

Broad and balanced yet relevant (to the children at Stockton on the Forest)

The EY framework and the National Curriculum 2014 Programmes of Study are used to ensure coverage. Thematic units are carefully planned which cover the objectives from the National Curriculum in an exciting and engaging way.
Consideration is given to the school community and where pertinent the curriculum acts as a mirror onto the local area whilst ensuring the children learn about other cultures through topics which open up a window onto the wider world.
Visits, visitors and outdoor learning are used to enhance core learning.
PHSE, assemblies and wider curriculum opportunities are used alongside thematic teaching to underpin the strong moral purpose set out in the school vision: to guide pupils towards the kind of person they aspire to be and the world in which they want to live.

Well planned and sequenced with links across concepts

High quality picture books are used at the beginning of each academic year to introduce core reading skills. Book talk such as 'I was wondering…' and 'It reminds me of…' introduces the year's reading curriculum in an engaging way which is accessible for all learners.

The picture book work leads into the year's first written piece where emphasis is placed upon writing for enjoyment alongside a focus on presentation, sentence construction and punctuation.

Maths progression is ensured through using the White Rose resources but teachers adapt this progression to the needs of their learners. Mastering Number is used to secure firm foundations in the development of good number sense for all children from Reception through to Year 1 and Year 2. Our aim is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number.

An EY progression map has been developed using the EY framework and Development Matters to ensure children leave Reception Class being 'Year One ready' in their skills and attitude to learning.

Progression ladders have been developed for all other subjects which ensure that children build on core skills and knowledge each year. Prior learning is revisited at the beginning of a unit of teaching to check previous learning has been retained. Responsive teaching is used throughout to ensure all children can achieve the age related standards. Exit tickets are planned for the end of units so children can demonstrate the knowledge and skills they have learnt.

Subjects leads take responsibility for areas where they have a particular interest or expertise.

Some subjects, such as computing and French, are taught by subject specialists. School staff work alongside sports coaches and music specialists to deliver high quality PE and music to all children.

Planning and Organisation

The knowledge and content outlined in the National Curriculum Programmes of Study 2014 and the EY framework have been carefully mapped out to ensure full coverage by the time children reach the end of Year 6.

The City of York Council Locally Agreed Syllabus for Religious Education: SACRE (Standing Advisory Council on Religious Education) is used to plan RE.

Stockton on the Forest uses the Little Wandle Letters and Sounds Phonics and Early Reading Programme in EYFS and Key Stage 1 and for any catch up reading in KS2.

White Rose maths and Mastering Number are predominantly used to plan maths teaching.

Maths, English and Science are core subjects. The foundation subjects are history, geography, RE, art, design technology, computing, PE, MFL (KS2) and music. PSHE is delivered via the PSHE scheme in weekly lessons, through Picture News, assemblies, workshops, extra-curricular activities and where relevant and pertinent, is weaved throughout the curriculum.

Our reception class is taught as a single age class as we believe a solid experience in Early Years our children have in Reception form the building blocks for the rest of their learning journey. Children leave Reception being 'Year One ready' in terms of skills and attitudes to learning.

The curriculum is organised into a Year A and Year B so that children do not repeat a topic theme. The progression ladders ensure that children build on the skills and knowledge across the curriculum so that they leave Year Two being ready for Key Stage 2 and leave Year 6 being secondary ready.

Long term Plans are used alongside Subject Progression Ladders to map the progression of skills and knowledge in each subject area to ensure that we build upon the learning and skill development of the previous years.
The classroom environment is used to help children remember and revisit key learning through the use of maps, globes and timelines, working walls and whole school displays.

Prior learning is checked before teaching a new skill or concept. Exit tickets may be used to check learning at the end of lessons/units of teaching. For example, pupils in KS1, performed their own weather forecasts to demonstrate the vocabulary and locational knowledge they had learnt.

Our curriculum is arranged into thematic blocks to engage and inspire the children; to help them to retain key knowledge and skills and to make our curriculum relevant to the children of Stockton on the Forest. It is our aim that our curriculum acts as a mirror onto our community and a window onto the wider world. Our school values and the five key British values are woven through the curriculum to ensure our children are nurtured towards the **kind of person they aspire to be** and guided how to contribute to the **kind of world in which they want to live.**

Impact

Challenge and Enjoyment

			
Chocolate tasting and making as we learn about York's history	STEM engineering – Roman Aqueducts	Travelling back to the Stone Age	Building on local history knowledge - Eboracum

Literacy rich

			