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***Inspire ~ Discover ~ Succeed***

**Junior School Curriculum Implementation Overview – March 2020**

*Our curriculum ensures learning is effective, exciting and above all, relevant to the needs of our children.*

**All pupils will secure firm foundations in English and mathematics and this underpins a growing excellence in other subjects. Our curriculum offers the full National Curriculum range of subjects. We believe in bringing learning to life, both indoors and out, with an emphasis on engaging and purposeful learning.**

Stoke Hill Junior School aims to provide a curriculum that is engaging, balanced and relevant. While emphasis is placed on children learning core skills of English and maths, we place great value on developing the ‘whole child’ and provide an engaging programme of study in all curriculum areas.

Children have a daily diet of rigorous teaching. We use White Rose Maths Hub to plan our maths curriculum, supplemented by daily fluency practice, often using Mathletics and TTRockstars. Our writing is planned using a mix of Babcock writing units; Literacy Shed Plus resources; and ‘Read Write Perform’ units. We use Accelerated Reader to ensure all children are reading books at an appropriate level. Progress is monitored using online Star Reader tests.

All subjects are carefully planned to ensure coverage of key content and skills that develops through the children’s time in the school. We have identified key vocabulary and skills to be taught each term, and monitor the impact of this through pupil voice. We have mapped the key learning in each subject to ensure there is a logical and progressive approach to teaching.

Each term we report to parents how well children are getting on in each subject compared to their classmates. We use standardised tests in reading and maths to track children’s attainment each term, allowing us to plan interventions and change the focus of our teaching if necessary.

**AREAS OF THE CURRICULUM**

How a non-European society contrasts with British History – the Mayans

The changing power of monarchs in Britain using case studies

**Reading**

Teaching a child to read is vital. We use a range of strategies including phonics; a variety of decoding methods; teaching high frequency words through sight recognition; discussion through picture books; and whole-class guided reading.

We teach phonics to those children who have not yet developed a good level of knowledge, using the ‘Sounds Write’ scheme. In class, reading is taught through whole class guided reading activities, and the use of Accelerated Reader to ensure all children are reading the correct level of book (at their Zone of Proximal Development).

We use class novels to ensure children are exposed to a wide range of books. Each year these include archaic novels; books by significant children’s authors; ‘first in a series’; poetry; and current authors. These texts are carefully chosen to ensure that there is progression and challenge across the school. We aim to develop a love of reading, so children are encouraged to read for pleasure at home and school.

**Writing**

Writing is taught using a range of resources, mostly ‘Read, Write Perform’, Literacy Shed and the Babcock Writing Units. Skills and knowledge are identified in termly planning, and teachers choose the best resource to teach these, taking into account the interests of the children and the content of other curriculum areas being studied.

**Phonics**

Any child that does not complete the phonics programme during KS1 will continue learning phonics throughout Year 3 and 4, during interventions using Sounds Write.

**Maths**

We believe that mathematics should be fun and rewarding for all children. As such we endeavour to make our work in mathematics engaging for all learners.

Maths is taught daily, focussing on the development of problem solving, reasoning and fluency. The children also have additional opportunities to develop their fluency through regular use of resources such as Mathletics, TTRockstars and ‘Fluent in 5’. We plan for progression in maths using ‘White Rose Maths Hub’ resources.

A whole school focus on the development of fluency in times tables means that the vast majority of our children have very secure knowledge by the end of Y4.

**Science**

We follow the National Curriculum for science ensuring all pupils develop their scientific knowledge and conceptual understanding through specific disciplines of biology, chemistry and physics. Science is hands-on where possible; pupils are given the opportunities to experience science in the real world. The children are taught about types of scientific enquiry (observation over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing; research using secondary sources) to help them develop as young scientists.

Science topics are planned as follows:

*Year 3*

Rocks

Animals including humans

Light

Plants

Forces and magnets

*Year 4*

Sound

States of matter

Electricity

Animals including humans

Living things and their habitats

*Year 5*

Properties and changes of materials

Animals including humans

Forces

Earth and space

Living things and their habitats

*Year 6*

Light

Electricity

Evolution and inheritance

Living things and their habitats

Animals including humans

By the end of Y6 the children will have a good level of knowledge of the topics covered. They will also be able to ask questions, and then research, interpret, share, and reflect on answers.

**Computing**

Our ICT curriculum comprises a number of different strands: digital literacy, coding, data handling and using technology in the wider world. We use the Rising Stars scheme to ensure that each year group builds on the skills taught during the previous year, to ensure that by year 6 students are confident using technology, including a range of different programs, apps and websites.

Apps on the iPads are utilised to teach skills such as animation, music creation and e-books. The use of Google Suite software is embedded in the curriculum.

By the end of Y6 the children will be able to create simple computer programmes, looking for bugs and fixing them as necessary. They will also be able to use software to create multi-media presentations.

**Personal, Social Health and Citizenship Education**

We make use of the ‘1Decision’ scheme to ensure we teach a well-planned curriculum where skills, knowledge and understanding develop over time. We cover the following topics:

* careers, financial capability and economic well-being;
* physical health and well-being;
* keeping safe and managing risk;
* identity, society and equality;
* drug, alcohol and tobacco education;
* mental health and emotional well-being;
* sex and relationship education.

Assemblies are held daily, covering elements of current topics in the news or celebrations. In addition, the teaching of the core British Values and School Rules outline how these are exemplified in our own school values.

We celebrate achievement in our Friday assemblies, inviting parents to share in their children’s successes.

**Religious Education (RE)**

Learning is focussed around the following questions:

* What do Hindus believe god is like?
* What does it mean to be a Hindu in Britain today?
* How do festivals and worship show what matters to a Muslim?
* How do festivals and family life show what matters to Jews?
* How and why do people mark the significant events of life?
* How and why do people try to make the world a better place?
* Why do Hindus try to be good?
* What does it mean to be a Muslim in Britain today?
* Why is the Torah so important to Jewish people?
* What matters most to Humanists and Christians?
* Why do some people believe in God and some not?
* How does faith help people when life gets hard?

By the end of Y6 the children will have a good understanding of the practices and beliefs of people who follow different religions. They will also be able to reflect on the nature of belief and the reasons why some people are religious and some are not. They will be tolerant of people with different beliefs to themselves, and understand why this is important.

**History**

We teach history for two terms of the school year. All history topics are underpinned by a developing understanding of the historical themes of ‘trade’ and ‘how societies are ruled and governed’.

The development of historical eras studied is as follows:

*Year 3*

Stone Age to Bronze Age

The achievements of earliest civilizations – The Shang Dynasty

*Year 4*

The impact of the Roman Empire on life in Britain

Ancient Greece – Greek life and their influence on the Western World

*Year 5*

Britain’s settlement by Anglo-Saxons and Scots

Viking and Anglo-Saxon struggle for the kingdom of Britain

*Year 6*

How a non-European society contrasts with British history – the Mayans

The changing power of monarchs, including case studies

We are developing the use of historical enquiry questions to help children develop the skills needed to become young historians.

*Knowledge*

* We want the children to have a good understanding of the story of Britain from pre-history until the coming of the Vikings.
* We want them to be able to see that societies in other parts of the world were developing in different ways at the same time.
* We want them to be able to understand that trade is important to all societies
* We want them to understand that society can be ruled and governed in different ways
* We want them to be able to compare the story of Britain to the story of another society in a different part of the world

*Skills*

We want the children to be able to follow the process of historical enquiry, i.e. asking and framing question; undertaking research; making judgments; and effectively communicating answers

**Geography**

We teach geography discretely for one term of the school year. All geography topics are underpinned by a developing understanding of the themes of ‘trade’ and ‘how societies are ruled and governed’. The children learn about human and physical geography; develop their locational knowledge; and develop their geographical skills and fieldwork.

By the end of Y6 the children will have developed five skills needed for thinking like a geographer. They will be able to ask and answer geographic questions; have a good level of geographic knowledge; be able to analyse geographic information; and be able to organise geographic information.

**Music**

We use the ‘Charanga’ scheme as a resource to ensure the systematic development of music skills and knowledge, including reading and performing from written music. Our children are wonderful singers, and all take part in an annual year-group Production, as well as singing in most of our whole-school assemblies. Many of our children are members of the Teachers Rock Youth Choir, and have performed at Exeter University Great Hall and in Exeter Cathedral.

By the end of Y6 the children will have had the opportunity to sing a range of challenging songs, and will have the ability and confidence to learn new songs. They will be able to follow simple notation, and will know some musical terms. They will have the ability and confidence to tackle the content of the KS3 music curriculum.

**French**

Our curriculum plans are designed to ensure there is a systematic approach to the teaching of French, including enabling children to develop their vocabulary, and understanding of the French language and culture. We use the Rising Stars scheme to ensure consistency and progression.

By the end of Y6 the children should be able to hold simple conversations in French. They should also have developed some strategies for learning another language, and know about the differences between French and British cultures and lifestyles.

**Physical Education**

Our curriculum plans are designed to ensure there is a systematic approach to the development of physical skills and understanding of the rules and terminology of a range of sports. We want children to love taking part in sport, as well as understanding the need to stay physically healthy.

The children take part in the Daily Mile, an opportunity for outdoor exercise whatever the weather.

We have a wide range of sports teams, with opportunities for many children to take part in competitions with other schools. We have been successful in local and regional competitions in cricket, tag rugby, football, netball and swimming.

By the end of Y6 the children will know the correct terminology and rules of different sports. They will be able to join in with confidence, knowing how to play different games properly. They will be aware of the importance of keeping physically healthy, and how different sports can help with this.

**Design Technology**

Our curriculum plans are designed to ensure there is a systematic approach to the development of the process of designing, making and evaluating a range of products and objects. During their time in the school, the children learn about food, textiles, the use of electrical circuits, mechanical systems and computer aided design

By the end of Y6 the children will have a good understanding of the design process. They will be able to sew simple items, cook a simple savoury dish, and add a simple electrical circuit to a model they have made.

**Art and Design**

Our curriculum plans are designed to ensure there is a systematic approach to the development of artistic skills. The children practice their drawing, painting and sculpture skills each year, develop and art-based vocabulary, and learn about the work range of designers and artists.

By the end of Y6 the children will have a good level of skill in drawing, painting and sculpture. They will be able to use a sketchbook to bring their ideas together and to develop their thinking. They will know about the work of a range of artists, designers and architects.

**Enrichment**

Our curriculum is further enhanced through a range of visits and visitors. These are topic driven and support the learning through provide extra opportunities and experiences for our children. We also offer our children up to three exciting and adventurous residentials: Year 4 spend two days, one-night camping at Wildside where they take part in Art and Nature based activities. Year 5 have the option to go wild camping on Dartmoor learning who car hike, set camp and cook as part of a small group. Year 6 have a week away at Heatree where they enjoy activities such as archery, kayaking, climbing, abseiling and nigh walking.

We offer our children a range of after school clubs and activities including:

* Football
* Netball
* Basketball
* Gymnastics
* Street dance
* Nerf wars
* Dodgeball
* Self defence
* Computing
* Art
* Science
* Cooking
* Fun fitness
* Multiskills
* Cricket