



Ambergate Primary School

Curriculum Policy

We strive continually at the school to provide learning of the highest quality, which is rooted in a rich curriculum, enabling all pupils to experience a breadth of learning opportunities both inside and outside the classroom. By recognising our own school's context and nurturing each child's individual talents, pupils at Ambergate will receive memorable, lifelong learning experiences. The breadth and rigour within our curriculum ensures that all children are able to Achieve, Believe, and Create.

In September 2020, we implemented a new approach to our curriculum. During the Autumn Term, the whole school are Historians and each class have their own History topic. During the Spring Term, the whole school are Geographers and each class have their own Geography topic. During the Summer Term, the whole school are artists and designers and each class have their own creative topic. Science continues to be taught weekly throughout the year. Our morning structure continues to consist of Maths, English, Reading and Phonics.

We want our curriculum to be:

Engaging

Connected

Thought provoking

Child-centred

Inspiring

Broad

Supportive

Achievable

Full of opportunities

So that our children will be:

Creative thinkers

Citizens of the world

Confident to express their thoughts and opinions

Involved and enthusiastic about their learning

Curious

Confident

Optimistic

Each topic has carefully chosen concepts, which will encourage the children to think more deeply about the world around them. The concepts are used as a thread across the different subject areas and will be subject of class discussions and debates.

All our classes are mixed aged. Classes 1 and 2 have a two year planning cycle and Class 3 has a three year planning cycle. Each topic is introduced by big question that generates discussion.

Knowledge is at the heart of the curriculum. We have produced knowledge organisers with key facts, concepts and vocabulary that the children will learn during the topic. These are used at the end of the topic as an assessment tool to ascertain how much knowledge has been retained. The knowledge organisers are also used by the next teacher to make links to prior knowledge.

We have produced progression grids for each subject area to ensure the specific skills are taught with the knowledge. We use these to aid our planning so that children's knowledge and skills build over time.

Further details about concepts, planning, knowledge organisers and progression grids are available at <https://www.ambergateprimaryschool.co.uk/curriculum/>

Encouraging other skills and attributes

Ambergate Core Principles are constantly promoted and celebrated. We recognise the importance of developing and deepening the children's understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance. The RE and PSHE curriculum continues to develop a culture of respecting others. The ethos of the school is to value each other for their individuality whilst experiencing the community aspect of school. Inclusion and equality is also promoted through assemblies, with an emphasis on what is fair and the children's rights and responsibilities. Assemblies also share major celebrations from world religions, exploring what the faiths mean to the people who believe in them. Digital Literacy is delivered throughout the Computing curriculum with close links to PSHE Matters, teaching children about being safe and relationships, ensuring a constant thread about online safety. A range of outside agencies such as NSPCC 'Speak out, Stay Safe Online' and Derby County Community Trust resources are used as appropriate.

We provide a range of activities which encourage the children to develop other skills and attributes. Class 3 take part in the Wider Opportunities programme and learn to play an instrument. Drumming and Guitar lessons also take place during the week. Once a week, Class 1 children take part in an outdoor woods session that provides opportunities to develop, consolidate and deepen their knowledge and understanding in practical ways. We have a fully trained Forest School Practitioner who supports Class 1 'Thackers Thursday' sessions, as well as sessions for small groups of Class 3 and focused interventions for children with additional emotional and social needs. School trips are used to complement and enhance the curriculum, giving the children lasting learning experiences.

Informing Parents

Parents receive a written report twice each year, as well as having a face to face meeting with their child's teacher three times a year. In the summer term, one of these meetings will be to meet their child's next teacher to discuss any issues and to aid their transition as they move through school. Parents are welcome to organise additional meetings with their class teacher as necessary. During the meetings, parents will be given information on how they can help at home as well as being provided with regular homework activities each week.

Consistent Approach

Maths

- ✓ Daily Maths lesson following White Rose structure
- ✓ Mastery approach with clear pathway through lesson
- ✓ Starter with arithmetic focus (Flash back) which gives the opportunity to recall and practise- written in red maths book with lesson title (except Class One)
- ✓ Year group appropriate worksheets are used in printed workbooks
- ✓ Extensions using White Rose or NCETM materials to be stuck in red maths books
- ✓ End of topic assessments to be used
- ✓ Working walls are kept up to date so children can use as a learning tool

English

- ✓ Daily English lesson looking at texts in depth and writing at length in a range of genres regularly using Pathways to Write structure
- ✓ High quality texts are used, linked to topic as much as possible
- ✓ Explicit Grammar, Spelling and Punctuation teaching
- ✓ Writing Strategies such as text marking, story mapping, oral storytelling, boxing up, planning, modelled writing, editing and improving to be used regularly
- ✓ Drama and Speaking and Listening activities to be used regularly
- ✓ Working walls are kept up to date so children can use as a learning tool

Phonics (Reception, Year One and Year Two)

- ✓ Daily phonics lesson following Little Wandle structure
- ✓ Teachers and TAs to rotate between groups
- ✓ Spelling list to be given out weekly with a mixture of the sounds covered during the week, tricky words and statutory spellings.
- ✓ Class One will focus on their High frequency words and common exception words in their weekly spelling. Once completed, Year 1 will then focus on the Year 1 spelling rules.

Spellings (Years Three- Six)

- ✓ Lessons at least 3 times per week following the Ed Shed structure
- ✓ Spelling list to be given out weekly with a mixture of the sounds covered during the week, tricky words and statutory spellings
- ✓ Use of a spelling 'jotter' that the children can refer to during other lessons

Reading

- ✓ Daily reading lesson.
- ✓ Class Three - Whole class read with explicit reading skill taught and differentiated activities that required a written response in Reading exercise book using VIPERS structure.
- ✓ Class Two - Little Wandle fluency lessons.
- ✓ Book banded books are used for individual reading books. Class One also use books carefully matched with their phonic knowledge from the Little Wandle Scheme.
- ✓ Class Two- One to one reading at least once a fortnight with an adult.
- ✓ Class One- Group reading with an adult ensuring books carefully match with phonic knowledge at least three times a week following Little Wandle Scheme.
- ✓ Library time to be utilised so each child has a reading for pleasure book.

Story Time

- ✓ Class One - Daily story time
- ✓ Class Two and Three- at least three times per week

Topic

- ✓ Autumn- History focus subject
- ✓ Spring- Geography focus subject
- ✓ Summer- Arts (Design Technology) focus subject
- ✓ Each topic starts with pre-learning task from the focus subject knowledge organiser stuck in books (1:1 with Year 1 children and as a class group for Reception)
- ✓ Science is taught weekly and Knowledge Organisers are used as above
- ✓ Topic concepts are linked and referred to during lessons
- ✓ Progression grids are used to ensure the age appropriate knowledge and skills are being taught.
- ✓ Two hours high quality PE per week (For Class 1 this includes Thackers Thursday and continuous outdoor physical provision)
- ✓ P.S.H.E, R.E, Spanish, Computing are given equal weighting with enhancements such as art and Design Technology used as appropriate.