



The Burton on the Wolds Curriculum

Curriculum Statement

Our At Burton-on-the-Wolds Primary School we believe that our curriculum should be broad, balanced, creative and relevant and should meet the needs of all our learners whatever their ability.

The curriculum is the totality of our pupils' learning experiences and is comprised of the New National Curriculum (Sept 2014), Religious Education and the wider curriculum. We ensure that the children have a wide range of learning experiences that challenge, stimulate and promote thinking and learning. The wider curriculum is promoted through our strong school ethos and gives our pupils the skills they need to become active and responsible members of the community.

We deliver programmes of study that meet the National Curriculum requirements issued by the DfE. We follow the new National Curriculum 2014 for the appropriate year groups and will roll this out to all pupils from Autumn Term 2015.

The New Primary Curriculum for all children was introduced in September 2014. The principal subjects are English, mathematics, science, computing and Religious Education. Other subjects that are also taught are History, Geography, Design and Technology, Music, Art and Design and Physical Education. The scope of these subject areas is flexible and can develop to meet changing needs.

You can find out more about the new national curriculum at:

<https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4>

Ahead of the statutory requirement to teach a modern foreign language we provide opportunities for children to develop their foreign language skills with an emphasis on French.

We place great emphasis on Numeracy and Literacy as these underpin many of the other aspects of the taught curriculum. To enable children to see the relevance of these frameworks, and engage them fully in the learning process, opportunities are regularly sought to apply many of the skills to real life situations.

The planning of the curriculum is based around a two year rolling programme to ensure coverage of selected topics by all children who progress through the school.

This programme is regularly reviewed to ensure compatibility with new directives or to make necessary improvements to the existing programme of work.

Key Stage 1 Long Term Plan

	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks	6 weeks
Year A	All about me and my friends	The Aliens are coming! (Around and About our School)	Mrs Armitage's Vehicle	Starry Night	Water World	Our Great Exhibition
Year B	Party Planner Or Going Green	Castles	Traditional Tales around the World Or Kung Hay Fat Choy	The Owl and the Pussy Cat	All Creatures great and Small	The Seaside

Key Stage 2 Four Year Programme

	Year 1	Year 2	Year 3	Year 4
Autumn 1	Early Britain and settlers: Stone age, Bronze age, Iron age, Celts (local study)	Vikings	Tudors/Stuarts	India (non-European comparison)
Autumn 2				
Spring 1	Normans/ Saxons	Europe	Rivers and Mountains	Ancient Egypt/Ancient Greece
Spring 2				
Summer 1` Summer 2	The Americas (Aztecs, USA, Caribbean, Mexico, extremes in weather)	Romans	Industrial Revolution (Victorians/DT – turning points in History).	WW2

There is now a great deal of emphasis in the use of ICT and, in particular, computer skills to enhance the learning in all the subjects of the curriculum. We are continually looking to use a variety of computer programs to supplement the diverse nature of the curriculum. Through the ICT subject we aim to teach a progressive set of skills that enable all the children to become competent and confident users of ICT.

We seek to create opportunities for children to experience and excel in a range of activities that enhance and extend National Curriculum. Children have opportunities both inside and outside the classroom Residential trips, International Schools, a variety of sporting events, visiting speakers and much more. We also have excellent before and after school clubs.

When children leave us at the end of Year 6, they should be equipped with the full range of skills that enables them to become lifelong learners.

English

The English Curriculum is delivered following the National Curriculum programmes of study for the relevant year groups. The Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

Please follow this link to view the New National Curriculum programmes of study, where you can see what will be taught for all year groups in English:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf

SPEAKING AND LISTENING

The Four Strands of Speaking and Listening: Speaking; Listening; Group Discussion and Interaction, and Drama permeate the whole curriculum. Interactive teaching strategies are used to engage all pupils in order to raise reading and writing standards. Children are encouraged to develop effective communication skills in readiness for later life.

READING

The opportunities, organisation and provision for the teaching and learning of reading are as follows:

- Shared reading
- Guided reading
- Independent reading
- Phonics – using the 'Letters and Sounds' progression.
- Resources – A book banded reading scheme operates across the school which comprises of mainly The Oxford Reading Tree scheme. Children work their way through the colour coded books and then become free readers.
- Links to parents – Each child has a reading record book which logs books they have read and comments about their reading. Parents and teaching staff write in this book.
- Library- Each child has access to the school library
- Class books: Stories are read to the children on a regularly throughout the school.
- Reading at home : Children are encouraged to read at home every day this is given high priority.

WRITING

Children are given many opportunities to write and to learn to develop their writing skills including:

- Phonics and spelling: Daily 20 minutes Letters and sounds sessions in Key stage 1 classes.
- Emergent writing: In Reception and Key Stage One children are given daily opportunities to write freely within a particular genre and across the curriculum. This gives them the opportunity to become emergent writers.
- Shared Writing : Within each teaching sequences shared writing is a key part.
- Guided Writing/Independent Writing: Each teaching sequence ends with an opportunity for guided and independent writing. There are also frequent opportunities for independent writing throughout the other curriculum areas.
- Extended writing: Throughout the term there are opportunities for extended writing. On a termly basis samples of these extended writing outcomes are used for assessment purposes.
- Handwriting: We teach Cursive handwriting. Children have Weekly lessons in Key Stage One and Key Stage Two . Children in classes One and Two write with a pencil. In Key Stage Two classes children are given a pen licence when they are able to join fluently.

Spelling : Children from Years 1 to 6 are given lists of spellings each week to learn at home. These are based on their phonics (KS1) or the New Curriculum (KS2). These are tested weekly.

Work is marked and assessed in line with the Marking and Feedback policies and teachers regularly meet to moderate levels across the school.

Work is assessed regularly against age related expectations set out in the National Curriculum. The findings of the assessment are used to inform planning to help the teaching and learning process.

Continuous assessment of pupil progress is done with the senior leadership of the school and these assessments are used to provide targets for learning for individuals and groups of pupils.