



The Burton on the Wolds Curriculum

Curriculum Statement

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 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 National Curriculum (2014) for the appropriate year groups.

The principle subjects of the curriculum are: English, mathematics, science, computing and religious education. Other subjects that are also taught are history, geography, design and technology, music, art and physical education. The scope of these subject areas is flexible and can develop to meet changing needs.

In accordance with 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 mathematics 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 program 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

Year A – Even Number Start	
Term	Theme
Autumn1	Knights and Castles
Autumn 2	The Great Fire of London
Spring 1	Transport
Spring 2	Animals of the World
Summer 1	Where We Live
Summer 2	Pirates

Year B – Odd Number Start	
Term	Theme
Autumn1	Toys
Autumn 2	Victorians
Spring 1	Space
Spring 2	Around the World
Summer 1	Forests and Fairy Tales
Summer 2	Holidays/The Seaside

Science		
Term	Year 1	Year 2
Autumn1	Seasonal Changes – Autumn	Living Things and Their Habitats
Autumn 2	Animals Including Humans	Uses of Everyday Materials
Spring 1	Seasonal Changes – Winter/Everyday Materials	Animals Including Humans
Spring 2	Planets/Seasonal Changes – Spring	Animals Including Humans
Summer 1	Plants	Plants
Summer 2	Seasonal Changes - Summer	Plants

Key Stage 2 – Long Term Plan

Autumn				
Subject	Class 3	Class 4	Class 5	Class 6
History	Stone Age	Romans	America	Victorians
Geography	Southern/Eastern Africa - Poverty	Italy – Volcanoes	America – Terrain	London – Cities/Comparison to Burton
Science	Rocks, Fossils and Soils/Plants	Forces/Magnets	Life Cycles and Reproduction/Forces and Mechanical Devices	Light/Evolution and Inheritance
Computing	Programmers/Bug Fixers	Software Developers/Toy Designers	Game Developers/Cryptographers	Adventure Gamers/Computational Thinkers
RE	Christians in Britain Today	Hindus in Britain Today	Why do some think God exists? Places of Worship	Arts and Architecture or Charity and Generosity? Ahimsa, Grace, Ummah
PE	Football/Netball Gymnastics/Tag Rugby	Football/Netball Gymnastics/Tag Rugby	Football/Netball Gymnastics/Tag Rugby	Football/Netball Gymnastics/Tag Rugby
Spring				
Subject	Class 3	Class 4	Class 5	Class 6
History	Ancient China	Ancient Greece	Tudors	Ancient Egypt
Geography	Asia - Mountains	Greece - Islands	Peru - Rainforests	Egypt - Rivers
Science	Nutrition and Body/Light	States of Matter/Electricity	Properties and Changes of Materials	Circulation/Keeping Healthy
Computing	Presenters/Vloggers	Musicians/HTML Editors	Artists/Web Developers	Advertisers/Network Technicians
RE	People's Beliefs about God – Christian, Hindu, Muslim Easter Festivals	Right and Wrong Jesus Inspiring to Others	What Would Jesus Do?	What Matters Most to Christians and Humanists?
PE	Dance/Orienteering Gymnastics/Hockey	Dance/Orienteering Gymnastics/Hockey	Dance/Orienteering Gymnastics/Hockey	Dance/Orienteering Gymnastics/Hockey
Summer				
Subject	Class 3	Class 4	Class 5	Class 6
History	Nelson	Richard III	Vikings and Saxons	World War 2
Geography	Oceans - Coastlines	Local Geography	Scandinavia – Arctic Circle	Map Reading – Migration – Hitler's Invasions
Science	Living things and Habitats	Sound/Teeth, Digestion and Food Chains	Push and Pull/Earth and Space	Electrical Circuits/Living Things including Micro-organisms
Computing	Communicators/Opinion Pollsters	Co-authors/Meteorologists	Bloggers/Architects	Travel Writers/Publishers
RE	Why do we Pray? Why is the Bible important to Christians?	Festival of Eid	Muslims in Britain Today	What do Religions Say When Life Gets Hard?
PE	Cricket/Tennis Rounders/Volleyball/Athletics	Cricket/Tennis Rounders/Volleyball/Athletics	Cricket/Tennis Rounders/Volleyball/Athletics	Cricket/Tennis Rounders/Volleyball/Athletics

There is now a greater emphasis on 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 computing 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 including a range of theme weeks such as science, RE, China and Olympic week. Children have opportunities both inside and outside the classroom, eg. residential trips, International Schools, a variety of sporting events, visiting speakers and much more. We also have a wide range of before and after school clubs run by staff members or peripatetic agencies.

At Burton on the Wolds we are committed to preparing our children for life in the multi-racial/multi-cultural society, which is Britain today. We actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We do our utmost to make children aware, tolerant and inclusive of those with disabilities of any kind.

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.

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 early reading 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
- 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 1 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.
- 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 1 and Key Stage 2. Children in classes One and Two write with a pencil. In Key Stage 2 classes children are given a pen license 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 National Curriculum (KS2). These are tested weekly.

Work is marked and assessed in line with the Marking policy (see separate policy) and teachers regularly meet to moderate standards 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. Class teachers will also use formative and summative assessments to provide targets for learning for individuals and groups of pupils.