Curriculum

INTENT

Our school curriculum reflects our school aims and values and takes account of the National Curriculum (2014). The intent of our curriculum is to ensure that our pupils are equipped with life skills they may not have had the opportunity to gain elsewhere. The sequence of teaching supports age-appropriate development at each phase.

The school curriculum also has themes which reflect issues that may arise from the local community as well as global concerns and key world events which have had an impact on our lives today.
The theme of diversity and equality is threaded across the whole curriculum. When addressing these themes careful consideration has been made to the placement of topics so links to prior learning can be made and built on.
Eg specific topics like civil rights, aspects to topics like the teaching of the holocaust, or a selection of specific texts (Eg Wonder)
Global issues covered include plastic pollution, rainforest deforestation as well as the impact of travel and tourism.

Curriculum Model

The principles of breadth, balance and diversity underpin the three agreed curriculum Intents which form the cornerstones of our school curriculum. The three curriculum Intents are: i) personal development; ii) the development of key skills; iii) opportunity to broaden knowledge and experiences.

The personal development Intent incorporates aspects of self-awareness, shared values, and understanding of equality, diversity and inclusion, and is threaded through the whole curriculum as well as timetabled PHSME; R.E.; P.E.; and EQ lessons.

The key skills Intent aims to ensure high levels of individual attainment and progress in the core subjects of English, Maths and Science.

The broadening experiences intent is covered through cross curricular topics which include History, Geography, Art, D.T., MFL and Music. This is further enhanced by an extended curriculum which includes focus days and events, visiting speakers, Forest School visits, and a residential experience.

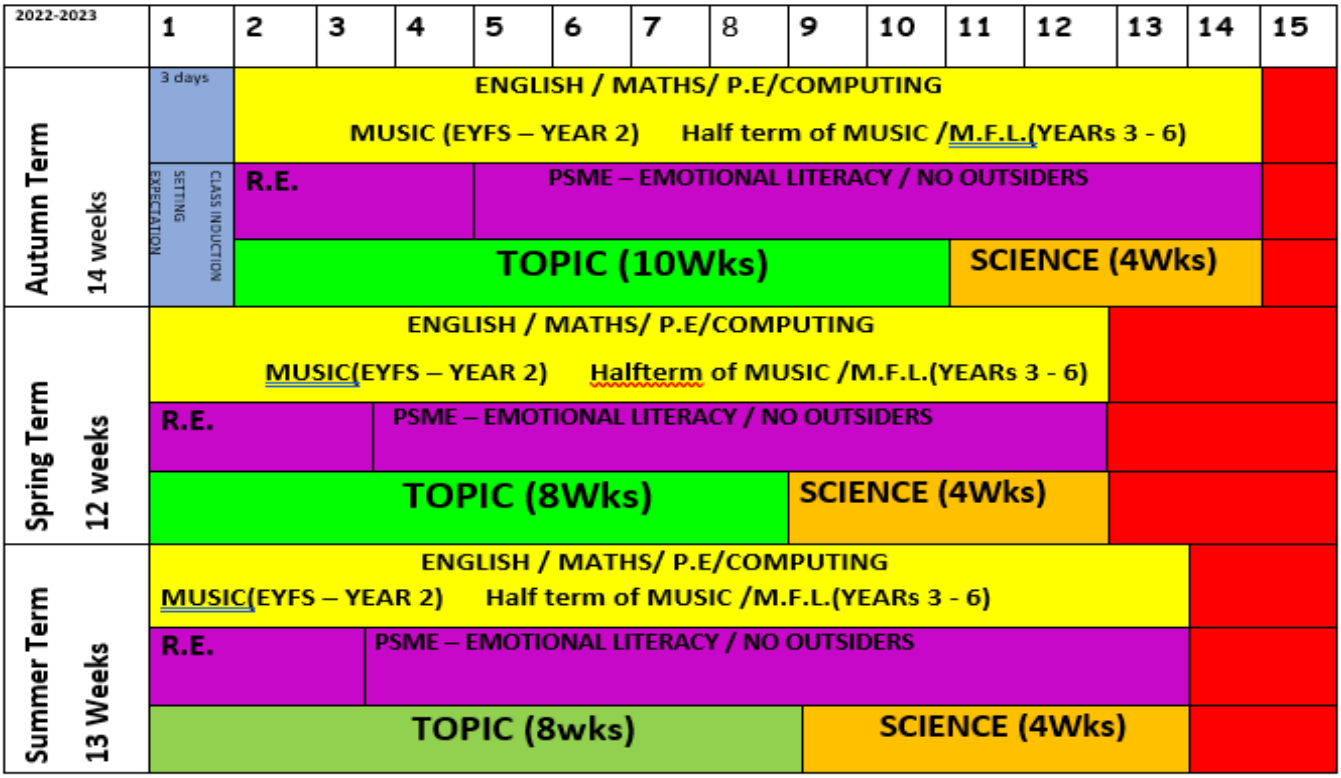

Broadening Experiences Curriculum Topics
Geography/ History/ Art/ D.T/ Music/ MFL / P.E.
Extended curriculum experiences
Basic Skills Maths,Literacy,
Science, ICT
Personal & Social Development Self awareness, EmotionalLiteracy
Awareness and understanding of Diversity & Inclusion R.E./PSHE

IMPLEMENTATION

Curriculum Framework

The curriculum framework shows how subjects are covered throughout an academic year. It is a framework based on some subjects being continuously taught, e.g Maths; some subjects discretely taught as blocks, e.g Science, and other subjects taught as part of linked cross-curricular topics, e.g History.

The curriculum framework changes each academic year to reflect the length of the three terms.



Whole School Curriculum Overview

The curriculum overview shows curriculum coverage for the whole school, indicating for each year group the cross curricular themes, Science units and R.E to be covered each term.

TURVES GREEN PRIMARY SCHOOL CURRICULUM OVERVIEW

TURVES GREEN PRIMARY SCHOOL CURRICULUM OVERVIEW 2022 -23

	AUTUMN TERM			SPRING TERM			SUMMER TERM		
	TOPIC	SCIENCE	R.E	TOPIC	SCIENCE	R.E	TOPIC	SCIENCE	R.E
YEAR 1	HEROES AND VILLAINS	MATERIALS AND THEIR PROPERTIES	BIBLE STORIES OF JESUS CHRISTMAS & THE NATIVITY	THROUGH THE WINDOW	LIFE & LIVING PROCESSES ANIMALS	CHRISTIANITY - EASTER	THE GREAT POST OFFICE MYSTERY	PLANTS SEASONAL CHANGES	SPECIAL BOOKS – THE TORAH & THE Q'URAN
YEAR 2	THE GREAT FIRE OF LONDON	MATERIALS – PROPERTIES & CHANGING MATERIALS	HINDUISM – BASIC BELIEFS DIWALI	AHOY THERE! EXPLORERS	PLANT GROWTH	CHRISTIANITY – TEACHINGS OF JESUS	THE GREAT BRITISH SEASIDE	LIVING THINGS & THEIR HABITATS/LIFE PROCESSES	ISLAM – EID CELEBRATIONS
YEAR 3	THE ANCIENT EGYPTIANS	LIGHT ROCKS	JUDAISM- BASIC BELIEFS	BIRMINGHAM CITY	PLANTS ANIMALS & HUMANS	ISLAM – THE 5 PILLARS RITES OF PASSAGE	A EUROPEAN JOURNEY	FORCES AND MAGNETS	CHRISTIANITY- WHAT IS A CHURCH? (VISIT)
YEAR 4	KINGS AND CASTLES – THE NORMANS	SOUND ELECTRICITY	SIKHISM – BASIC BELIEFS GUDWARA (VISIT)	AWESOME OCEANS	CLASSIFICATION FOOD CHAINS DIGESTION TEETH	JUDAISM – KEY FESTIVALS	EXTREME EARTH	CHANGING MATERIALS	CHRISTIANITY – WHO WAS JESUS?
YEAR 5	THE ROMANS ARE COMING!	MATERIALS – REVERSIBLE & NON-REVERSIBLE CH.	ISLAM – MUHAMMED AND THE MOSQUE(VISIT)	AMAZONIAN ADVENTURE	LIFE CYCLES REPRODUCTION	CHRISTIANITY - STORIES FROM THE BIBLE	SPACE – THE FINAL FRONTIER	EARTH AND SPACE FORCES	BUDDHISM – BASIC BELIEFS
YEAR 6	WORLD WAR 2	CLASSIFICATION PLANTS AND ANIMALS	CHRISTIANITY – BELIEF IN OUR COMMUNITY	TRADE	EVOLUTION & ADAPTATION HUMAN BODY & HEALTH	HINDUISM – BELIEFS AND THE MANDIR	CIVL RIGHTS	LIGHT ELECTRICITY	JUDAISM – WORSHIP AND THE COMMUNITY

Long Term Plans

For each subject there is a Long-Term Plan which maps out the NC objectives and Progression of skills taught in each year group, each term. Previous and future learning are recorded to enable there to be a clear overview of where the topic sits as part of the whole school curriculum.

Subject Progression Maps

These show the progression of skills across the school. They should be used when planning so that teachers are aware of the expectations for their year groups as well as the learning that comes before and after.

These documents are used as part of monitoring to ensure that children are working at the appropriate level and covering all the skills and knowledge expected.

Progression in History Knowledge and Skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Theme		**Great Fire of London**	**Victorians**	**Medieval Castles**	**Roman Britain**	**World War Two**
Skills						
Chronology		- Sequence key events or artefacts - Begin to use dates related to the period of history *Eg Great Fire of London, The Gun Powder Plot, The Great Plague*	- Sequence several events - Use dates and terms related to the period of history *Eg Victorian, era, late, early, empire*	- Place key events from the period studied on a timeline *Eg Death of Edward the Confessor, Battle of Hastings, Peasants revolt* - Use terms related to the period and date key events	- Know and sequence key events of the time studied - Understand BC and AD - Use relevant terms and period labels *Eg invasion, empire, conquered rebellion* - Make comparisons between different times in the past *Eg Britain before and after the Roman invasion*	- Place the current study on a time line in relation to other studies *Eg How long after Victorian era? Ordering of Queen /kings up to WW2* - Use relevant dates and terms - Sequence up to 10 events on a timeline
Range and depth of historical knowledge	- Recognise the difference between the past and present in their own and others' lives - They know and recount episodes from stories about the past	- Recognise why people did things, why events happened and what happened as a result - Identify differences in ways of life at different times *Eg 17 Century Britain and now*	- Find out about everyday lives of people in the time studied - Compare with our life today *Eg school, toys* - Identify reasons for and results of people's actions *Eg Social change – Lord Shaftsbury* - Understand why people may have wanted to do something	- Identify key features of the time studied *Eg Norman Invasion Building of castles Knights* - Use evidence to reconstruct life of the time studied *Eg Life living in a castle (Lord / Lady / sevants)* - Look for links and effects in the time studied	- Study different aspects of different people *Eg Celts / Romans* - Examine causes and results of great events and the impact on people *Eg Why the Romans invaded. Impact on celts* - Compare life in early and late times studied	- Know key dates, characters and events of the time studied *Eg Allied and Axis leaders* - Write another explanation of a past event in terms of cause and effect to support and illustrate their explanation

Mastery

Mastery (Deep) learning Progression

Depth of Learning	Cognitive challenge	Predominant teaching style	Typically, pupils will:
Basic	Low-level cognitive demand. Involves following instructions.	Modelling Explaining	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.
Advancing	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Reminding Guiding	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.
Deep	Cognitive demands are complex and abstract. Involves problems with multiple steps or more than one possible answer. Requires justification of answers.	Coaching Probing Deep questioning	solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.

(Chris Quigley Education)

This document shows the development of skills through basic to developing, to mastery. It is used to plan sequences of lessons where children are building up their skills and working towards mastery. Basic skills may be used to support scaffolding of learning and deep skills can be used to create challenging more open-ended tasks.

Medium Term Plans

Termly plans for the science art and DT have been created. These record the main NC objectives and skills to be covered along with an outline of each lesson, including scaffolds and challenge activities. The plans for each year group can be found in the curriculum folder.

Termly Plans for history and geography units are split into 4 Key questions. Each key question is then broken down further into questions to be the focus of each lesson. Suggested activities and oracy links are also recorded.

1. What is an Ocean?	2. How does the Ocean change as we go deeper?	3. What is the relationship between Humans, the Oceans and their environment?	4. How can we act to protect our oceans?
What are the 5 major oceans in the world? *Where are they positioned relative to each other and the main continents of the world?* *What are the similarities and differences between the conditions in the different Oceans?* *How does their position affect their conditions?* *Where is the Great Barrier reef?* *What are its features?*	*What are the different layers of the ocean?* *What are the conditions like in each layer?* *How does the condition of the ocean layers affect the creatures that live here?*	*Why are the oceans important to us?* *How are Human's having a negative impact on the oceans?* *What is the impact of plastic pollution on the ocean and its environment?* *Which methods are most persuasive?* *How do micro-plastics get into the ocean? How can we prevent their release?*	*How can we act against the negative impact humans have?* *How can reduce our use of plastics?* *How can we persuade people to reduce plastic use?* *Which methods are most persuasive?*
Key skills and NC coverage: **Human Geography: Locational Knowledge** **Geographical Skills: Mapping** *NC* To use maps, atlases, globes and digital / computer mapping to identify and research information about the oceans of the world *PS* To identify significant places and environments To begin to use 8 points of a compass, To locate places on a large-scale map	**Key skills and NC coverage:** **Human Geography: Locational Knowledge** **Physical Geography: Features of an ocean environment** *NC* To use maps, atlases, globes and digital / computer mapping to identify and research information about the oceans of the world *PS* To identify significant places and environments	**Key skills and NC coverage:** **Human Geography: Impact of economic activity** *NC* To use maps, atlases, globes and digital / computer mapping to identify and research information about the oceans of the world *PS* To identify significant places and environments *PSHE Living in the Wider World* *L1: To research, discuss and debate topical issues and events that are of concern to them and offer their recommendations to appropriate people* *L7: To know that they have different kinds of responsibilities including towards the environment and continue to develop the skills to exercise these responsibilities.*	**Key skills and NC coverage:** **Human Geography: Impact of economic activity** *PSHE Living in the Wider World* *L1: To research, discuss and debate topical issues and events that are of concern to them and offer their recommendations to appropriate people* *L7: To know that they have different kinds of responsibilities including towards the environment and continue to develop the skills to exercise these responsibilities.*
Suggested presentation of learning: Labelled map of the 5 major Oceans. Record position relative to each other and other Physical features such as the equator. Create fact-file pages to record / compare and contrast their features and how this links to their position.	**Suggested presentation of learning:** Large, labelled diagram of the different layers of the ocean, recording the different conditions of amount of sunlight, salinity, pressure etc Record the different creatures that live there and how they are adapted to the conditions.	**Suggested presentation of learning:** Information page showing the different ways we benefit / use the Oceans. Research notes on the causes of plastic pollution and the impact that it has on the aquatic creatures. *(Linked to English writing and Oracy Outcome)* Practically investigate microplastics and create a Vlog / Blog to explain findings.	**Suggested presentation of learning:** Evaluation of different campaigns (Poster / video etc) Create a campaign element to persuade people to reduce plastic use. This could be: Poster, video, song, info leaflet or PPT
Oracy Outcome: **Perform ocean themed poetry (Written in English lessons)**	**Oracy Outcome:** **Verbal explanation of layers of the ocean**	**Oracy Outcome:** **Write and present a persuasive speech describing the causes of plastic pollution and the impact it has**	**Oracy Outcome:** **Present campaign to promote reducing use of plastic**
Use of IT: **Video clips to enhance understanding**	**Use of IT:** **Green screen picture of each layer and children verbally explain features and creatures**	**Use of IT:** **Create Blog / Vlog (Purple Mash)**	**Use of IT:** **Chatterpix of animals to enhance video** **I-pad to record video / song** **PowerPoint**

Teaching the Curriculum

Each topic is introduced through a WOW starter activity to engage the children and generate curiosity. Examples include a visit, themed day, knowledge hunt etc

A door display is created to reflect the theme of the topic.

Each topic also has a planned final outcome where the children can use and apply the knowledge they have gained. Examples include assemblies, exhibitions, a final product or documentary. Linked to our Oracy, each outcome has a speaking and listening component.

Geography and History are taught in termly blocks of 7 – 8 weeks. There is a minimum of one history and one geography focus topic per year.

In Geography, maps linked to the topic are displayed and placed within the context of the UK and the wider world.

In History, the key events of the period being studies are displayed as a timeline and also put into the wider context of the History taught across school.

Science topics are taught in 4-week blocks each term

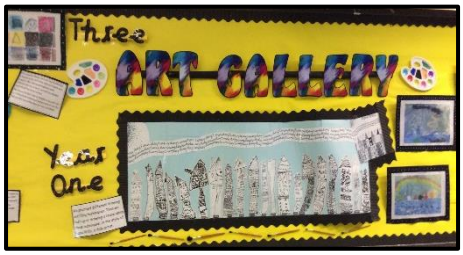
	AUTUMN TERM			SPRING TERM			SUMMER TERM		
	TOPIC	SCIENCE	R.E	TOPIC	SCIENCE	R.E	TOPIC	SCIENCE	R.E
YEAR 1	HEROES AND VILLAINS	MATERIALS AND THEIR PROPERTIES	BIBLE STORIES OF JESUS CHRISTMAS & THE NATIVITY	THROUGH THE WINDOW	LIFE & LIVING PROCESSES ANIMALS	CHRISTIANITY - EASTER	THE GREAT POST OFFICE MYSTERY	PLANTS SEASONAL CHANGES	SPECIAL BOOKS – THE TORAH & THE Q'URAN

As part of the block at least one full science day investigation is completed each term.

As well as the knowledge-based learning, in each lesson there is also a focus on developing the use of subject specific vocabulary or the teaching of an investigative science skill.

Key vocabulary is displayed for reference.

Art and DT have been broken down into different key areas of knowledge.



For Art, this is: drawing, painting, printing, textiles and 3D form.

Art activities linked to curriculum themes have then been planned so that there is broad, even coverage of each knowledge area across each key stage.

For DT, this is: Electrical systems, mechanical systems, Cooking and nutrition and textile Projects. These have been planned on a cyclical structure so each area is covered, once in KS1 and twice in KS2.

At least one full project is completed each year, covering the Design, Make, Evaluate structure, while other skills are taught discreetly as mini activities and projects.

Computing is taught as discrete half termly units which have been linked to topics where appropriate. Computing is taught through, and supports, all of the curriculum subjects where possible, and follows a defined progression of skills. *(See separate sheet)*

Music is taught using the Charanga music programme. In Year 4, the children also have the opportunity to learn the Guitar.

MFL (Spanish) Basic greetings, colours and numbers are taught in KS1. In KS2 lessons are taught weekly as one-half term block per term. A plan of the units to be covered by each year group has been created using the Language Angels online teaching resource.

MFL Medium Term Plan 2022 -2023			
Year R, 1 and 2			
- Experience a range of nursery rhymes in Spanish			
Throughout KS 1 children to learn:	- Greetings	- Colours	- Feelings
	- Numbers up to 10	- Days of the week	- Simple school commands
Year 3			
Units Taught and vocab related to	**Early Language Teaching** **Unit 2: Animals** Names of 10 different animals I am XXX animal	**Early Language Teaching** **Unit 3: Musical Instruments** Names of instruments How feeling (I) play XXX	**Early Language Teaching** **Unit 4: Little Red Riding Hood**
Phonics unit	**Spanish Phonetics 1 - Alphabet**	**Spanish Phonetics 2 - Vowels**	**Spanish Phonetics 3 - Consonants**
Pronunciation Unit	**Improve Pronunciation of letters and vowels 1 (Revisit as needed across the year)**		
Phonics and pronunciation focus	-Focus on CH J N LL RR -Stress placement depending on if the word ends in a consonant or vowel -Accents show the vowel is stressed	-Focus on CH J N LL RR -Stress placement depending on if the word ends in a consonant or vowel -Accents show the vowel is stressed	-Focus on CH J N LL RR -Stress placement depending on if the word ends in a consonant or vowel -Accents show the vowel is stressed - N tilde changes n to ny sound - silent letter H
Grammar	**High Frequency Verbs** **First Person** **Nouns** **Articles Determiners**	**High Frequency Verbs** **First Person** **Nouns** **Articles Determiners**	**Nouns** **Articles Determiners**
Additional Vocab unit	**Christmas Vocab**	**Months of the Year**	**Parts of the body**

Links are made with specific topics where appropriate (Eg Yr 3 European Journey, Year 5 Rainforests) There should also be regular incidental teaching of everyday phrases. For example, answering the dinner register, greetings, or giving basic classroom commands. As part of Spanish lessons, there should be regular opportunities to discuss Spain and its culture.

PSHE and RE are taught in termly blocks.

PSHE has a theme each term: Autumn – Relationships; Spring – Living in the Wider Word; Summer – Health and well-being. It is taught through a range of activities including books, circle time and role play.

RE is planned so that aspects of different religions are taught in each key stage.

PE is taught in half termly block using the on-line Getset4PE scheme of work. There will be three PE slots every fortnight. A plan of units has been created to ensure there is coverage of a broad range of sports and skills across each key stage.
The grid below shows the PE plan across the school.
(Get Set 4 PE)

	TERM 1		TERM 2		TERM 3	
Nursery						
Reception	Introduction to PE : Unit 1	Dance : Unit 1	Fundamentals : Unit 1	Gymnastics : Unit 1	Ball Skills : Unit 1	Games : Unit 1
Year 1	Striking and Fielding	Fundamentals	Gymnastics	Yoga	Ball Skills	Athletics
Year 2	Net and Wall	Gymnastics	Sending and Receiving	Fitness	Invasion	Athletics
Year 3	Hockey	Dance	Cricket	Tennis	Athletics Swimming +	Athletics Swimming +
Year 4	Netball	Gymnastics	Swimming Yoga +	Swimming Yoga +	Dodgeball	Athletics
Year 5	Swimming Basketball +	Swimming Basketball +	Dance	Yoga Cricket +	Tennis	Athletics
Year 6	Tag Rugby	Gymnastics	Fitness	Yoga	Rounders	Athletics

Passwords and guidance on how to use the on-line schemes Charanga, Language Angels and Get set for PE will be given by subject leads in September as part of induction.

Broadening knowledge and experiences

This is developed through taking part in both written and practical activities, visits, visitors and competitions with other schools.

Examples Include:

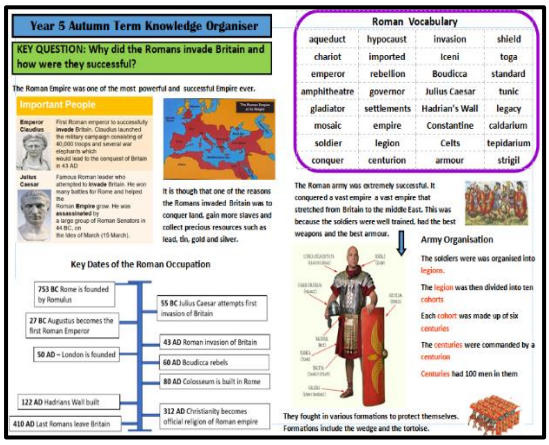
- In each year group, children complete visits to a religious place of worship

- In each year group, children complete at least one visit linked to their topic which extends and contextualises their learning.

- There is a wide range of extra-curricular P.E clubs skipping, netball, rounders and football as well as the opportunity to compete in inter school competitions including football, cricket, netball, gymnastics, athletics and dance. A range of other clubs, including science, chess, singing and cooking are also offered.

- Specific focus weeks Eg Science and Art Week

Sharing Learning



Knowledge organisers are produced for topic and science each term. These are a summary of the key knowledge and vocabulary the children should know by the end of the topic. They are sent home to parents and stuck in the children's books for reference during lessons.

At the end of each term, a topic booklet is produced by each year group as a reflection and celebration of the children's learning and includes examples of work from across the curriculum.

Each year the children will also share their learning in a class assembly.

Throughout each term, examples of the children's learning and activities should be shared on the school website and twitter page.

Books, displays and pupil voice also provide evidence of the children's learning.

Lesson Flips

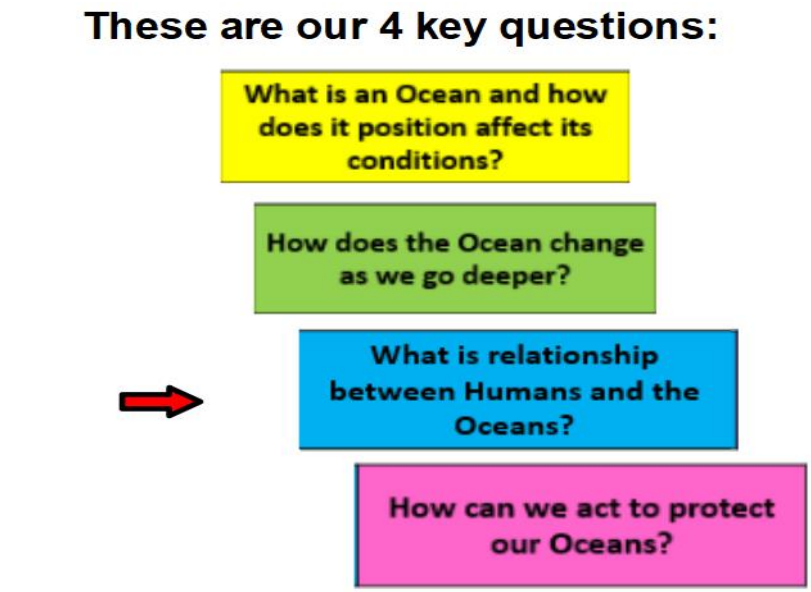
These should be saved in your year group folder. For a unit of work each Flip should be dated and the place within the teaching sequence shown.

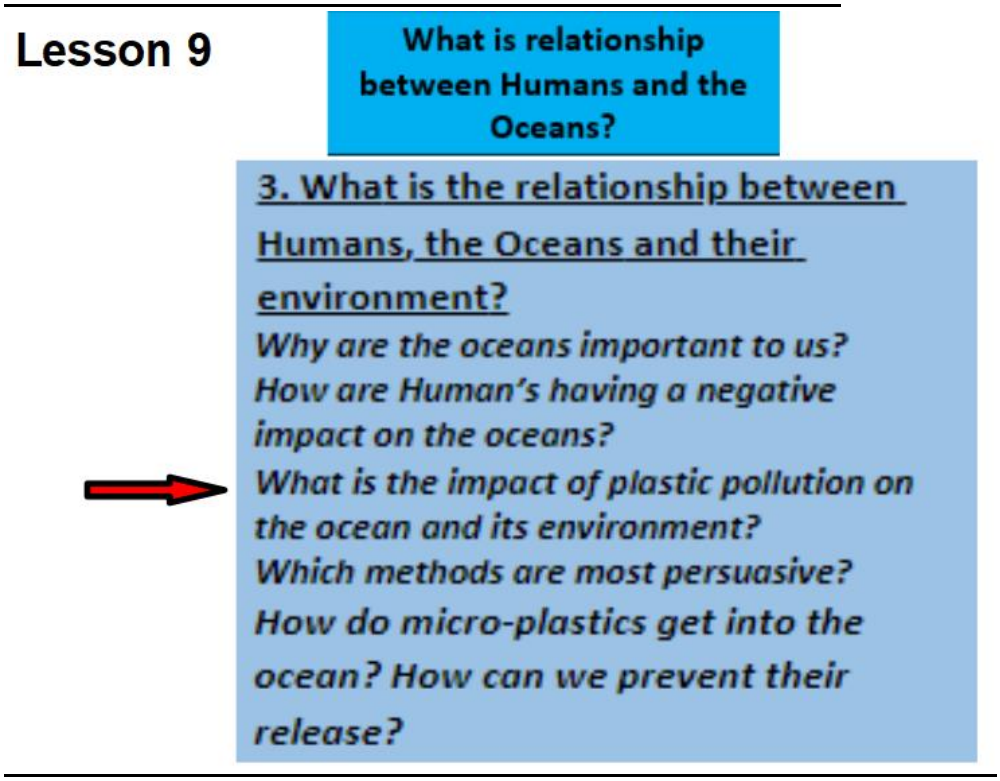
Eg 5.1.23 Lesson 1 – Layers of the Ocean

Flips should have oracy sentence stems and there should be evidence of scaffolding and challenge questions. Every lesson should have a recap at the start and the learning journey should be shared.

Sharing the Learning Journey

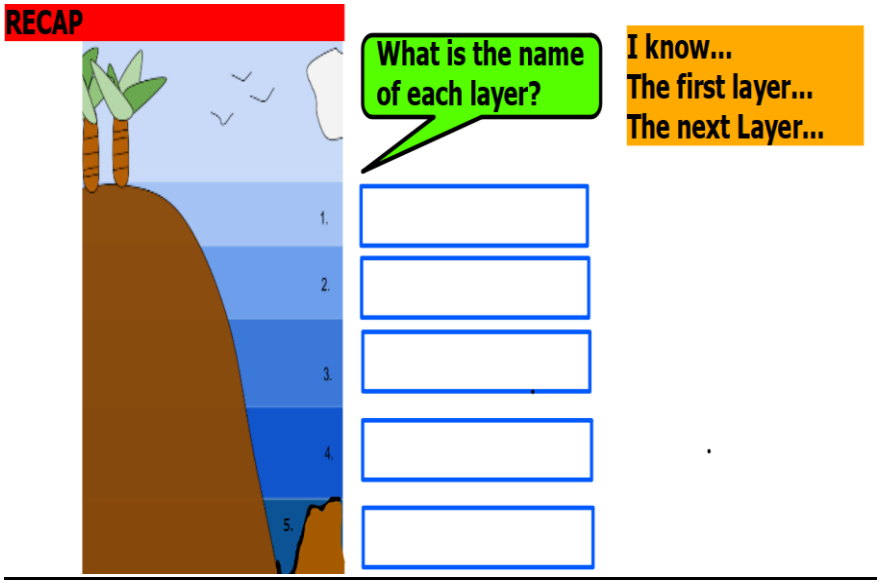
At the start of each history, geography or science lesson the learning journey should be shared. This enables the children to make links in their learning and see how a particular lesson fits into a teaching sequence. For geography and history, the four key questions can be used to show the overall learning journey and then each key question broken down. This learning journey should be enlarged and displayed in the classroom so that it can be referred to regularly.





Recaps and reviews

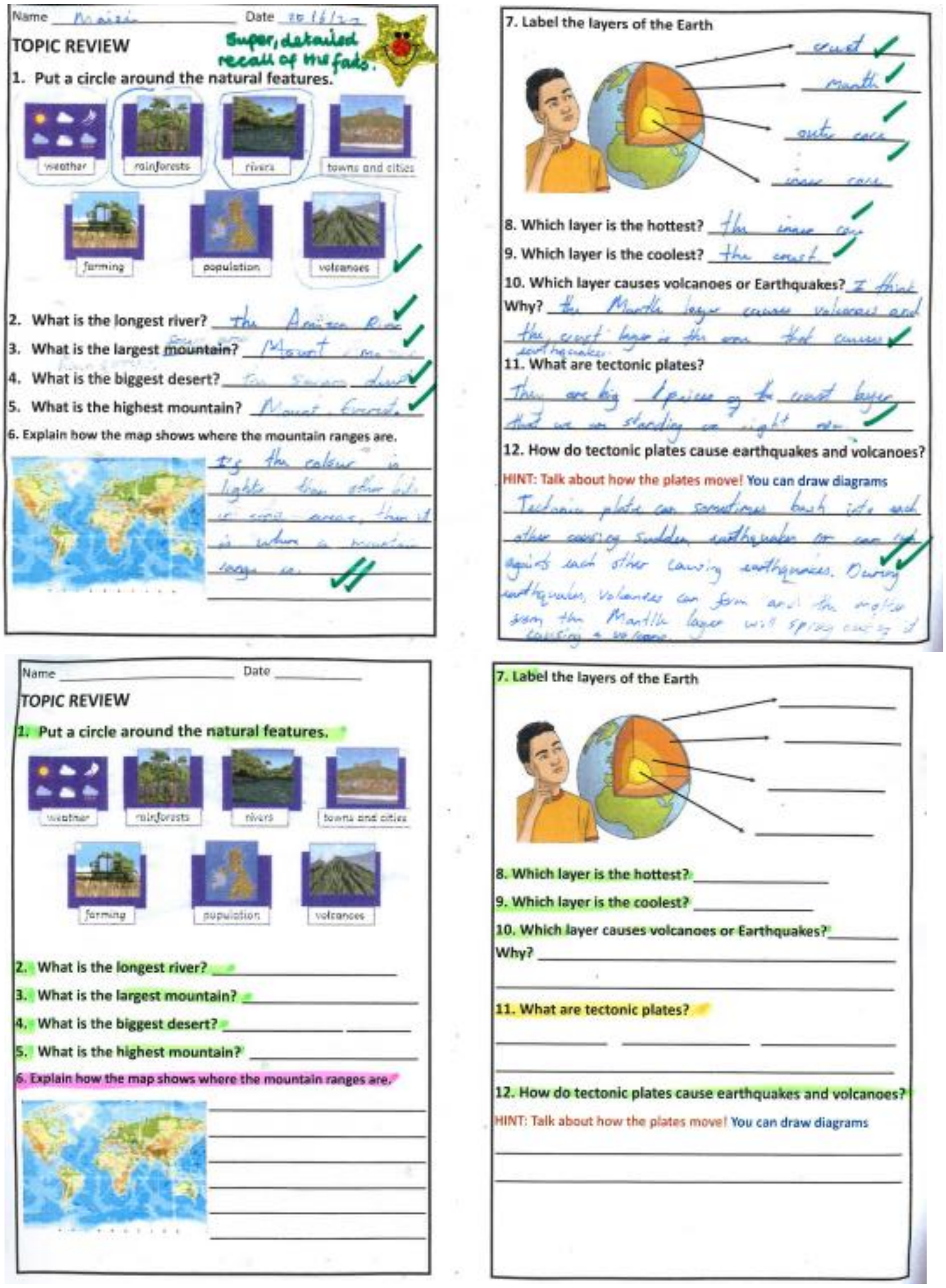
Each lesson should begin with a recap. This could be based on previous learning, knowledge, vocabulary or skills they will need to build on in the lesson. A range of activities could be used including Mini-quizzes, crosswords, matching, sorting, odd one out etc Further examples can be found the 2023 Curriculum Folder.



Regular mini reviews of learning should be planned. These should not only cover what is currently been learnt but also to check the learning of previous units of work.

Assessment

At the end of each geography, history or science unit, a review test should be completed. This is to include questions linked to the key questions on the MTP as well as the skills taught in the subject. For example: interpretation in history, use of maps in geography or planning an investigation in science. On a blank test, each question should be RAG rated for the class. An approximate guide would be 80% Green, 50- 80% Orange, below 50% Red. This is used to identify the areas of knowledge or skills that need further consolidation or development and therefore can be addressed in spaced recaps as well as being passed onto the next teacher.



End of year summative assessments are completed for science and foundation subjections. These are informed by children's recorded work, verbal responses, pupil voice, mini-tests and end of unit recaps. Throughout each lesson and unit of work, teachers use constant AFL to identify any misconceptions and areas which need further consolidation. Lesson plans and resources are modified accordingly.