



Kingsmoor's Curriculum

Kingsmoor code - successful learning at Kingsmoor

Kingsmoor's curriculum is based on the National Curriculum 2014 statutory framework and has been designed to inspire and motivate all children to achieve to the best of their abilities. The teachers work hard to plan lessons which will draw on children's talents, encourage child initiated learning, develop creativity as well as nurturing them socially, emotionally and morally throughout their time at Kingsmoor. The Kingsmoor code states the school's overall aim:



We aim for each child to reach age related expectations by the end of each year and to meet the objectives stated in the statutory frameworks by the end of each Key Stage.

Within the classroom children are encouraged to be successful learners. From their Reception year they are made aware of key skills needed in order to perform to the best of their ability and this underpins their learning throughout their time at Kingsmoor.



Kingsmoor believes it is important to give the children a wide range of opportunities and experiences which will enable them to acquire skills and be able to apply them. Children are actively encouraged to make choices, knowing that they are in a safe and secure environment.

We aim to prepare children for life in modern Britain through our broad, balanced curriculum, promoting British values which include: Democracy, Rule of law, Individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

The structure of the National Curriculum framework

The National Curriculum 2014 provides the teachers with a framework from which to plan the children's learning - stating key programmes of study in all subject areas. On the school's website is a summary of what is taught in each year group. (Curriculum jigsaw Maps) and it is here you will be able to see what is being taught in all subjects across an academic year. On entry to the school in the Reception class the children follow the foundation stage framework.

The Foundation Stage

Children in Class 1 follow the Early Years Curriculum. Planning and teaching is based on the DfE's Overarching principles for the EYFS.

These are:

- every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through positive relationships;
- children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- children develop and learn in different ways and at different rates. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities

We create a safe and happy environment with motivating and enjoyable learning experiences that enable children to become confident and independent, giving them a strong foundation for their future learning.

In the Early Years there are 7 Areas of Learning.

The three Prime Areas of Learning are:

- Personal, Social and Emotional Development;
- Communication and Language;
- and Physical Development.

There are 4 Specific Area of Learning:

- Mathematics;
- Literacy;

- Understanding of the World
- and Expressive Arts and Design.

The EYFS also includes 3 Characteristics of Learning which we use to identify children's learning styles, assess the children's strengths and identify next steps.

These are:

- playing and exploring,
- active learning and
- creating and thinking critically.

Long term planning is taken directly from the EYFS to ensure coverage and progress through the age bands towards the Early Learning Goals at the end of the year.

Medium term planning is based around a 2 year cycle of topic based learning, ensuring coverage of all Areas of Learning across the Curriculum which informs short term planning. Short term (weekly) planning also includes opportunities to incorporate the children's own experiences and interests into the learning environment. The first half term is based around a settling in topic, and the last topic in Class 1 will be a transition topic into Class 2.

We believe that learning should be fun, and plan and deliver a play based curriculum. This includes a combination of adult led activities and child initiated learning, with a balance between whole group, small group and independent learning time. During child initiated learning time the adults observe and support children in their play in order to provide further challenge and scaffold their next steps in learning.

The children have phonics, literacy and numeracy sessions four times a week. The children help to contribute to child initiated planning and enjoy seeing the links between their ideas and the challenges and activities in the classroom. The curriculum is delivered to the children both in the classroom and in the outdoor area.

Our everyday practice in class 1 includes observations and assessments of the children's development and learning, which we used to inform future planning. We use Tapestry (an online learning journal) to record progress and celebrate learning, with each other and with parents. We value the parent partnership and encourage parents to celebrate their children's achievements with us.

Key Stage One and Two

Long term plans

Each key stage's curriculum is formulated into a long term plan which states an arching theme/topic for each term or half term. The Key Stage One long term plan follows a two year cycle. The whole of the key Stage Two curriculum runs on a 4 year cycle - focussing on History and Geography themes, ensuring that other subjects are taught within it. Kingsmoor encourages a cross curricular approach where appropriate and skills learnt are transferred across subjects.

Medium term plans

Teachers plan within their key stage teams producing a medium term planning tree which links to the over- arching themes in the long term plan. Each medium term planning tree links to the relevant programs of study and states activities and '*I can*' statements expected by the end of the unit. Within each key Stage, progression is tracked through the use of progression grids, checking that older year groups are being taught at the appropriate level of depth. The children can also become part of the planning process, steering the way by making suggestions of what they would like to find out.

Using the locality and visits

School visits are encouraged and teachers have worked hard at organising visits that will support their classes learning linked to their themes: a trip to Kilve Beach, Rural Life Museum, Taunton Museum, Bristol Science Museum, Bristol zoo, The Roman baths. Visitors are also welcomed into the school; reinforcing links with the immediate community. (Postman, Vets, Police, Fire brigade, Hawk and Owl Trust, parents/governors with key interests or skills.) Bawdrip church's vicar visits the school regularly to take assemblies.

Teachers work hard to use the school environment and locality as a stimulus which will enhance learning across the curriculum. Activities are designed with the school's site in mind: use of the nature area, walking around the local village in order to develop mapping skills, poetry inspired by walks along the river, visiting the church.

In addition, at various points during the year, children have the opportunity to experience visits from theatre companies, outside agencies such as: Pete the Poet - focussing on British values and cultural diversity, Jamaica day. These are carefully selected in order to have a greater impact on the children and are followed up by the teachers as part of their classroom activities.

Discrete subjects across the school

Currently there are certain subjects which are taught in isolation as it is not always appropriate to link in with the topic and difficult to ensure progression.

Breaking the curriculum down - How we do it!

Key Stage 1

Phonics - Foundation Stage and Key Stage 1

From entry in Foundation Stage, children are taught phonics using the Read Write Inc scheme. Read Write Inc is a phonics based programme which helps children learn to read whilst also developing a wide range of vocabulary and encouraging a love of stories. It was developed by Ruth Miskin and more information can be found at www.ruthmiskinliteracy.com. The children will begin the scheme in Reception and our aim is for most of the children to be off the scheme by the end of year 2. Children are grouped for phonics by ability and this happens four times a week for 20 minutes. Children who require additional consolidation will continue their learning through this scheme in KS2 as a part of intervention work. In summary the children will learn:

- 44 sounds and the corresponding letters/letter groups using simple picture prompts
- Learn to read words using blending
- Read stories using words they have learned to sound out using 'Fred talk'
- After meaningful discussion led by an adult children show that they comprehend the stories by answering questions
- Learn to write letters/letter groups which represent the 44 sounds
- Learn to write words by saying the sounds and graphemes
- Learn to recognise tricky words - words which you can't sound out or 'Fred talk'
- Practise talking and answering questions

The following link provide useful video footage of the sounds and how they work.

<http://www.ruthmiskin.com/en/parents/>

Key Stage 1 and 2

Spelling, Punctuation And Grammar (SPAG)

Spelling, punctuation and grammar is a key focus of our literacy teaching at Kingsmoor. Primarily these skills are taught through the literacy lessons and we encourage their implementation in all subjects across the curriculum. In Key Stage one SPAG is taught in the literacy sessions but also forms part of the phonics session. In Key Stage two there are set lessons on the timetable where SPAG is a specific focus. Key Stage two use the Westover Green, Somerset scheme as a guideline to structure their teaching which breaks down the SPAG curriculum into terms. The National Curriculum spellings are also included in this framework.

Spellings are sent home regularly and children are tested within school.

Mathletics and Moon Maths

Mathletics (KS2) and Moon Maths (KS1) takes place throughout the school for 15 minute sessions three times a week. During these sessions children focus on their mental recall skills and gain confidence in recalling numbers. The children are grouped in colours, with each group having a range of targets that link to mostly mental aspects from each year group's curriculum. Children are assessed regularly within their groups and moved once targets have been achieved. Mathletics and Moon maths form a key part of a child's home learning and target setting approach within the school.

English, guided reading and Maths

Single year group teaching takes place daily in KS1 and YR and 4 mornings per week in KS2. The main proportion of English and Maths teaching takes place within the morning part of the timetable. Teachers and teaching assistants work hard to work with all children on all objectives, aiming to close gaps and ensure each child is secure within their learning.

Handwriting and presentation forms a key part of our curriculum as a whole, encouraging the children to follow the Brody handwriting scheme which is implemented from Reception. Pen licences are received from Y3 when a child is ready. Expectations are high and consequently children feel proud of their work.

Guided reading takes place in each class and can be whole class lessons or small groups of children, sometimes mixed ability. During these sessions children are encouraged

to read a variety of texts which are of an appropriate level that challenges their reading and inferential skills. Sessions are structured around three questions, identifying from the text, inferential - reading between the lines and drawing upon the child's experiences and links with the outside world. Children are asked to lead sessions, encouraging them to talk and respond, offering opinions, views and predictions. How to formulate a written response to questions is also a key part of these sessions.

Science

Science is taught in single year groups from other subjects. Each year group follows the National Curriculum.

Computing, ICT and E-Safety

Kingsmoor follow the Somerset scheme of work created by Elim. Discrete lessons take place where specific skills are focused on and ipads and laptops are used as a resource across all areas of the curriculum. A Digital leaders after school club has allowed the children to lead and support ICT within the school. Online safety is encompassed into the children's learning and close attention is given to this area on a yearly basis around safer internet day. (February.)

RE

Religious Education follows the Somerset Agreed syllabus (SACRE) and selected themes are mapped out on a two year rolling program. Each year a multi-cultural faith is taught within the school as a specific unit of work.

Modern Foreign languages, Personal, Social, Health Citizenship Education and Music

This is taught during the year in blocks with a rota of staff working in specialist areas. MFL teaching takes place in Key Stage 2 following a program and is currently taught as a pure Year 3 group, Y4/5 class and Y5/6 class. Children are taught a range of Spiritual, Moral, Social and Cultural development skills. They are involved in PSHCE lessons and Philosophy, discussing current topical issues, making links to key National events: Safer Internet Day and learning to think for themselves. The reinforcement of British values is also evident during these sessions. Music is taught, focussing on pitch, rhythm and notation and a range of composers and their music are explored.

We feel this organisation of curriculum provision is beneficial as the children can form relationships with other teachers within the school and develop a range of learning styles.

PE and outdoor education

A full PE programme, including swimming from YR to Y6 is delivered by a combination of teaching staff and sports coaches. Opportunities are planned throughout the year for competition: Football, rugby, athletics, cross country, dance, gymnastics and rounders.

Each Key Stage is involved in a dance festival and a musical/drama performance during the academic year. This forms part of Kingsmoor's curriculum and is viewed as an important part of the children's education: developing confidence, speaking and listening and giving opportunities for musical and dance abilities to progress. Children in all year groups swim for at least one term per year in KS2 and two terms in Foundation Stage and KS1.

Our Creative curriculum - Themed days and weeks

Kingsmoor's curriculum also encompasses themed periods throughout the academic year which we believe are extremely important. Themed weeks are specifically planned into the school's curriculum and enable all children to focus on a specific area of learning during that period. Members of the community, local companies, governors and parents are welcomed in to celebrate these times with the school. The children have had opportunities to work alongside different year groups and work with all teaching staff, developing socially, emotionally, spiritually, culturally and morally. Successful weeks have included: Europe, Healthy living, A Story trail, Maths, Africa , Science, India, Cinderella and board games.

Mystery Days

Mystery Days (usually Mondays) are a recent addition to our curriculum and really encourage the children to lead the way. Faced with an unusual and unexpected stimulus, the children are inspired to take their learning where they want to, collect resources, formulate a project and present their findings to others. (This takes place at least one day each term, encouraging child initiated learning and presenting skills.)

Friday Activities

Every half term, the children also have the opportunity to participate in the Friday Activities. This runs for two weeks each half term and is an opportunity for the children to further develop their skills in areas of: Performance, Art and crafts, Outdoor education, Design and Technology (ICT), Problem solving and/Strategy, drawing upon teacher's expertise and enabling children to develop core life skills: promoting Risk taking, becoming Resilient, Reassuring others, being Resourceful and developing Relationships/social skills with peers and adults alike. This has been running since October 2011 and has been extremely successful within the school involving school governors and parental helpers.

Home learning

Home school links are really important and all staff try hard to keep parents and carers informed as to what will be happening each term in their child's class. Having started school, at an appropriate stage, the children are asked to do a variety of tasks which need help from home. These tasks include regular reading, learning spellings, memorising number facts and carrying out practise and reinforcement activities associated with areas of school work. Targets are set for the children and rainbow walls are reinforced as part of the child's home learning. (Learning key mathematical facts.)

Celebrate the outcome!

The children are encouraged to be proud of their achievements and certificates are presented weekly to children for their efforts and improvements. A handwriting display is a constant feature of the children's beautiful writing of which the children are rightly proud. To encompass all their efforts children have a **learning journey** where they are encouraged to choose a few pieces of work each half term of which they are proud. Children and parents are encouraged to write comments alongside their work and really is an opportunity to show off their efforts.