

ASHURST CE AIDED PRIMARY SCHOOL CURRICULUM

In compliance with Government requirements and guidelines on the National Curriculum for Primary Schools from September 2014, and in keeping with the school's philosophy on effective teaching and learning, Ashurst Primary is committed to providing a rich, diverse and stimulating curriculum which meets the needs of individual pupils and of all pupils; and which inspires pupils to work hard, to achieve their personal best, to think and learn successfully and effectively and to become *life-long learners*.

Teaching staff are actively involved in planning the **school curriculum**, its aims and objectives and the production of a cycle of topics to ensure **coverage** of all *areas across the primary age range*.

Overseeing the leadership and management of the curriculum planning process, involves the Headteacher in consultation with all members of staff.

The **Long Term planning** of the curriculum is found in teachers' '**Topic Cycles**'. Here teachers ensure **continuity, progression, breadth, balance and coverage** of the **National Curriculum** and **RE** throughout Key Stage One and Key Stage Two.

The **Medium Term planning** is found in teachers' **termly/half-termly Curriculum Implementation Plans**.

The **Short Term planning** is found in teachers' **weekly lesson plans**. Here teachers ensure the **differentiation** of skills, knowledge and understanding, and the provision of **equal opportunity of access** to the curriculum for different year groups, ages, abilities and genders through structured **opportunities/activities/tasks** for individual pupils. Planning may include the support of other adults, the organisation of the classroom, pupils, time and resources, as appropriate.

Planning is based around real life experiences, as far as is possible and practicable, and buildings upon pupils' previous experience and attainment in terms of the acquisition of KSU (ie *Prior Attainment*).

Teachers' curriculum and lesson plans are retained by the Headteacher.

CURRICULUM PLANNING

FOUNDATION STAGE PLANNING

Each of the six half-termly themes within Foundation Stage offers opportunities during the year to focus on all areas of learning and experience. The three **prime** and four **specific** areas of learning, and the three **learning characteristics**, set out below.

The Prime Areas of Learning:

- communication and language
- physical development
- personal, social and emotional development

The Specific Areas of Learning:

- literacy
- mathematics
- understanding the world
- expressive arts and design

The Learning Characteristics:

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

These **Areas** are planned for weekly and include material linked to the theme for the half term. These are identified within the long and medium term plans. However, in order to provide opportunities for **child-initiated learning**, in accordance with the Foundation Stage Guidance, these are subject to change at short notice.

Literacy and numeracy are planned to link to the themes and offer a range of texts, activities and opportunities for discussion, play and learning.

Prime: Personal, Social and Emotional Development

Personal, social and emotional development, in accordance with the schools ethos and policy documents is not taught as a discreet subject. Pupils are given opportunities to take risks, discuss and negotiate, problem solve, take turns, explore their feelings and learn by example in a safe environment on a daily basis. Elements are taught when the need arises

and through subjects such as science, PE, games, RE, literacy and class and whole school assemblies.

Prime: Physical development

This involves providing opportunities for young children to be active and interactive, and to develop their coordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Prime: Communication and Language

Development involves giving children opportunities to speak and listen, in a range of situations, and to develop their confidence and skills in expressing themselves.

Specific: Literacy

Development involves encouraging children to read and write, both through listening to others reading, and being encouraged to begin to read and write themselves. Children must be given access to a wider range of reading materials: books, poems, and other written materials, to stimulate their interest.

'Jolly Phonics' is used to teach letters and sounds.

Planning for the communication, language and literacy session uses texts from the theme, and additional texts selected by the teachers to reinforce and extend other aspects of literacy. Language and literacy activities for Foundation Stage children are extended through play, role-play and other activities linked to the text for the day or week. These activities may be planned within the timetabled literacy session or may be available throughout the day.

The plenary session is either taken at the end of the literacy session or at another time during the day, planned by the teachers.

Specific: Mathematics

Development involves providing children with opportunities to practise and improve their skills in counting numbers, calculating simple addition and subtraction problems, and to describe shapes, spaces, and measures.

Problem solving, reasoning and numeracy sessions are planned using such

as 'Numicon'. Foundation Stage activities are then extended through play and practical activities, either in groups, at the same time, or in activities which the children participate in throughout the day.

As with communication, language and literacy, the plenary session is either taken at the end of the numeracy session or at another time during the day planned by the teachers.

Specific: Understanding of the world

This involves guiding children to make sense of their physical world and their community, through opportunities to explore, observe and find out about people, places, technology and the environment.

Specific: Expressive arts and design

This involves supporting children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement. It assists them in sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role play, and design and technology.

CURRICULUM PLANNING

KEY STAGE ONE

LONG TERM

Core Subjects:

The daily **Literacy Lesson** (usually mornings), is planned over two vertical year groups i.e. Y1 and Y2, based on quality texts and experiences linked to the half-termly themes. Spelling and grammar are taught weekly using *Jolly Grammar 1* and *Jolly Grammar 2*, in single year groups, and teachers adapt these to suit the needs of individual learners.

The daily **Maths Lesson** (usually mornings) is planned using the **Numicon teaching materials** and follows the order of progression across Number, Pattern and Calculating. **Science** is taught predominantly as a separate subject, following the New National Curriculum from September 2014 (NNC). **Computing** is taught as a specialist subject, discretely and across the curriculum. **RE** is taught as a specialist subject, discretely and through Literacy.

There is a study by all KS1 pupils of the locality through an annual whole school walk.

Topic Cycle/s:

In Key Stage One, Long Term Planning takes the form of **one topic per half term**.

Over a two-year topic cycle, all subjects and RE are planned for using NNC documentation, and the school's schemes of work. Careful planning ensures there are many opportunities to revisit, practice and engage with a broad, stimulating and balanced curriculum.

Where appropriate, such as the follow up to educational visits, whole days are allocated to the subject.

Within the **Weekly Plans**, there are sessions of **PE/Games and Music**.

All pupils in Y1 and Y2 are taught **French** once a week by a specialist French teacher.

PSHE and **SMS&C** are taught across the curriculum in response to circumstances and situations including behaviour at playtime. Certain elements of **PSHE** and **SMS&C**, such as: Health and Safety *are taught* through subjects such as Science, PE/Games, RE, Literacy and Assemblies. Pupils' **progress** in **PSHE** and **SMS&C** is **assessed** and **evaluated** mainly through the formal and informal *reporting/feedback* of all *stakeholders* (including the pupils themselves). There is a **Programme** for **Whole School Citizenship**, planned over a two/three year cycle and an annual offsite '**Citizenship Day**' for senior pupils.

FOUNDATION STAGE, Y1 and Y2 TWO-YEAR TOPIC CYCLE

Each series of topics offers opportunities during the year to focus on all **Areas of Learning** and experience (Foundation Stage) and all non-core subjects (Key Stage 1). Science, as a subject, appears more frequently. Computing is incorporated within and across topics and is mainly taught in year groups.

All topics offer opportunities for creative activities.

Literacy is planned to link with topic themes, and uses a range of texts for Foundation and Key Stage 1 pupils.

TOPIC CYCLE	AUTUMN First half/ Second half	SPRING First half/ Second half	SUMMER First half/ Second half
CYCLE 1	Families, Friends and Neighbours/ Fire and Dragons	Important People- Famous Firsts/ Change Detectives	Under and Over the Ocean/ Food Glorious Food
CYCLE 2	Our Wonderful World/ Bright Lights and Dark Nights	Rolling Along/ Kings, Queens and Castles	Amazing Animals / Growing a Garden

CURRICULUM PLANNING

KEY STAGE TWO Y3&4

There is a daily **English/Literacy Lesson** (usually mornings), planned over two vertical year groups i.e. Y3 & Y4, using the **new Primary Curriculum (2014)** objectives as a *framework*. There is an equivalent **Maths Lesson** planned using the new **Primary Curriculum** objectives as a framework.

Science is taught predominantly as a *discrete* subject, but forms the core part of the Spring Term Y3&Y4 topic, closely following the **new Primary Curriculum** objectives. Specialist Science Workshops are organised to support teaching and learning.

Computing is taught as a specialist subject **and** across the curriculum.

RE is taught as a specialist subject and through other subjects such as Literacy.

Music is taught as a specialist subject, and through key school events such as the Christmas Production.

There is a study of the locality through the annual whole school walk along the River Adur and/or the River Cuckmere in September.

Topic Cycle/s

In Key Stage 2, Long Term Planning generally takes the form of **one topic per term**. There is a two year topic cycle for Years 3 and 4 and a separate two year topic cycle for Years 5 and 6.

Most topics incorporate **visits** to appropriate museums and/or places of interest to provide **first hand experiences** and to enhance and enrich pupils' overall learning experiences.

Over the academic year, all subjects of the **National Curriculum** are planned for, predominantly using the **new (2014) Primary Curriculum** expectations as a framework.

Subjects are taught in **BLOCKED TIME** for Y3 & Y4 and Y5 & Y6 to ensure **coverage** of a **broad** and **balanced** curriculum for all pupils **within** and **across** the **key stage**.

Within the **Weekly Plans**, there are sessions of **PE/Games** and **Music**.

Art is planned and taught, over a term. It is also incorporated within topic work.

French is taught once a week by a specialist teacher.

PSHE and **SMS&C** are taught across the curriculum, usually discretely in response to circumstances and situations including behaviour at playtime. Certain elements of **PSHE** and **SMS&C**, such as: Health and Safety *are taught* through subjects such as Science, PE/Games, RE, Literacy and Assemblies. Pupils' **progress** in **PSHE** and **SMS&C** is **assessed** and **evaluated** mainly through the formal and informal *reporting/feedback* of all *stakeholders* (including the pupils themselves).

There is a **Programme** for **Whole School Citizenship**, planned over a two/three year cycle and an annual offsite '**Citizenship Day**' for senior pupils.

There is a **daily act of Collective Worship**.

TOPIC CYCLE	AUTUMN	SPRING	SUMMER
CYCLE 1	Mayan Culture (Terrific Temples)	Magnificent Metals (The Iron Man)	The Wild Wilderness
CYCLE 2	The Indus Valley (Forgotten Cities)	The Dawn of Man (Stone Age to Iron Age)	Local history study (The Story of St Mary's House, Bramber)

LONG TERM PLANNING
Y3&4
CYCLE ONE

AUTUMN Topic Mayan Culture	SPRING Topic Magnificent Metals (The Iron Man)	SUMMER Topic The Wild Wilderness
<p>History Mayan Civilisation circa ad 900</p> <p>Geography World Geography focus South America</p> <p>Science Light (Y3) Discrete: Animals including Humans (Y3) Electricity (Y4)</p> <p>RE The Story of Creation. Trinity.</p> <p>Computing Programming</p> <p>Art Textiles</p> <p>Music 'Three Little Birds' 'Round and Round' Christmas Production</p> <p>PE/Sport Skills and seasonal games play including: Tag rugby, football, hockey, netball.</p>	<p>Science Forces including magnetism. Electricity</p> <p>RE Following God Good Friday</p> <p>Computing Computational Thinking</p> <p>Art Book Illustrators</p> <p>DT Battery operated lights Modelling</p> <p>Music 'Rhythm in the Way' 'I Wanna Play in a Band' Music festival.</p> <p>PE/Sport Swimming Skills and seasonal games play including: gymnastics, tag rugby, football, hockey, netball</p>	<p>Geography World Geography focus South America</p> <p>Science Plants Living things and habitats</p> <p>RE Jesus' World Judaism</p> <p>Computing Creativity</p> <p>Art Central & South American Artists</p> <p>Music 'In the Groove' 'Reflect, Review and Replay'</p> <p>PE/Sport Swimming Skills and seasonal games play including: rounders, athletics, cricket</p>

**LONG TERM PLANNING
CYCLE TWO Y3&4**

AUTUMN Topic The Indus Valley (Forgotten Cities)	SPRING Topic The Dawn of Man (Stone Age to Iron Age)	SUMMER Topic Local History Study (The Story of St Mary's House, Bramber)
<p>History The Indus Valley.</p> <p>Geography The Water Cycle, Tsunamis Volcanoes.</p> <p>Science Sound</p> <p>RE Hinduism</p> <p>Computing Computer Networks</p> <p>Art Clay pots</p> <p>DT 'Lest We Forget'</p> <p>Music 'Three Little Birds' 'Christmas' 'Timeline and Composers'</p> <p>PE/Sport Skills and seasonal games play including: Tag rugby, football, hockey, netball.</p>	<p>History From Stone Age to Iron Age</p> <p>Science Rocks Animals</p> <p>RE Saints and Heroes Good Friday</p> <p>Computing Communication & Collaboration</p> <p>Art Early Art</p> <p>DT Fossils</p> <p>Music 'The Friendship Song' 'Stop!' 'Music Festival'</p> <p>PE/Sport Swimming Skills and seasonal games play including: gymnastics, tag rugby, football, hockey, netball</p>	<p>History 1066 and Beyond</p> <p>Geography Local Studies</p> <p>Science States of Matter Living Things and Habitats</p> <p>RE Islam Pentecost</p> <p>Computing Productivity</p> <p>Art 3D Modelling</p> <p>DT 3D Modelling</p> <p>Music 'Bringing Us Together' 'Reflect, Review and Replay</p> <p>PE/Sport Swimming Skills and seasonal games play including: rounders, athletics, cricket</p>

CURRICULUM PLANNING

KEY STAGE TWO Y5&6

There is a daily **English/Literacy Lesson** (usually mornings), planned over two vertical year groups i.e Y5&Y6, using the new **National Primary Curriculum** (2014) as a *framework*. There is an equivalent **Maths Lesson** also planned using the objectives from the new **National Curriculum**.

Science is taught predominantly as a *discrete* subject, closely following the new **Primary Curriculum** documents. Specialist Science Workshops are organised to support teaching and learning.

Computing is taught as a specialist subject **and** across the curriculum.

RE is taught as a specialist subject and through other subjects such as Literacy.

There is a study of the locality through the annual whole school walk along the River Adur and/or the River Cuckmere in September.

Topic Cycle/s

In Key Stage 2, Long Term Planning generally takes the form of **one topic per term**. There is a two year topic cycle for Years 3 and 4 and a separate two year topic cycle for Years 5 and 6.

Most topics incorporate **visits** to appropriate museums and/or places of interest to provide **first hand experiences** and to enhance and enrich pupils' overall learning experiences.

Over the academic year, all subjects of the **National Curriculum** are planned for, predominantly using the new **Primary Curriculum as guidance**.

Subjects are taught in **BLOCKED TIME** for Y3 & Y4 and Y5 & Y6 to ensure **coverage** of a **broad and balanced** curriculum for all pupils **within and across the key stage**.

Within the **Weekly Plans**, there are sessions of **PE/Games and Music**.

Art is planned and taught, over a term. It is also incorporated within topic work.

French is taught once a week by a specialist teacher.

PSHE and **SMS&C** are taught across the curriculum in response to circumstances and situations including behaviour at playtime. Certain elements of **PSHE** and **SMS&C**, such as: Health and Safety *are taught* through subjects such as Science, PE/Games, RE, Literacy and Assemblies. Pupils' **progress** in **PSHE** and **SMS&C** is **assessed** and **evaluated** mainly through the formal and informal *reporting/feedback* of all *stakeholders* (including the pupils themselves). There is a **Programme** for **Whole School Citizenship**, planned over a two/three year cycle and an annual offsite '**Citizenship Day**' for senior pupils.

There is a **daily act of Collective Worship**.

TOPIC CYCLE	AUTUMN	SPRING	SUMMER
ONE	Clash of the Titans Ancient Greece	Reaching The Peaks and Reaching Our Peak	Local Watch
TWO	The Great Invaders	A Giant Leap For Mankind	Twist and Shout The Legacy of the 1960s A European place

CYCLE ONE

Y5 & 6

AUTUMN Topic Ancient Greece Clash of the Titans	SPRING Topic Reaching The Peaks & Reaching Our Peaks	SUMMER Topic Local Watch
<p>History Ancient Greeks</p> <p>Geography Greece</p> <p>R.E Science & Creation</p> <p>Computing Communication & Collaboration</p> <p>Art Masks</p> <p>DT Greek Costumes Greek Feast Cookery Day - (Shoreham College)</p> <p>Music 'I'll be there' 'Timeline and Composers' Christmas Production</p> <p>PE/Sport Skills and seasonal games play including: Tag rugby, football, hockey, netball.</p> <p>PSHE Y5 Swanage Residential Sponsored Walk Entrepreneurship Charity Sales</p>	<p>Geography The Mountain Environment</p> <p>Science Electricity The Human Body</p> <p>R.E Freedom and Justice</p> <p>Computing Programming</p> <p>Art Japanese Art</p> <p>DT Cars Cookery Day - (Shoreham College)</p> <p>Music 'The Fresh Prince of Bel Air' 'You've Got a Friend' Chanctonbury and Ashurst Music Festivals</p> <p>PE/Sport Swimming Skills and seasonal games play including: gymnastics, tag rugby, football, hockey, netball</p> <p>PSHE Y5 Citizenship Day Y6 Bikeability</p>	<p>Geography Mapping Skills</p> <p>Science Animals</p> <p>RE Islam</p> <p>Computing Creativity</p> <p>Art Local artist Ken Smith</p> <p>DT Cookery Day - (Shoreham College)</p> <p>Music Active listening 'Reflect, Review and Rewind'</p> <p>PE/Sport Swimming Skills and seasonal games play including: rounders, athletics, cricket</p> <p>PSHE Y6 Swanage Residential week</p>

CYCLE TWO

Y5 & 6

AUTUMN Topic The Great Invaders	SPRING Topic A Giant Leap For Mankind	SUMMER Topic Twist & Shout - the legacy of the 1960s A European Place
<p>History Invaders</p> <p>Science Evolution and inheritance</p> <p>R.E Holy, Loving God Inspirational Christians</p> <p>Computing Computer Networks</p> <p>Art Mosaics</p> <p>DT Bridges 3D Forms Cookery Day - (Shoreham College)</p> <p>Music 'Livin' on a Prayer' 'Timeline and Composers' Christmas Production</p> <p>PE/Sport Skills and seasonal games play including: tag rugby, football, hockey, netball.</p> <p>PSHE Y5 Swanage Residential</p>	<p>History Man on the Moon</p> <p>Science Earth and Space Forces</p> <p>R.E Resurrection</p> <p>Computing Computational Thinking</p> <p>Art Recycling</p> <p>DT Cookery Day - (Shoreham College)</p> <p>Music 'Jazz 1' 'Lean on Me' Chanctonbury & Ashurst Music Festivals</p> <p>PE/Sport Swimming Skills and seasonal games play including: gymnastics, tag rugby, football, hockey, netball</p> <p>PSHE Y5 Citizenship Day</p>	<p>History A European Country</p> <p>Geography United Kingdom and a European Country - comparisons</p> <p>Science Light Living Things and Habitats</p> <p>R.E Justice and Freedom Jesus the King</p> <p>Computing Productivity</p> <p>Art Printing - Warhol and/or Hockney</p> <p>DT Cookery Day - (Shoreham College)</p> <p>Music Active Listening 'Reflect, Rewind and Review</p> <p>PE/Sport Swimming</p>

Sponsored Walk Charity Sale Healthy Lifestyle	Y6 Bikeability	Skills and seasonal games play including: rounders, athletics, cricket PSHE Y6 Swanage Residential week
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For further details, also see the school's most recent Prospectus.