

# Curriculum

Our pupils are taught in mixed ability classes and groups and our approach to learning is based upon meeting the needs of the individual child. The curriculum for our KS1 and KS2 pupils meets the requirements of the National Curriculum ([click here for more information](#)) and further information is set out below. The curriculum for Nursery and Reception children meets the standards set out in the Early Years Foundation Stage framework ([click here for more information](#)).

## **EYFS**

All our children thrive in supportive challenging, playful opportunities across the prime and specific areas of learning.

### **Prime areas**

Prime areas include:

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

These areas work together and are fundamental to support development in all other areas. It is essential to support children through these skills in the early years as they are much more difficult to put in place beyond the age of five years.

### **Specific areas**

Specific areas include:

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

These areas provide children with the essential tools that will enable them to participate successfully in society. None of these areas can be delivered in isolation from the others. They are equally important and depend on each other. All areas are delivered through a balance of adult led and child initiated activities.

## **English**

We aim to encourage each child to develop a love and appreciation of language and reading, and to acquire the necessary skills to become an effective communicator.

### **Speaking and Listening**

Great emphasis is given to each child's ability to listen with understanding and to respond to what they have heard. The school provides a stimulating environment in which children are motivated to think about their experiences, and those of others, and to express themselves as clearly as possible.

### **Phonics**

A daily 20 minute phonics session is planned across the school with the exception of Year 4 where it is according to need. Each child is allocated to a group depending on their stage of development. The school follows the Letters and Sounds Phonics Programme.

### **Reading**

From the time they enter school, children are introduced to a wide variety of print. Through the phonics programme, focused classroom activities and extended reading in class and at home, the children develop the skills needed to become fluent readers. Comprehension skills are developed through, amongst other things, discussion in guided reading sessions and carefully graded exercises. Children have access to rich variety of texts which are ability graded. Opportunities to read for pleasure are embedded in the curriculum and are afforded a high value.

### **Writing**

Each child is encouraged to express and communicate their thoughts and ideas in a variety of ways, including writing stories, recording events, writing letters and poetry, and creating lists, pamphlets and posters. Writing is linked to most areas of the curriculum and there is ample opportunity to develop skills to meet a wide variety of situations, purposes and audiences. As the children move up the school, there is a greater emphasis on drafting and redrafting their work and editing to make improvements. Grammar skills are explicitly taught and the children are expected to apply their knowledge of these in their own writing.

### **Spelling**

All children are encouraged to spell correctly those words in everyday use. We encourage children to attempt their own spellings by listening carefully to the sounds in words, as well as with the use of word books and dictionaries. Spelling conventions are explicitly taught as the children move up the school and children are expected to make use of these as well as honing their dictionary skills and learning by heart common exception words.

### **Handwriting**

All pupils are encouraged to write neatly and legibly with control over the formation, the size and the shape of letters. From the beginning of Key Stage 1, the children will practise joining some letters and will be competent in using a fluent joined handwriting style by the time of transfer to middle school at the end of Year 4. Although the specific teaching of the above skills is delivered through Literacy sessions, children will also have plenty of opportunity to apply their skills throughout the curriculum.

### **Mathematics**

Our aim is to encourage each child to work with confidence, fluency, understanding and enjoyment in this area of the curriculum. Skills are developed through the use of direct teaching, practical apparatus, problem solving activities, games and computer programs and apps. Mental maths skills are honed through oral activities and regular, planned use of mental maths booklets.

### **Number**

Through various activities children have the opportunity to use and understand the number system, to estimate and approximate, to use symbols and patterns and to become confident in the use of addition, subtraction, multiplication and division. Numicon apparatus and the strategies supported by this are used to aid early development of number understanding. As this understanding develops and the children move through the school, written strategies assume a greater importance. There is an expectation that children will memorise multiplication facts to support their work in this area.

### **Shape, Space, Measure and Data Handling**

Knowledge and understanding of shape, space, measure and data-handling is taught through the maths curriculum but is developed and applied across the curriculum, particularly in Science, Art, DT, Geography, PE and IT.

## Science

The Science curriculum provides the foundations for understanding the world through biology, chemistry and physics. Children are encouraged to understand how science can be used to explain what is occurring, predict how things will behave and analyse cause and effect.

Through carefully planned Science topics, children have the opportunity to develop their vocabulary, their ability to classify and their investigative and reporting skills. As they move through Key Stage 2 they are introduced to the four scientific models and begin to use these to explain their thinking.

The curriculum is supported by the work undertaken at STEM and the resources and specialist advice now available to the school.

## Physical Education

Children at Red Row First School experience a range of Physical Education and sport activities both as part of the school's curriculum and through extra-curricular activities.

In Foundation Stage children have opportunities to develop good control and co-ordination in large and small movements through a range of indoor and outdoor activities. They learn to move confidently in a range of ways and safely negotiate space through structured and unstructured play. Our extensive outdoor area allows children to challenge themselves physically through the use of a range of apparatus and equipment such as bikes, climbing equipment and balancing apparatus. On a weekly basis all children also take part in a more structured PE lesson. Reception class children have access to other play equipment on the main school yard during lunchtimes.

Children in Key Stages 1 and 2 have at least 2 hours of PE on a weekly basis. These lessons are based on a core task curriculum which includes Games, Dance, Gymnastics, Athletics and OAA. Wherever possible PE lessons take place outdoors in our extensive grounds. External coaches and specialists from Premier Sport are utilised to support teachers in delivering the National Curriculum for PE. Children in Key Stage 2 receive an hours swimming tuition a week in both the autumn and spring terms.

Within the school sports partnership, all of our KS1 and 2 pupils take part in a range of inter school competitions and festivals throughout the school year including an annual 'Dance Showcase', orienteering, tri Golf, gymnastics, netball and athletics. Many of these events are hosted in the more specialist environment of the local High School. Each summer we attend the Year 4 Quad Kids Athletics event for the Coquet Partnership of schools; a large event consisting of a range of athletics activities. Our annual Sports Days are very popular and well attended by a huge number of parents. KS2 children take part in a wide range of competitive school games events.

We offer after school sports clubs throughout the year – for example dance, tennis and football. These sessions are taught by specialist coaches. In addition, more accessible outdoor storage space and sports equipment has led to the increase in the amount of physical activity and sport taking place during playtimes and lunchtimes. All children are encouraged to access opportunities to be physically active at designated times.

## Computing

At Red Row we aim to teach pupils to use computational thinking and creativity to understand a continuously changing world. The core of computing is computer science in which the children are taught how digital systems work and put this knowledge to use through programming to create programs, systems and content. Computing ensures that pupils become digitally literate and develop their ideas through information and communication technology to prepare them for the future workplace and as active participants in a digital world. In line with the

National Curriculum the children are taught how to understand and use algorithms, write computer programs, and become responsible, competent, confident and creative users of ICT.

At Red Row First School children receive a weekly ICT lesson; where appropriate this is linked to the topic they are studying. Pupils also receive discrete ICT lessons during other curriculum time where they are able to apply their skills and are actively encouraged to use ICT to further their learning. The school provides pupils with access to a range of additional online resources available through the use of School360. Teaching of computing is supported by Northumberland County Council's 'Teaching Computing in the Primary School' document.

## [PSHE](#)

PSHE Education offers learning opportunities and experiences which reflect the increasing independence and physical and social awareness of the learner. Through the opportunities presented to them, the children learn skills to help them develop effective relationships, assume greater personal responsibility and keep themselves safe. We use the programme of study produced by the PSHE Association to support our teaching ([click here for further information](#)) addressing the three core themes of 'Health and Wellbeing', 'Relationships' and 'Living in the Wider World'.

At Red Row First School, PSHE is interwoven throughout the curriculum and may be delivered specifically in response to situations that arise in school such as bereavement. Wherever possible PSHE teaching will be linked to the specific topic area being taught at that time and will be detailed in our medium term topic plans. Many aspects of PSHE are covered through our everyday work and assemblies as well as within our taught curriculum.

## [Design Technology](#)

Opportunities to develop design technology skills arise across the curriculum when knowledge and understanding can be applied and used to create a range of articles – for example designing torches or Christmas lights at the end of a science topic about electricity. Children experience working with a range of tools and within a variety of areas including textiles, food, graphics and construction kits. Children are encouraged to develop their design skills and to evaluate their finished products.

## [Humanities](#)

Through the teaching of history and geography, children begin to have some understanding of the world around them and the events in Britain and the wider world which have shaped their lives. They ask and answer questions, make connections and consider similarities and differences. They acquire skills such as collecting, analysing and communicating data and interpreting a range of sources of information including through the use of maps.

The curriculum is delivered through carefully planned topics which are designed to inspire and interest the children and provide the context for the development of their skills and understanding. Example topics include World War One, The Rainforest and Invaders.

## [Music](#)

There are many opportunities for children to take part in musical activities including singing, playing simple instruments and responding and moving to music (from a variety of cultures) in dance. In Key Stage One, the children further develop their skills through taking part in lessons delivered via Music Express, whilst in Key Stage Two the children have weekly tuition in a particular instrument. These lessons are delivered by specialist music teachers and have included drums, violins, ukuleles and pocket trumpets.

## Art

Children take part in a variety of activities which may support other areas of the curriculum but also develop their skills and understanding in and of art. Children explore a range of materials and techniques and make use of what they observe from the environment around them.

They are introduced to the work of other artists from different cultures and draw inspiration from this; for example children in Key Stage Two produced their own abstract pictures in a range of media after studying the work of Kandinsky and Klee.

## Religious Education

The school follows the County syllabus for the teaching of Religious Education which has been organised into a two-year programme of study at each Key Stage.

Throughout their studies, the children investigate the main features of Christianity. They learn about the teachings of the Christian church and the need to care for and support our family, friends and others in the world around us. They are also introduced to other significant religions, for example Judaism.

## Languages

The purpose of learning foreign languages is to provide an opening to other cultures and deepen pupils' understanding of the world. Children learn simple phrases and greetings from a range of different languages and in Key Stage Two devote a small part of the curriculum each week to extend their knowledge of spoken and written French, primarily through games and fun activities.

## Health and Safety

Health and Safety is covered within the Personal Social and Health Education area of the curriculum. We teach each child about their personal development and hygiene; how to keep safe in the environment, including safe places to play; the dangers of drugs and how to protect themselves from unhealthy relationships. Citizenship is also included as part of the teaching of PSHE.

## Extra Curricular Activities

Children are given the opportunity to take part in a wide range of extra curricular activities, including sporting activities, dance, art and craft, and cooking. In Y4 children have the opportunity to take part in a residential experience at the Robin Wood Activity Centre ([click here for more information](#)).

We are extremely fortunate at Red Row First School to have within easy walking distance Druridge Bay Country Park (where we undertake kayaking, pond dipping, rock pooling and visit farm animals), the amazing Northumberland coastline, a forest school and an artisan Blacksmith. We access all of these and more to help enrich and bring to life our curriculum.