

Canning Street Primary School

The Curriculum Statement

The National Curriculum sets out what pupils should be taught and attainment targets set out the expected standards of pupils' performance. The National Curriculum is made up of 10 subjects; English, Mathematics, Science, I.C.T, Design and Technology, History, Geography, Art, Music and P.E. It is for schools to choose how they organise these subjects to include the statutory programmes of study.

At Canning Street Primary, we follow a 'thematic' approach to teaching and learning which means that we group the subjects together around a theme. The themes we choose depend on three main factors: the areas of the National Curriculum we must cover, where the global curriculum can be incorporated and the interests and needs of the children. Visits and visitors provide regular exciting and enthusiastic starts to each theme.

We are proud to have achieved the full International School Award which recognises our contribution to global learning. We are currently beginning a new Erasmus project with other European countries which we aim to use to provide more diverse learning opportunities for the children.

We have 3 general themes for the whole school each year, one theme per term. The themes for 2015-2016 are;

- Sustainability – developing an awareness of how we can be responsible for the resources we use
- Healthy Lifestyles – this can incorporate any of the aspects to promote good health.
- Enterprise – where children look at ways of being innovative and creative

Our thematic teaching takes place mostly in the afternoons where year groups work together developing key skills, knowledge and understanding. A practical, hands-on approach to learning is used as much as possible.

We have specialist teachers for music, drama, Spanish and P.E. who work in school every Tuesday and Thursday. Each year group from Reception to Year 6 is taught by each of the specialist teachers once every 2 weeks. These teachers liaise very closely with the class teachers in order to support the delivery of the thematic curriculum wherever possible.

Where possible, P.S.H.E and R.E. are incorporated into the thematic curriculum but will be taught discretely when appropriate.

Sex and Relationship Education (SRE) forms part of the Science and Personal, Social and Health curriculum. Starting with simple family

relationships in Reception and Key Stage One, relationships are discussed throughout the primary years. It is only in the older year groups that children learn about aspects of puberty and reproduction. Please refer to the school's policy for further information.

Sex and Relationship Education policy – 'see SRE policy in the parents' section of the website'

English and mathematics

At Canning Street, we acknowledge how important it is for all children to acquire the key basic skills in English and mathematics. As well as being incorporated into the thematic curriculum these subjects are also taught discretely on a daily basis. During the morning, English and mathematics are taught using National Curriculum programmes of study. Children are organised into a range of teaching groups depending on their ability and needs. Small teaching groups (3 per year group) are organised in Key Stage 2.

Key Stages 1 and 2

English

The English curriculum develops four key skills that are essential for learning in school and for life outside school. These are speaking, listening, reading and writing.

Speaking and listening includes teaching children how to express themselves verbally, how to listen carefully and respond to what they hear, and how to adapt what they say for different purposes.

Children learn to read and understand a wide range of types of text, including stories, poems and information texts.

Children learn to produce writing in the style of a range of text types, paying attention to handwriting, spelling, punctuation and grammar to an increasingly high level as they move through the school. Children begin writing from their own experience and develop to write in prose and poetry as well as the recording of observations made in other areas of the curriculum.

Phonics

Children in EYFS, Key Stage 1 and where needed in Key Stage 2 are taught phonics on a daily basis according to ability. Teachers plan using the Letters and Sounds document and use some aspects of the Jolly Phonics programme. Children are assessed regularly to ensure they are being taught at an appropriate level.

Guided Reading and Individual Reading

All children are involved in guided reading sessions at least once a week. The sessions are taught with a particular focus on what the child's ability group need to progress further in their reading.

Children also have a reading book which they read with an adult in school and are encouraged to read at home with parents and carers. Teachers and

parents record comments about the child's reading in a shared home/school reading record.

Parents are informed about how they can help their child with reading at year group curriculum meetings at the beginning of each term. They are informed of their child's progress in parents' open afternoons and in the child's annual report.

Some of the resources we use are:

Big books

Class novels

Guided reading books

Library books

Reading scheme books – Rigby Star Independent, Decodable Bug Club,

Oxford Reading Tree, Project X

Classroom books

Smartboard resources

Dictionaries/Atlases/Encyclopaedias

Variety of texts – plays, poetry, comics/magazines

ICT, reading text on computer

Phonic games, letter fans, bingo games, flash cards etc

Environmental print and classroom displays, including reading areas

Mathematics

Mathematics is another important life skill, and we aim to make all children confident and competent with maths by the time they leave us. Work in maths starts with practical hands-on activities and progresses to more abstract concepts. The main areas taught are Number; calculating and mental fluency, geometry, measurement, data handling, reasoning and problem solving.

Science

Science is about developing an understanding of ourselves and the world about us. The science curriculum draws upon children's natural curiosity and enables them to investigate the answers to scientific questions in a logical way. Children take part in practical work as well as using sources like information books and information technology.

The main areas of investigation are; Living things, Materials, Electricity, forces and magnetism, Earth and Space, Light and sound

Computing

Children will be taught how digital systems work and how to apply principles and concepts of computer science. Children will learn to use a range of software to write computer programs and they will learn to use information and communication technology in a variety of ways.

Design Technology

Design Technology is about learning how to think imaginatively in the designing and making process. Children will learn to; generate and plan ideas, work with various tools and equipment to make their designs, evaluate processes and products.

History

History is about finding out about the past using a range of sources, and how the past is different from the present. Children will learn; about the lives of significant people, to look at history in a variety of ways e.g. political, scientific, cultural and that the past can be represented in different ways.

Geography

The Geography curriculum focuses on the links between our lives and the environment around us. The children develop geographical skills and use resources such as photographs, maps and plans, as well as going on local visits. They find out about human and physical features in the environment and how environments change.

Art and Design

In art and design children develop their creativity and imagination. Children learn to; explore and develop their ideas by recording what they see and imagine, work with different materials, tools and techniques, including painting, printing and modelling using clay, evaluate works of art and their own work. Children will have opportunities to work with colour, pattern and texture, line and tone, shape, form and space.

Music

Music is a source of pleasure and enjoyment for all of us. Making music helps children to explore and express their thoughts and feelings. Learning songs from the past, or other parts of the world, helps children to develop an understanding of history and of other cultures. Children in Key Stage 2 will learn to play the ukele and / or pocket trumpet. Children will have the opportunity to; play a range of instruments, express ideas and feelings through music, listen to many different types of music, picking out details and learning how it is created, compose their own pieces of music.

Physical Education (PE)

PE aims to develop children's physical skills in an enjoyable way, as well as encouraging them to maintain a healthy lifestyle through exercise. Children will be taught;

Dance - where children learn to move rhythmically and expressively, and gain experience of dances from other cultures.

Gymnastics - where the children develop their ability to perform and link together movements, shapes and balances, both on the floor and using apparatus.

Games - where children will learn basic skills and principles to play and invent competitive games.

Athletics - running, jumping and throwing.

Swimming - children in Year 5 and 6 will have swimming lessons

Outdoor and Adventurous – children will be given the opportunity to follow a variety of trails and challenges while on school visits and in the school grounds. Children in Key Stage 2 will be given the opportunity to attend; a 3 day residential outdoor education visit, a skiing trip to France, a visit to a

European country.

Religious Education (RE) / Act of Worship

The broad content of the RE curriculum is based on the Local Authority's agreed syllabus. Teaching reflects the fact that the religious traditions of Great Britain are mainly Christian whilst acknowledging the important role of other religions in modern society. Parents have a right to withdraw children from RE lessons if they feel it is appropriate. This can be arranged through the Headteacher.

There is a daily act of collective worship for all pupils. Parents have a right to withdraw children from collective worship. This can be arranged through the Headteacher.

Personal, Social and Health Education (PSHE) and Citizenship

PSHE is recognised as an important component of the whole curriculum. We believe that the promotion of our pupils' physical and emotional health and well-being is central to the life of the school and its relationships with the surrounding community. PSHE is concerned with the total well-being of the individual. This includes such aspects as mental, emotional and physical well-being of the individual. We focus on the responsibility of the individual towards others and the environment. We promote a holistic model of personal and social development that encourages the development of healthy choices. Within our PSHE programme we recognise the importance of good health and involve and engage the children in activities that promote their physical and emotional well-being. In citizenship learning we focus on encouraging children to take a responsible role in society. The PSHE programme has been reviewed in line with national guidance (PSHE Association 2013) and is delivered by the teaching staff, accompanied by the support staff in school. The school health adviser and other external agencies provide further support in elements of the curriculum such as sex and relationship education (further details can be found in the SRE policy).

Drama

Drama lessons are taught by a drama teacher and are directly linked to the work being taught in the classroom following the class theme, novel or English unit of work. Drama is taught covering seven learning categories; improvisation, performance, issues / conflicts, scripts, dialogue, role work, feedback / appraisal.

Spanish

Spanish lessons are taught by a Spanish teacher. These are based on the North Tyneside Scheme of work and the National Curriculum programme of study as well as linking to the work being taught in the classroom following the class theme or a particular concept in a subject e.g. time. A range of vocabulary and grammar is taught; children learn to build sentences orally and then in Years 5 and 6 children begin to write sentences in Spanish. Emphasis is placed on linking the language to Spanish culture and building an understanding of the structure of the language.

The Early Years Foundation Stage

At Canning Street, our over-riding aim in the EYFS is for our children to develop a positive foundation for life-long learning. We have developed a play based approach to teaching and learning in order to give children opportunities to practise skills, develop ideas and think creatively alongside other children as well as individually. This approach is underpinned by the four key principles in the EYFS statutory framework:

- 1 A Unique Child
- 2 Positive Relationships
- 3 Enabling Environments
- 4 Learning and Development

Children learn skills, acquire new knowledge and demonstrate their understanding through 7 areas of learning and development which are used to plan children's learning and activities. There is a strong focus on teaching and learning in the 3 prime areas; personal, social and emotional development, communication and language and physical development, and all activities are planned in an integrated way to support children's development.

To reinforce development in these prime areas children enjoy daily Maths, Literacy and Phonics teaching. Children in the EYFS are often taught in small ability groups to ensure teaching is targeted and personalised to their stage of development. Additional intervention and nurture groups in Nursery and Reception support children's developing needs and abilities. Children's development is recorded in a learning journey which documents individual progress made throughout Nursery and Reception.

Regular observations and assessments of children's learning inform our planning and reflect the developing needs and interests of our children. The environment supports and extends children's independent learning and children enjoy daily free flow access between the indoor and outdoor environments. There is a balance of adult directed and child initiated activities and planning themes are flexible, linked to children's interests, meaningful to our children and often linked to a visit / experience.

Parents' information

Parents receive information on their child's curriculum on a termly basis through our home / school partnership leaflets and parents' information meetings.

Class teachers can provide other information upon request.

September 2015

Due to be reviewed September 2017