



# Russell Street School Curriculum

## Intent

Russell Street School's curriculum provides **exciting experience-based integrated** educational opportunities for **children of all backgrounds** that allow each child to develop the **long term** knowledge and skills needed to reach their **full potential**, in order to take **full advantage of opportunities, responsibilities and experiences of later life**.

Children will:

- **develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum**, so that children can flourish, reach and exceed their potential academically, physically and artistically.
- **have a holistic set of values** that prepares them for life in the modern world in a diverse and ever changing community.
- **develop the behaviours learners need to succeed in the world**, such as concentration, perseverance, imagination, co-operation, the enjoyment of learning, self-improvement and curiosity.
- **understand spirituality in themselves and others, develop social skills and understand society**, build a firm set of personal morals, and to engage in the culture they live in and understand the cultures of others.

Through the delivery of integrated, exciting, motivating and relevant topics children are taught how to:

**Question** and challenge

**Make connections** and see relationships

**Envisage** what might be

**Explore** ideas, keeping options open

**Reflect** critically on ideas, actions and outcomes

**Young children are naturally good thinkers and our foundation stage curriculum enhances this way of learning.** We will encourage the children to bring everything they know to their learning, everything will be linked and everything will be relevant. If they are learning about gardens, then they read and write garden stories, sort and draw plants, count seeds, weigh soil, study and taste food that grows in a garden, sing about gardens, print gardens, draw gardens, paint gardens, dig gardens and plant gardens.

At Russell Street School **our fully integrated curriculum offers rich and exciting programmes of learning that give cohesion, meaning and motivation, developing the creativity, curiosity and energy of young people.** The units of work pull learning into a single field of study and a therefore understandable unity. This means that classroom environments are focused centres of learning, and with such a shared focus and consistency between year groups and key stages, this ensures the whole school becomes a high quality learning zone for all children and staff.

By linking subjects, timetabling the required curriculum to be covered is simple. There is **more time for children to gain hands on experiences, have more problem solving/research tasks and therefore learn in greater depth. Facts learnt are anchored to meaning and have definite relationships with each other.** There is 'learner centred learning'. Pupils work in teams, exploring and helping one another while the teacher sets directions, offers opportunities and acts as a guide and resource. The children ask better questions, seek their own answers and gain deeper insights than they had before.

## Implementation

	How are the specific curriculum stages taught?	Planned Stages and End Points	Impact Measured
<b>EYFS</b>	<b>EYFS Framework / Unit Plans</b>	ELGs (age related stages)	Continual assessment against ELG's.
<b>Phonics</b>	<b>RWI Phonics Scheme (R &amp; 1) Letters and Sounds (Year 2 until 2021)</b>	(R & 1) Stages A – J of RWI scheme. (As listed in RWI half termly assessment overview) Year 2 - Phase 5 phonics is recapped and phase 6 is taught. Children become fluent readers and accurate spellers. By the end of Phase 6, children read hundreds of words using one of three strategies: <ul style="list-style-type: none"> <li>• Reading them by sight</li> <li>• Decoding them quickly and silently</li> <li>• Decoding them aloud</li> </ul> Children will also recognise pre-fixes and suffixes, tenses and spelling rules.	(R & 1) Half termly assessments are carried out by the Reading Leader. Information is used to regroup children and provide immediate support to anyone falling behind.  (Year 2) – Half termly assessments are carried out to highlight any gaps in learning and common misconceptions are addressed. Information is used to group the children and provide small group/1:1 support.  Phonics Screening (Year 1 & 2)
<b>Spelling</b>	<b>RWI Spelling (from 2021 for year 2)</b>	Year group stages as listed in RWI spelling scheme.	Assessed through termly assessments. Immediate support given to anyone falling below the expected standard.
<b>Writing</b>	<b>The Write Stuff (TWS) approach using the EYFS and KS1 Writing Rainbows. Sentence Stackers taught.</b>	The Write Stuff (Assessment Framework) – Year group termly expectations.	Moderated assessment writing – marked against TWS assessment framework – once per term.
<b>Handwriting</b>	<b>Continuous Cursive</b>		
<b>Reading</b>	<b>Hooked On Books (Year 1 &amp; 2) Reading Rainbow for KS1.</b>  <b>Year 2 - Reading Scheme – Rising Stars – closely matches &amp; enhances Letters &amp; Sounds phonics.</b>  <b>Year R &amp; 1 - Reading Scheme – RWI Book Bag Books – closely matches &amp; enhances Read Write Inc phonics.</b>	Book Talk Performance of Reading (Assessment Framework). Year group ongoing expectations.  Termly running record assessments – using reading scheme books listed.	Year 1 & 2 – ongoing reading assessment through Book Talk sessions using the Book Talk Assessment Framework.  YARK Reading Assessments – 2 x per year.  Year 2 upwards – Reading Comprehension Assessments
<b>Maths</b>	<b>Whole school – White Rose Maths</b>	End of unit and end of term assessments – with key questions to ensure the children are using and applying their learning.	Half termly assessments carried out and measured against the White Rose Maths Framework.
<b>Science</b>	<b>RSS Science Skills &amp; Knowledge Overviews, plus information from unit plans</b>	Termly end of unit assessments based on Unit Plan teaching & Knowledge Organisers.	Measured against key skills knowledge overviews.
<b>Humanities</b>	<b>RSS History &amp; Geography Skills &amp; Knowledge Overviews, plus information from unit plans</b>	Termly end of unit assessments based on Unit Plan teaching & skills & knowledge overviews.	Measured against key skills knowledge overviews.
<b>Art/DT</b>	<b>RSS Art &amp; DT Skills &amp; Knowledge Overviews, plus information from unit plans</b>	Termly end of unit assessments based on Unit Plan teaching & skills & knowledge overviews.	Measured against key skills knowledge overviews.
<b>IT</b>	<b>Purple Mash</b>	Termly end of unit assessments based on Unit Plan teaching & skills & knowledge overviews.	Measured against key skills knowledge overviews.
<b>Music</b>	<b>Active Music Digital Skills overviews, plus information from unit plans.</b>	Termly end of unit assessments based on Unit Plan teaching & skills & knowledge overviews.	Measured against key skills knowledge overviews.
<b>P.E.</b>	<b>RSS PE. Planning Document</b>	Key Skills specifically listed within P.E. Scheme	Continuous assessment (against key skills)
<b>R.E.</b>	<b>MK Agreed Syllabus</b>	Knowledge listed per R.E. Unit	Continuous assessment (against specific knowledge)
<b>PHSE/RSE</b>	<b>Jigsaw</b>	The Jigsaw Puzzles (Specific Content Overview)	My Jigsaw Learning or My Jigsaw Journey