



## Curriculum Implementation

**Intention 1: To build a curriculum, with reading at its core, which develops learning and results in the acquisition of knowledge so that all children know more, remember more and understand more.**

1. We plan using the Early Years Foundation Stage Framework and the National Curriculum.
2. The National Curriculum and subject progression grids are used to develop long term planning.
3. Teachers use the long-term planning to plan units of work and deliver individual lessons.
4. Our three school intentions are used to drive curriculum implementation. The school implements the three curriculum intentions in the following way:

### **National Curriculum Programmes of Study**

All subjects within the National Curriculum are planned for and covered in full within the Early Years Foundation Stage and KS1 and KS2 school curriculum.

Whilst the National Curriculum forms the foundation of our curriculum, we make sure that children learn additional skills, knowledge and understanding and enhance our curriculum through our values and cultural capital so that children know more, remember more and understand more.

### **Language**

The promotion of a language rich curriculum is essential to the successful acquisition across the curriculum. The development of speech and language is identified as one of the most important parts of our school's early years curriculum and it is in this area that we focus learning activities to support the development of children so that they can engage in the curriculum and progress through school. A wide vocabulary is developed through use of language-rich texts and is subject specific vocabulary is explicitly taught in each topic. The promotion and use of a rich cross-curricular vocabulary throughout school is planned in all subjects. This is evident in all learning areas. This provides a tool for children to make links across the subjects so that they know more, remember more and understand more.

### **Phonics**

The systematic teaching of phonics has a high priority throughout Foundation Stage and Key Stage 1. Phonics is taught daily to all children in Foundation Stage, Year 1 and Year 2. The learning of phonics is consolidated and used in all lessons.

Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, which represent them. Phonics is delivered in a whole year group format in order to meet the needs of the children. This systematic way of delivering phonics ensures its application is across all subjects and in subsequent years embedding the process in a rich literacy environment for early readers.

Intervention is planned for those children who are working below expected levels.

Bug Club is used for delivery of the phonics sessions. Bug Club is visual, aural and kinaesthetic, thus increasing rapid progress.

## **Reading**

Reading forms the core of our curriculum. The school places emphasis on exposure to high quality texts. All children read and are read to so that they develop a love of reading. Books across the subject areas are selected by teachers with the knowledge of how they link to other areas of the curriculum so that children learn more, remember more and understand more. All children develop a love of reading and school promotes this by an end of day story to increase their exposure to a range of genres including texts that challenge stereotypes and explore diversity

**Reading Scheme** – in the Early Years Foundation Stage and Key Stage 1, the school uses the Bug Club reading scheme to affiliate to pupils' developing phonic knowledge and understanding. It also provides high quality texts through to Year 6 in electronic form. As children develop their reading fluency in Key Stage 2, they progress onto a wider reading provision, which includes Bug Club in paperback and electronically. All books are book banded in order to ensure progression and challenge for all children.

**Hearing Stories** - All children develop a love of reading and school promotes this by being read a class story to increase their exposure to a range of genres including texts that challenge stereotypes and explore diversity.

**Individual Reading** – all children read individually to a trained adult each week. Throughout school our lowest 20% of children will read at least 3 times a week in school with an adult as a form of intervention.

**Home Reading** – all children are expected to read at home and take home 'home' reading books. They also have access to Bug Club reading scheme online. All children visit the school library weekly and can take home several library books during their class slot in the library.

**Guided Reading** – all children in Key Stages 1 and 2 take part in Guided Reading. Guided Reading sessions are planned by teachers to teach a range of techniques which enable children to develop reading retrieval, deduction, inference and comprehension skills.

**Reading Areas** - All classrooms have class-reading areas with a range of reading books including fiction, non-fiction and poetry. Children are encouraged to use these as part of 'Quiet Reading' on a daily basis as part of building a love of reading and

exposure to a wider range of texts. This practice develops reading stamina and inculcates the ability to explore literature for its own sake.

**School Library** - All children visit the well-resourced school library each week and choose a book to read at home for pleasure.

**Topic Books** – The school participates in the School Library Service and is supplied with topic related books for the children to read and use for research purposes.

## **Writing**

All children have the opportunity to write every day. Our school uses Hamilton as the core of our scheme to develop children's writing and skills in spelling, grammar and punctuation. Teachers teach a wide range of genre through high quality texts. The texts are chosen to enrich children's vocabulary, widen their exposure to different literary styles and cultures. This deepens children's knowledge and understanding of the world, their imagination and language.

Key Knowledge is shared at the beginning of a unit of work so that children are aware of the learning that will take place and, initially with support, can track and develop their own learning. Each unit comprises the reading and exploration of a text and its genre(s), a focus on spelling, grammar and punctuation and composition. At the end of the unit an assessed piece of writing is completed. As a consequence of this, next steps are identified by the pupil and teacher using the self and teacher assessment.

Each classroom maintains a working wall using a Vocabulary, Connectives, Openings, Punctuation V.C.O.P. (Vocabulary, Connectives, Openings, Punctuation) board, which is appropriate to the attainment level of the children.

Opportunities for children to apply their writing are planned and links to the wider curriculum are made when doing this.

We assess using the Herefordshire Writing assessment grids and in Year 2 and 6 the Interim Statements.

School has an agreed format for presentation (see the Writing Non-Negotiables') that all children and staff adhere to. Good presentation and handwriting are celebrated. Children's work is displayed throughout the school and individual pieces of good work are shared with the Headteacher.

## **Maths**

Maths is a core subject and is taught daily. It has a high priority within our school curriculum to ensure children become numerate and achieve fluency in number and the ability to problem solve and reason.

Vocabulary is taught explicitly so that children can understand and use the language to make progress. All classrooms have a working wall displaying current vocabulary to support learning. Key knowledge is also displayed and strategies are modelled.

Abacus is used as the core maths programmes to deliver a Mastery approach. The delivery of this programme is underpinned by staff CPD with the regional Maths Hub. The school is currently training staff and looking at how to implement mastery in number.

Regular assessments are used throughout the year to inform teachers of children's understanding and progress. Assessments are taken from Abacus. These can be half termly or end of unit as well as the Mastery Checkpoints in Abacus which offer challenge in problem solving and reasoning.

Times tables are a focus in KS2 and are also taught outside the maths lesson. Consolidation and practice ensure that across KS2 children are developing rapid recall of multiplication facts.

Plus One, Power of 2 and Numicon activities are used as an intervention resource along with small group interventions on the same day to tackle misconceptions to ensure children are ready for the next step of learning.

## **Science**

Language development plays a salient role in science learning. All teaching focuses upon key vocabulary to be used during knowledge acquisition. Vocabulary enriches our science teaching from the Early Years Foundation Stage, ensuring understanding of the world, through to the end of key stage 2. Vocabulary in key stage 1 and 2 is taught explicitly, forms parts of displays and is prominent in all books for each topic.

In the early years, children explore the changing seasons and the natural wonders of their world through topic-based enquiry and the use of forest schools. In key stages 1 and 2, science follows the national curriculum and is taught as an enquiry through Science Bug units of work to avoid tenuous cross curricular approach, however where links can add depth and breadth to a topic they will be planned for. Regular assessments are used throughout the year to inform teachers of children's understanding and progress.

## **Religious Education (RE)**

A rich vocabulary, spoken, heard and read, is at the heart of RE. RE is taught throughout the early years and key stages one and two in accordance with the Herefordshire Locally Agreed Syllabus for Religious Education and makes use of the Understanding Christianity resources. Through RE we aim to enable children to be aware of, and respond to, experiences in life and the questions they raise. We want them to know about and understand religious beliefs and practices, and to evaluate their significance by being able to express personal opinions based on the use of appropriate evidence and argument.

Children will learn specifically about Christianity, Judaism, Hinduism and Islam, their writings, festivals, buildings and symbols and build a bank of key knowledge. RE is also .

concerned with personal feelings and experiences, relationships, responses to life and the natural world, and understanding how religion contributes to these. Discussion and debate are therefore prominent skills promoted through this subject.

Assessment is made according to the expected outcomes for each unit.

## **Foundation Subjects**

These subjects are taught in a Two-Year Cycle. with each national curriculum year to ensure appropriate and timely coverage of all subjects. The two-year cycles build upon the previous knowledge so that children retain learning – so that they know more, remember more and understand more. Skills are developed in more than one area and links are made between subjects and skills become transferable.

Reading is a key part of foundation subject teaching and quality texts enhance pupils' knowledge and understanding.

Key vocabulary, along with key knowledge, is used for each subject and unit of work so that children know, remember more and can therefore apply this understanding.

**Termly Blocks** – Each national curriculum years groups one year plan is split into termly blocks and given an over –arching title. The termly planned work starts with key vocabulary and knowledge for children to learn so that they **know more**, this will support them throughout the remainder of their learning. Opportunities are provided for children to apply this newly acquired knowledge to ensure they **understand more** about the concepts being taught and assessment is linked to this.

**Displays** – Topic themes are displayed in all classrooms. The displays reflect the pupils learning journey and consist of key vocabulary, key knowledge, children's work and modelled examples.

**Discrete Learning** - English, Maths, reading, phonics, SPAG and handwriting are taught during discrete lessons but revisited in all aspects of the curriculum so children can apply and embed the skills they have learnt in a purposeful context.

**Cultural Capital Enhancement** -We plan for pupils to experience cultural capital enhancements in the form of a visitor, a visit externally, a project within the community of Eardisley Primary School or an involvement in a community activity to provide first-hand experiences for the children to support and develop their learning. (Please see Cultural Capital Curriculum Enhancement).

We recognise that to have impact the planned enhancements must be clearly linked to the statutory knowledge to be acquired and provide the opportunity for children to **know more, remember more and understand more**.

