

Our Curriculum

Here at Chancellor Park Primary School our new curriculum introduced September 2014 has been designed to continue to motivate, inspire and engage our pupils, whilst preparing them for their future lives.

When designing our new curriculum our key elements which we were committed to incorporate were:

- *To design a curriculum this motivates and inspires children to want to learn.*
- *To provide unique experiences for our pupils*
- *To equip our pupils with life skills*
- *Broaden our pupil's awareness and appreciation of cultural difference*
- *To equip our pupils with good communication and negotiation skills*
- *To equip our pupils with problem solving skills and strategies they can apply when faced with new situations in life*
- *To not be afraid to get things wrong*
- *To be confident to ask questions*
- *To set high expectations for our pupils in order for them to reach their potential*
- *Teach our pupils to become good citizens*
- *To ensure our pupils make a positive contribution to society and the local community.*

Staff INSET Jan 2014

Our new curriculum is still topic based, like our previous curriculum we found this approach to be the most successful in our pupil's attainment and their progress achieved. Our Pupils remain keen to learn and actively participate in their lessons.

- *"Our school is really artistic, I enjoy being allowed to be arty and creative at school" Amy Class 4L*

- *“I love it when we have visitors come in to the school or we go out on trips. When the Roman Soldier came in and we dressed up it made us feel like we were real soldiers for the day and we learnt lots.”*
- *“I like our table names; they are named after animals like our topic. This makes our classroom fun!” Leo Class 1*
- *“I am really enjoying using SCRATCH in ICT as this term we are making an aeroplane battle game linked to our WWII topic.” Gabriel Class 5*

*Pupil Perceptions Sept
2014*

Our English and Maths core lessons take place daily throughout the school in the mornings and are taught discretely. English and Maths skills are enhanced and developed in a cross curricular format during the afternoons through their class topics.

Our Curriculum Over-view:

Class	Autumn Term	Spring Term	Summer Term
R	All about me & Celebrations	Space	Deep, dark wood
1	Animals and Me	Where we live	Fire and Ice
2	Great Fire of London	Living and Growing	Florence Nightingale
3	Mountains and Volcanoes	Romans	Rainforests
4	Rivers	Ancient Egypt	A Musical Adventure
5	World War II	Inventors, Inventions and Explorers	Ancient Greeks
6	In the beginning	Anglo Saxons	Field Exploration

Termly over-views of the specific subject areas covered for each theme can be found on our class pages, and are sent out to parents at the start of each term from the class teachers.

Remaining subjects which do not lend themselves to being incorporated into topics such as PE, MFL (French) and RE are taught discretely.

Our Maths Curriculum

Foundation Stage

The programme of study for the Foundation stage is set out in the EYFS Framework. Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shape, spaces and measures.

Key Stage 1 and 2

The Programmes of study for mathematics are set out year by year for Key Stages 1 and 2 in the new National Curriculum (2014). The programmes of study are organised in a distinct sequence and structured into separate strands.

Pupils should make connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Throughout the curriculum opportunities to extend and promote mathematics are identified.

The school has its own calculation policy which clearly sets out the process for pupils learning of the four operations as written calculation.

Our English Curriculum

Foundation Stage

The programme of study for the Foundation stage is set out in the EYFS Framework. Pupils are given opportunities to:

Speak, listen and represent ideas in their activities, Use communication, language and literacy in every part of the curriculum and become immersed in an environment rich in print and possibilities for communication.

Key Stage 1 and 2

The Programmes of study for Spelling, Grammar and Punctuation and Reading are set out year by year for key-stages 1 and 2 in the New National Curriculum

(2014). As a school, we have agreed text types across Key-stages 1 & 2 which children will study and through their writing skills will be taught.

Pupils are expected to apply their reading and writing skills in all areas of the curriculum.

In key-stage Key Stage One, children learn to develop confidence when speaking and listening, read and write with increased independence and enthusiasm and use language to explore experiences and imagination.

In Key Stage Two, children learn to change the way they speak and write to suit different situations, purposes and audiences, read a wide range of texts and respond to the different layers of meaning within them and explore the structure and use of language.

Reading

A daily record is kept of children reading at home and school.

We use the Oxford Reading Scheme as a core reading scheme and supplement this with Collins Big Cats, Story World and Floppy's Phonics.

Each week an identified period is given for guided reading and planned against the criteria set out in the programmes of study.

Each week identified English lesson address language and text type features of specific genre to be studied.

The teaching of Phonics

All children from Class R to Year 3 will receive regular daily phonics lessons.

They will planned and delivered to match each child's individual needs.

In order for this to be successful the class teachers will follow a structured, differentiated programme based on prior assessment.

Planning

Each class teacher will follow the Phonics Play Scheme and differentiate groups according to need.

Each group will follow the same format of lessons. i.e.

Revisit, Teach, Practice, Apply

Lessons will take place every day and identified on planning.

Teaching

An agreed, consistent, set of actions to letters and sounds is to be used by all class teachers and teaching assistants.

Children will be grouped according to need and work with Class teachers and Teaching Assistants.

Teaching approaches will address both the visual, aural and kinaesthetic learners.

Assessment

Each child will be assessed termly and their knowledge of sounds recorded on individual sheets.

In addition the phase at which each child is working at will be recorded half termly and their progress recorded on a single class progression sheet.

Resources

Phonics Play web site has linked resources to all lessons.

Smart Kids Resource Phase boxes 3,4 and 5

Jolly Phonics games and flashcards

Jolly phonics games on laptops and on line

Additional online resources (See attached sheet)

Additional resources available in library