

## North Walsham Junior, Infant School and Nursery Federation Curriculum Statement 2017

At North Walsham Junior, Infant School and Nursery all our children will study the National Curriculum for both core and foundation stage subjects.

The Foundation Stage children (Nursery and Reception) will learn through the seven areas of learning:

Personal, Social and Emotional Development

Communication and Language

Literacy

Mathematics

Understanding the World

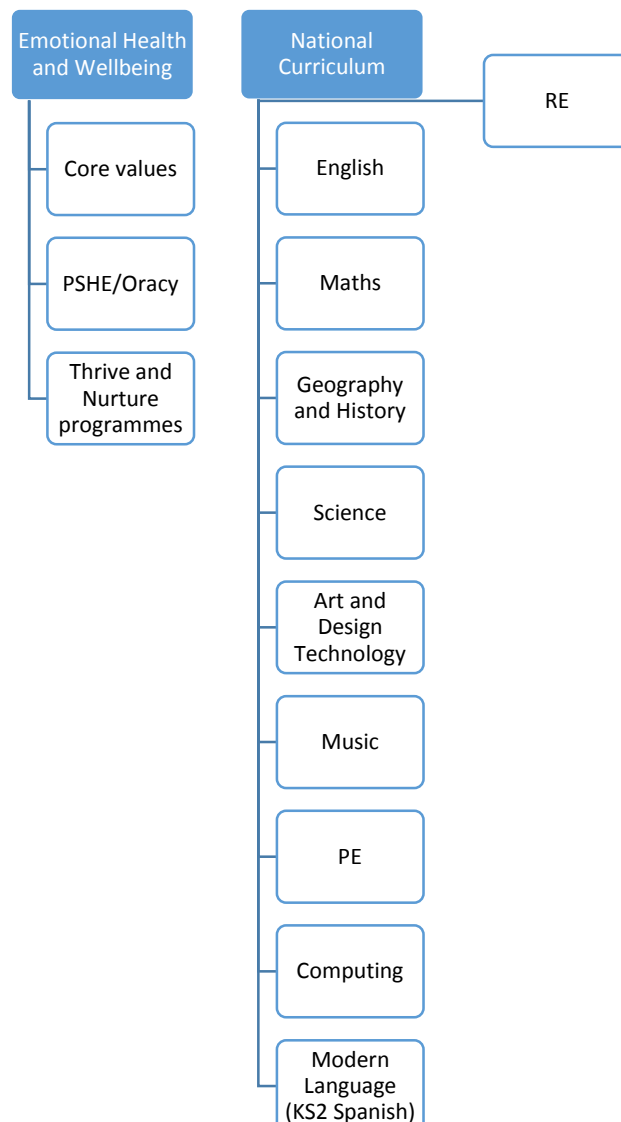
Physical Development

Expressive Arts and Design

These areas underpin the organisation of the learning environment; the activities provided for children and the monitoring of children's progress and development.

Our curriculum is based on what an outstanding curriculum looks like:

"The broad, balance curriculum inspires pupils to learn. The range of subjects helps pupils acquire knowledge, understanding and skills in all aspects of their education, including the humanities and linguistic, mathematical, scientific, technical, social physical and artistic learning."



Based upon the National Curriculum Programmes of Study, the 'foundation' subjects are taught as themes or topics. A subject-based enquiry theme is selected in each year group every few weeks to focus the learning into time-limited blocks of learning. In our plans, we are also able to provide opportunities for key skills to develop across the curriculum and to create links between subjects. The content of each theme or topic area is also selected for its relevance to our local area and to our children. The curriculum plan is reviewed regularly each year and re-evaluated to ensure it remains fresh and fun.

Our curriculum should ensure that every child is able to gain the knowledge, skills and personal attributes required to become:

- ambitious, knowledgeable, enquiring learners
- enterprising, imaginative, creative contributors
- responsible, principled, informed members of their community
- healthy, confident individuals

Every child is a valued member of our diverse society on an equal basis and is entitled to be equipped with the knowledge, skills and attributes required to allow them to make the maximum contribution to their community possible.

We put great emphasis on pupils' oracy development- they need to be able to speak their mind, think things through aloud, possess a wide vocabulary, hold an opinion and communicate effectively. These skills will be taught through planned Circle Times, 'Philosophy With Children'-inspired activities, drama and discussion sessions.

Every child is capable of significant achievements and success. Our curriculum will provide a rigorous and demanding set of learning experiences that provide appropriate challenge for all learners.

We prepare pupils positively for life in modern Britain and promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect for those with different faiths, beliefs and for those without faith. We will identify areas within the curriculum when opportunities arise, where we can develop children's spiritual, moral, social and cultural skills.

In our school we also have an agreed set of values, which are discussed regularly in lessons, taught in PSHE lessons and used as the basis for Assemblies. They are also referred to as part of our behaviour system as attributes to promote and encourage in our children. The values include: co-operation, courage, effort, honesty, perseverance, reflection, respect, tolerance.

### **Curriculum Planning**

Staff plan every theme or topic by thinking about the key knowledge and vocabulary they want children to learn. This is shared with children and parents so everyone is clear about what is to be taught and learnt during the lessons. We record this information on 'Knowledge Organisers' (see Appendix 1) and teachers will create them in science, history and geography. Some subjects are more about learning processes than facts, for example computing and art, so we won't have Knowledge Organisers for those.

### **How do we assess learning?**

During and after every theme or topic, teachers will build assessments around the key skills and essential knowledge and understanding they have identified within each curriculum area. The results from these assessments are then used by teachers to plan subsequent sequences of lessons, to further build on the children's understanding and skills. We aim to use low threat- low stress quizzes, checks and assessments of children's work to check their understanding and the retention of key knowledge.

## Enhancing and Broadening our curriculum

We seek out and plan links within the local community, businesses, visitors and other organisations to enrich our curriculum and give children extra experiences. In every year group there will be 'memorable moments' so all children will have the opportunity to go on trips and have visitors into class to enhance and extend their learning. Year group challenges will be set periodically to encourage families to try new activities and enjoy learning new things together out of school.

Out of school learning time can also be accredited by the Norfolk Children's University, so that children's learning in clubs and other afterschool activities contributes towards their collection of 'hours' in their Children's University passport.

## Home Learning Activities

Activities that have the most impact on learning are those which include:

- practising basic skills through repetition
- giving children opportunities to create things and make sense of their learning; to develop 'ownership' of their learning

In our schools we give children home learning activities to:

- practise basic skills such as reading, spelling, number bonds and multiplication tables
- engage them in their learning in a cross-curricular manner
- generate pride and excitement about what they produce or create
- be more open-ended, so children have some flexibility over what they produce and how they produce it

Information will be sent home regularly to inform parents about what is taught in class using the Knowledge Organisers. In this way, parents will be more able to support their child's learning in school, by talking about the theme or topic with them at home. In addition, staff are always delighted to see work or other things the children have done at home.

## Home Learning Essentials (Learn-Its)

### Reading

- In Nursery, parents and children can choose a book to read and share together at home
- In Reception, children can choose more than one book- once they learn their first letter sounds they can choose a 'levelled' book they can read themselves and one or two choice books that they can share with an adult
- In Key Stage 1, children will have levelled books they can read themselves plus a book for sharing
- In Key Stage 2, children will choose levelled books they can read themselves (Children are regularly assessed and given a book level range)
- All year groups should aim to read 5 times per week. These can be home books as well as school books.

### Spellings

- Word lists are sent home for children to learn to spell tricky words (Red Words) and word lists as set out in the National Curriculum (from Reception onwards)

### Maths

- In Years 2-6 children are expected to access Mathematics via their individual log-in
- Children in EYFS and Key Stage 1 will be learning their number bonds 0-100 for example:  $4+6=10$ ,  $15+5=20$ ,  $35+15=50$ ,  $69+31=100$ . Teachers will provide information about these. **(See Appendix 2)**

- Children in Key Stages 1 & 2 will be learning their multiplication tables 1-12. Teachers will provide information about these. **(See Appendix 2)**

### **Sharing Home Learning in class**

Children enjoy looking at what others have done and sharing their own work with others. Each year group will plan opportunities for this to happen in class and for a wider audience, including parents. These are used to encourage children to reflect on their achievements and why they should be proud of their learning.

## Appendix 1

### Example Knowledge Organiser Year 5: Science- All Living Things and their Habitats

#### Pupils will learn about:

- the life cycle of a human being. They will investigate the development of babies and compare the gestation period of humans and other animals. They will learn about the changes experienced during puberty and why these occur. They will learn about the changes to the body as humans get older, as well as comparing the expectancy of different animals.
- reproduction in different plants, including different methods of pollination and asexual reproduction
- different types of mammals and their different life cycles
- Jane Goodall and her work with the now-endangered chimpanzees in Africa
- metamorphosis in insects and amphibians, comparing their life cycles
- the life cycles of birds

Key Vocabulary	Definition
Naturalist	A person who studies plants and animals in nature.
Embryo	The embryo grows inside the female mammal.
Metamorphosis	This is the process by which animals undergo an abrupt and obvious change in the structure of their body and behaviour.
Fertilisation	This is the process that occurs when a male and female gamete join.
Reproduction	This is the process when new living things are made. There are two types: asexual and sexual reproduction.
Ovule	Contains the female germ cell of a plant.
Pollination	In order for an ovary to become a seed it must receive pollen. When an insect or bird moves from plant to plant, they get pollen on them and this then gets transferred to the next plant they go to. This helps plants to reproduce by creating seeds.

#### Key Questions

- Why do some creatures lay eggs and some have live young?
- What are the stages in the life cycle of an insect?
- How did the blossom on the tree become an apple?

#### Do you know?

- There are 6 stages of human development.
- Changes that occur in humans during puberty include physical growth so that the body changes to that of an Adult, which enables reproduction.
- Two parts of the brain – the hypothalamus and the pituitary gland start to make more of some hormones
- Some animals undergo complete metamorphosis, in which they completely transform.
- Other animals experience incomplete metamorphosis, where they go through several different stages, with each stage getting bigger than the last.
- Bird's eggs yolk contains proteins and fats that provide the main source of nutrition for the embryo.
- Some plants use sexual reproduction to make seeds, which grow to make new plants. These plants need pollen (containing the male gamete or sex cell) from one flower to fuse with the ovule (the female gamete) of another flower, which makes a seed.

## Example Knowledge Organiser Year 2: History- The Great Fire of London

<b>Timeline</b>	
Sunday 2 <sup>nd</sup> September 1666	1am – the fire begins 3am- the Lord Mayor looks at the fire but decides it isn't bad enough and goes back to bed 11am- Because the fire has spread the Mayor orders the demolition of the houses, on the orders of the King. Samuel Pepys told the King about the fire. 3pm- The King sails down the river Thames to see the fire
Monday 3 <sup>rd</sup> September 1666	A group of schoolboys hold back the fire. By midday the fire can be seen from Oxford.
Tuesday 4 <sup>th</sup> September 1666	The fire reaches its peak. It has spread from west to east and reaches the Tower of London (where gunpowder is used to blow up houses to stop the fire reaching the Tower). St Paul's Cathedral is destroyed by the fire. 11pm- the wind starts to die down so the flames are less ferocious.
Wednesday 5 <sup>th</sup> September 1666	The wind changes direction so the fire is blown towards the river Thames. Most of the fires have been put out.
Thursday 6 <sup>th</sup> September 1666	The final fires are extinguished.

<b>Important Places</b>	
Pudding Lane	Where the fire started
The Tower of London	Many people flee here to escape the flames. The wealthy deposited their valuables here during the fire for safekeeping.
London Bridge	The only bridge crossing of the River Thames in the City of London
River Thames	Where many people escape to
St Paul's Cathedral	Was razed to the ground in the fire and rebuilt using designs by Sir Christopher Wren later on.

<b>Why did the fire spread?</b>
<ul style="list-style-type: none"> <li>• It had been a long, dry summer</li> <li>• There was a strong easterly wind whilst the fire raged</li> <li>• No rain fell</li> <li>• The houses were built close together</li> <li>• Many houses had tar on their roofs (flammable)</li> <li>• Many of the buildings were warehouses used to store alcohol</li> <li>• There was no organised fire brigade</li> </ul>

<b>What happened as a result of the fire?</b>
<ul style="list-style-type: none"> <li>• Many people were left homeless. Many left London to live elsewhere</li> <li>• People slept in tents around the Tower of London because they had no home</li> <li>• Charles II made a decree that houses must be built further apart; built from stone not timber; that businesses using fire (bakers, brewers, dyers) could no longer reside in the centre of the city</li> <li>• An organised fire brigade was established</li> <li>• People started to insure their houses</li> <li>• Sir Christopher Wren was charged with redesigning the City of London, including St Paul's Cathedral.</li> </ul>

<b>Important Numbers</b>	
100	The number of houses per hour that caught fire at its peak
5	The number of days the fire lasted
13,200	The number of houses destroyed by the fire
100,000	The number of people left homeless because of the fire

Appendix 2

**Addition and Subtraction Learn-its**

Year 1	
Autumn 1&2	Count to, back and across 100 Learn the number pairs to 10 with fluency
Spring 1&2	Count to, back and across 100 Learn the number pairs to 20 with fluency
Summer 1	Count to, back and across 100 Practise mental calculations subtracting numbers from 0 -10 and from 10-20 with fluency
Summer 2	Count to, back and across 100 Add and subtract 1- digit and 2- digit numbers to and from numbers 0-20 with fluency

Year 2	
Autumn 1	Count to, back from and across 100 to 130 Consolidate adding and subtracting 1- digit and 2- digit numbers to and from numbers 0-20 with fluency
Autumn 2	Count to, back from and across 100 to 150 Consolidate adding and subtracting 1- digit and 2- digit numbers to and from numbers 0-50 with growing fluency
Spring 1	Count to, back from and across 100 to 200 Derive and use addition and subtraction facts up to 50 with fluency
Spring 2	Count to, back from and across 100 to 130 Derive and use addition and subtraction facts up to 100 with growing fluency
Summer 1	Count to, back from and across 100 to 130 Derive and use addition and subtraction facts up to 100 with growing fluency
Summer 2	Count to, back from and across 100 to 130 Derive and use addition and subtraction facts up to 100 with fluency

Year 3	
Autumn 1	Count in 1s, 10s & 100s to , from and across 1000 Add and subtract numbers mentally including 3-digit numbers and 1s with growing fluency
Autumn 2	Count in 1s, 10s & 100s to , from and across 1000 Add and subtract numbers mentally including 3-digit numbers and 1s with fluency
Spring 1	Count in 1s, 10s & 100s to , from and across 1000 Add and subtract numbers mentally including 3-digit numbers and 10s with growing fluency
Spring 2	Count in 1s, 10s & 100s to , from and across 1000 Add and subtract numbers mentally including 3-digit numbers and 10s with fluency
Summer 1	Count in 1s, 10s & 100s to , from and across 1000 Add and subtract numbers mentally including 3-digit numbers and 100s with growing fluency
Summer 2	Count in 1s, 10s & 100s to , from and across 1000 Add and subtract numbers mentally including 3-digit numbers and 100s with fluency

Year 4	
Autumn 1	Count in 1s, 10s, 100s & 1000s more or less than any number to 2500 Count backwards through zero in 1s, 10s, 100s & 1000s using negative numbers Add and subtract 1000 to 4-digit numbers mentally with growing fluency
Autumn 2	Count in 1s, 10s, 100s & 1000s more or less than any number to 5000 Count backwards through zero in 1s, 10s, 100s & 1000s using negative numbers Add and subtract 1000 to 4-digit numbers mentally with growing fluency
Spring 1	Count in 1s, 10s, 100s & 1000s more or less than any number to 10,000 Count backwards through zero in 1s, 10s, 100s & 1000s using negative numbers Add and subtract 1000 to 4-digit numbers mentally with growing fluency
Spring 2	Count in 1s, 10s, 100s & 1000s more or less than any number to 20,000 Count backwards through zero in 1s, 10s, 100s & 1000s using negative numbers Add and subtract 1000 to 4-digit numbers mentally with growing fluency
Summer 1	Count in 1s, 10s, 100s & 1000s more or less than any number to 50,000 Count backwards through zero in 1s, 10s, 100s & 1000s using negative numbers Add and subtract 1000 to 4-digit numbers mentally with growing fluency
Summer 2	Count in 1s, 10s, 100s & 1000s more or less than any number to 50,000 Count backwards through zero in 1s, 10s, 100s & 1000s using negative numbers Add and subtract 1000 to 4-digit numbers mentally with fluency

Year 5	
Autumn 1	Count in 10s, 100s & 1000s more or less than any number 1000 to 100,000 Add and subtract 1000 to 4-digit numbers mentally up to 50,000 with fluency
Autumn 2	Count in 10s, 100s & 1000s more or less than any number 1000 to 100,000 Add and subtract 1000 to increasingly larger numbers mentally up to 100,000 with growing fluency
Spring 1	Count in 10s, 100s, 1000s & 10,000s more or less than any number 100,000 to 1,000,000 Add and subtract increasingly larger numbers mentally up to 100,000 with growing fluency
Spring 2	Count in 10s, 100s, 1000s & 10,000s more or less than any number 100,000 to 1,000,000 Add and subtract increasingly larger numbers mentally up to 100,000 with fluency
Summer 1	Count in 10s, 100s, 1000s, 10,000s & 100,000s more or less than any number 100,000 to 1,000,000 Add and subtract increasingly larger numbers mentally up to 1,000,000 with growing fluency
Summer 2	Count in 10s, 100s, 1000s, 10,000s & 100,000s more or less than any number 100,000 to 1,000,000 Add and subtract increasingly larger numbers mentally up to 1,000,000 with fluency



## Times Tables Learn -its

Year 1	
Autumn 1&2	Count in 2s up to 24, linking with even numbers and supporting doubles Count in 10s up to 120
Spring 1&2	Count in 5s to 60, linking with counting in 10s Practise counting in 2s and 10s
Summer 1	Count in 2s, 5s and 10s with growing fluency
Summer 2	Count in 2s, 5s and 10s with fluency

Year 2	
Autumn 1	Count in 2s, 5s and 10s up to x12
Autumn 2	Count in 2s, 5s and 10s up to x12 with fluency Recall multiples of 10 up to x12 including missing numbers and division facts with growing fluency
Spring 1	Recall multiples of 2 up to x12 including missing numbers and division facts Recall multiples of 10 up to x12 including missing numbers and division facts with fluency
Spring 2	Recall multiples of 5 up to x12 including missing numbers and division facts Recall multiples of 2 up to x12 including missing numbers and division facts with fluency
Summer 1	Count in 3s up to x12 Recall multiples of 2 up to x12 including missing numbers and division facts with fluency Recall multiples of 5 up to x12 including missing numbers and division facts with fluency
Summer 2	Count in 3s up to x12 with growing fluency Recall multiples of 5 up to x12 including missing numbers and division facts with fluency

Year 3	
Autumn 1	Count in multiples of 3 to x12 with fluency
Autumn 2	Recall multiples of 3 up to x12 including missing numbers and division facts with fluency Count in multiples of 4 to x12 with growing fluency Introduce and begin counting in 8s (relate to x4) up to x12
Spring 1	Recall multiples of 3 up to x12 including missing numbers and division facts with fluency Count in multiples of 4 to x12 with fluency Count in multiples of 8 to x12 with growing fluency
Spring 2	Recall multiples of 4 up to x12 including missing numbers and division facts with fluency Count in multiples of 8 to x12 with fluency
Summer 1	Recall multiples of 4 up to x12 including missing numbers and division facts with fluency Recall multiples of 8 up to x12 including missing numbers and division facts with growing fluency
Summer 2	Recall multiples of 8 up to x12 including missing numbers and division facts with fluency

Year 4	
Autumn 1	Recall multiples of 3,4 and 8 up to x12 in any order, including missing numbers and related division facts with fluency Fluently count in 6s up to x12
Autumn 2	Recall multiples of 6 up to x12 in any order, including missing numbers and related division facts with growing fluency Fluently count in 7s up to x12
Spring 1	Recall multiples of 6 up to x12 in any order, including missing numbers and related division facts with fluency Recall multiples of 7 up to x12 in any order, including missing numbers and related division facts with growing fluency
Spring 2	Recall multiples of 6 up to x12 in any order, including missing numbers and related division facts with fluency Fluently count in 9s up to x12 Fluently count in 11s up to x12
Summer 1	Recall multiples of 9 up to x12 in any order, including missing numbers and related division facts with growing fluency Recall multiples of 11 up to x12 in any order, including missing numbers and related division facts with fluency Fluently count in 12s up to x12
Summer 2	Recall multiples of 9 up to x12 in any order, including missing numbers and related division facts with fluency Recall multiples of 12 up to x12 in any order, including missing numbers and related division facts with growing fluency

Year 5	
Autumn 1	Recall multiples of 12 up to x12 in any order, including missing numbers and related division facts with fluency Recall multiples of all times tables up to x12 in any order, including missing numbers and related division facts with growing fluency
Autumn 2	
Spring 1	
Spring 2	
Summer 1	
Summer 2	