

Kenton Primary School

Our Curriculum

Behaviours for learning

At Kenton Primary, we have embedded Chris Quigley's 'Secrets of Success'. These form our behaviours for learning.

They are:

- ▶ Push Yourself
- ▶ Understand Others
- ▶ Improve
- ▶ Concentrate
- ▶ Don't Give Up
- ▶ Work Hard
- ▶ Try New Things
- ▶ Imagine



Behaviours for Life

At Kenton Primary School, we have four behaviours for life. These are values that we expect the school community to adhere to. These were selected to represent a compassionate and thoughtful way to conduct ourselves.

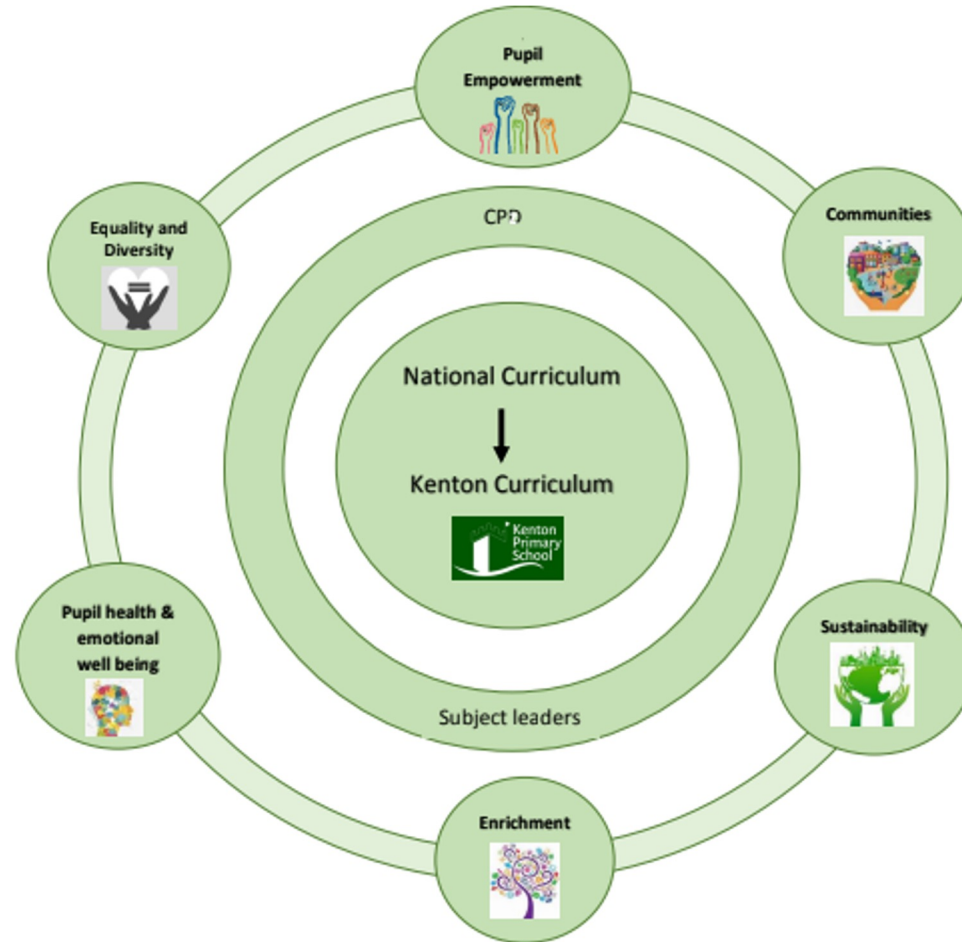
They are:

- ▶ Kindness
- ▶ Respect
- ▶ Responsibility
- ▶ Honesty



Golden Threads

- These are our golden threads that run through every aspect of our curriculum.



Curriculum Intent



At Kenton Primary School, we work very hard to ensure that our curriculum is ambitious, is implemented skillfully and provides the opportunity for all children to reach their potential.

By the time they leave our school our aim is for all our children to:

- ▶ be enthusiastic and successful readers.
- ▶ have a comprehensive maths knowledge base, which they can apply to problem-solve.
- ▶ have all of the necessary 'tools' to be able to understand what others say and mean and to be able to express themselves eloquently both verbally and within their writing for a variety of audiences.
- ▶ have developed important skills such as resilience, empathy, cooperation and kindness
- ▶ be passionate about their what they believe in, demonstrate a positive attitude to learning and be independent thinkers who recognise that they can make a difference
- ▶ be ready and excited for the next stages of their journey

Curriculum Implementation

The school curriculum is mapped to the National Curriculum 2014 to ensure a comprehensive coverage of national expectations. A collaboration of staff from across schools, alongside input from parents and pupils have provided our starting points, but our curriculum is continually evolving. We have planned engaging topics which support learning outside of the classroom and within our community. We are a small rural primary school in a coastal location and our curriculum has been designed to celebrate our locality, ensuring that this is a central theme.

We provide first-hand learning experiences that allow children to develop interpersonal skills and build resilience. It allows pupils to have a holistic approach to learning, for example drawing on skills that they learn in literacy to apply to their history. These are further supported by our half-termly 'Quest' projects where pupils choose their learning on this day based on their topic. Every unit of learning begins with a 'hook' to immerse pupils in their topic and we provide regular opportunities for the children to share their learning with parents and other pupils to bring their learning to life.



Curriculum Impact

The innovative practice across the school provides a strong foundation and opportunities for children to collaborate and develop social skills both indoors and out. This curriculum design ensures that the needs of individual and small groups of children can be met within the environment of high quality first wave teaching, supported by targeted, proven interventions where appropriate. In this way it can be seen to impact in a very positive way on children's outcomes.

Enjoyment of the curriculum promotes achievement, confidence and good behaviour. Children feel safe to try new things. High quality visits and visitors to the school enhance the curriculum and provide opportunities for writing for a purpose.

The development of oracy and debate across the curriculum enables children to understand how others use language and how they can use it to the best effect themselves. This enables them to be effective and confident communicators and prepares them for their adult lives.

Children have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

Children leave Kenton Primary School with a sense of belonging and are proud that they have developed the confidence and skills needed to be learners for life.

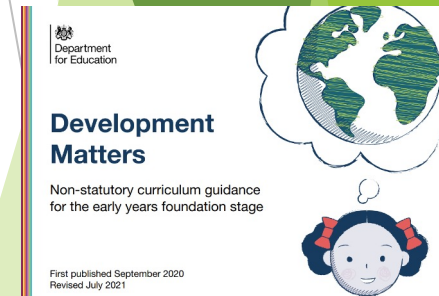


Schemes and Programmes of Study

At Kenton Primary School we follow all of the subjects found within the National Curriculum.

We also use:

- ▶ NCTEM - Maths
- ▶ The Early Years Foundation Stage – Development matters
- ▶ Read Write Inc Phonics Scheme
- ▶ The Devon Agreed Syllabus for RE
- ▶ SCARF – safety, caring, achievement, resilience and friendship
- ▶ Charanga Music
- ▶ Teach Computing



Skill Progressions

We have clear expectations of how children's skills progress in each subject, from year to year and term to term.

Knowledge, Skills and Understanding breakdown for Working Scientifically			
Year 1			
Observing closely	Performing Tests	Identifying and Classifying	Recording findings
<ul style="list-style-type: none"> Can they talk about what they <see, touch, smell, hear or taste>? Can they use simple equipment to help them make observations? 	<ul style="list-style-type: none"> Can they perform a simple test? Can they tell other people about what they have done? 	<ul style="list-style-type: none"> Can they identify and classify things they observe? Can they think of some questions to ask? Can they answer some scientific questions? Can they give a simple reason for their answers? Can they explain what they have found out? 	<ul style="list-style-type: none"> Can they show their work using pictures, labels and captions? Can they record their findings using standard units? Can they put some information in a chart or table?

Knowledge, Skills and Understanding breakdown for Uses of Everyday Materials	
Year 2	
Classifying and grouping materials	Changing materials
<ul style="list-style-type: none"> Can they describe the simple physical properties of a variety of everyday materials? Can they compare and group together a variety of materials based on their simple physical properties? 	<ul style="list-style-type: none"> Can they explore how the shapes of solid objects can be changed? (squashing, bending, twisting, stretching) Can they find out about people who developed useful new materials? (John Dunlop, Charles Macintosh, John McAdam) Can they identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, cardboard for particular uses? Can they explain how things move on different surfaces?

Knowledge, Skills and Understanding breakdown for Geography			
Year 4			
Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> Can they carry out a survey to discover features of cities and villages? Can they find the same place on a globe and in an atlas? Can they label the same features on an aerial photograph as on a map? Can they plan a journey to a place in England? Can they accurately measure and collect information(e.g. rainfall, temperature, wind speed, noise levels etc.)? 	<ul style="list-style-type: none"> Can they describe the main features of a well-known city? Can they describe the main features of a village? Can they describe the main physical differences between cities and villages? Can they use appropriate symbols to represent different physical features on a map? 	<ul style="list-style-type: none"> Can they explain why people are attracted to live in cities? Can they explain why people may choose to live in a village rather than a city? Can they explain how a locality has changed over time with reference to human features? Can they find different views about an environmental issue? What is their view? Can they suggest different ways that a locality could be changed and improved? 	<ul style="list-style-type: none"> Can they locate the Tropic of Cancer and the Tropic of Capricorn? Do they know the difference between the British Isles, Great Britain and UK? Do they know the countries that make up the European Union? Can they name up to six cities in the UK and locate them on a map? Can they locate and name some of the main islands that surround the UK? Can they name the areas of origin of the main ethnic groups in the UK & in their school?







Knowledge, Skills and Understanding breakdown for Geography			
Year 5			
Geographical Enquiry	Physical Geography	Human Geography	Geographical Knowledge
<ul style="list-style-type: none"> Can they collect information about a place and use it in a report? Can they map land use? Can they find possible answers to their own geographical questions? Can they make detailed sketches and plans; improving their accuracy later? Can they plan a journey to a place in another part of the world, taking account of distance and time? 	<ul style="list-style-type: none"> Can they explain why many cities of the world are situated by rivers? Can they explain how a location fits into its wider geographical location; with reference to physical features? Can they explain how the water cycle works? Can they explain why water is such a valuable commodity? 	<ul style="list-style-type: none"> Can they explain why people are attracted to live by rivers? Can they explain how a location fits into its wider geographical location; with reference to human and economical features? Can they explain what a place might be like in the future, taking account of issues impacting on human features? 	<ul style="list-style-type: none"> Can they name and locate many of the world's major rivers on maps? Can they name and locate many of the world's most famous mountain regions on maps? Can they locate the USA and Canada on a world map and atlas? Can they locate and name the main countries in South America on a world map and atlas?







Rolling Programme

At Kenton Primary, each class is made up of more than one year group, and this can fluctuate from year to year. To ensure curriculum coverage and to avoid repetition, classes work within a rolling programme, which will be reviewed regularly.

This is a guide to what the children will be learning. Topic titles and content may be adjusted according to the children's needs and interests, as well as any special local, national or international events.

Included in the rolling programme of topics are all of the subjects that we teach. Whenever practical, we integrate subjects with the topic. This gives context, meaning and purpose to children's work, learning activities and outcomes.

Year 1/2 - A						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Secrets for Success	Trying new things, working hard, concentrating, paying attention, listening, improving, understanding others and not giving up.					
School Values	Our Learning Behaviours for Success: Responsibility, Respect, Kindness and Respect					
Memorable Experience	Visitor	Animal Man Visit Children to bring parts in.	Nature walk at Nelson Forest	Dragon egg visit at school	Fire Station visit	Visit to Dawlish Beach
Literacy	Half Love Rally's worry Conker the character The world made a rainbow	Read <i>Augustus and his Perfect Pet</i> and how to take a fox Write letters, describe Augustus feelings and describe real and imaginary animal	Read: Can a penguin ride a bike? One sunny night The Great Explorer - Chris Lloyd Non-fiction Narrative - description?	Read: Tell me about a dragon and dragon Mashie Write	Read: Toby and the great fire of London by Margaret Nash and The Queen's Children Write diary entries and letters/newspaper reports, imagining they were there.	Read: The Light House Benjamin Lewis, The Moonwalkers, India Lightfoot Write a set of instructions on how to make a pencil box. Write a setting description of the sea and beach.
Science Year 1/2 focus	Animals, including humans identify, name, draw and label the basic parts of the human body and the animal each part is associated with each sense.	Animals, including humans identify and name a variety of common animals including the amphibians, reptiles, birds and mammals. Describe and compare the structure of a variety of animals. Identify and name a variety of common animals that are	Seasonal Changes Observe changes across the four seasons. Describe and describe the weather associated with the seasons and how day length varies.	Everyday Materials Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock. Describe the simple physical properties of a		Identify and name a common wild and garden plant. Identify and describe the basic structure of a variety of common flowering plants including trees

Reception Curriculum Map						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
						
Characteristics of effective learning	Develop confidence, enthusiasm, independence, resilience, perseverance, responsibility and kindness					
School Values	Honesty, Respect, Responsibility and Kindness					
Curriculum Goals	Settle in and become a confident learner	Be an active listener	Explore different possibilities	Settle in and become a confident learner	Be an active listener	Explore different possibilities
British Values	<p>Tolerance, politeness and mutual respect are at the heart of our aims, ethos and RE curriculum.</p> <p>The importance of rules and laws. - Our pupils are taught to respect the rules in place through different religions.</p> <p>Individual liberty - Our pupils are encouraged to know, understand and experience their rights and personal freedoms and are taught how to utilise these safely.</p> <p>Democracy - Pupils are advised and are taught to actively to each other, respecting the right of every individual to have their opinions and voices heard.</p> <p>Mutual respect for and tolerance of those with different faiths and beliefs, and for those without faith.</p> <p>Tolerance, politeness and mutual respect are at the heart of our aims, ethos and RE curriculum.</p>					
Memorable Experience	Visit from a dentist dental hygienist Should you should we look after our pet?	Remembrance Day visit to see the display in the local church	Wintery walk around the village (localities looking for signs of winter)	Woodland visit - visitors Forest	Train ride	Visit the beach/beachfront attraction
Communication and Language	<p>We recognise the crucial role that language plays in developing language, understanding and relationships.</p> <p>Ongoing - model interactions - model writing, how we play - provide and expect children to use these sentences - 'I particularly enjoyed it when...', 'I really like...', 'I really like...', 'I really like...'</p> <p>Use the pictures stimulus, only after they have identified the main focus, themes and general opportunities to try and explain the words/words well.</p> <p>Listen attentively Vocabulary of position and direction</p>					
Literacy	CLPE: Who's who's there? - Errol's Garden Yes please Only one you I'm not Let's make faces	The 10 Headed Dragon King	Lost and Found Penguin Small One Snowy Night Tina and Zee: the two polar bears	Little Red Riding Hood CLPE: The tree	Wendy's journey Mr. Gump's Journey Sneezing and the Whistle CLPE: Big Crab, Little Crab Naughty Bus	Billy and the Unlucky Lighthouse Keeper's Lunch Tiddler CLPE: Big Crab, Little Crab Connection in the Ocean

Assessing Attainment and Progress

- ▶ Assessing where children are with their learning is essential to understand what they need to learn next.
- ▶ At Kenton, we have a range of assessment methods.
- ▶ There are the statutory key assessments at the end of Early Years, Year 1 Phonics, KS2 SATs, Year 4 multiplication tests and KS2 SATs.
- ▶ These summative assessments are supplemented with a wide range of formative assessments - activities and tasks that are observed to ascertain where a child or group of children are with their learning which enables teachers to plan the children's next steps.



What does our learning look like?



What do our learners say?

It helps me when I learn different ways of solving problems

Active lessons helps me learn and keep me focused

I like to know exactly what I am learning, and if I have been successful in a lesson

Crafting is my favourite - I love creativity

