

Curriculum Overview

RATIONALE

In line with our mission statement, 'Everybody Can Be Somebody' all pupils, irrespective of social background, culture, race and gender have an entitlement to a range of areas of learning; and to opportunities to develop knowledge, understanding, skills and attitudes which will contribute to their self-fulfilment and development as active and responsible lifelong learners and future citizens.

AIMS

- To provide access to a broad and balanced curriculum
- To aim for the best possible quality of learning for all pupils
- To fulfil statutory requirements

GUIDELINES

EARLY YEARS FOUNDATION STAGE

The curriculum for the children in the Reception class is based on the Early Years Foundation Stage (EYFS) Guidance. The EYFS Profile summarises and describes children's attainment at the end of the EYFS. It is based on ongoing observation and assessment in the three prime and four specific areas of learning, and the three learning characteristics:

The prime areas of learning:

- communication and language
- physical development
- personal, social and emotional development

The specific areas of learning:

- literacy
- mathematics
- understanding the world
- expressive arts and design

The characteristics of effective learning:

- playing and exploring
- active learning
- creating and thinking critically

In each area of learning there are Early Learning Goals (ELGs) that establish expectations for most children to reach by the end of the Reception year. For each ELG, the class teacher must judge whether a child is meeting the level of development expected at the end of the Reception Year (expected), exceeding this

level (exceeding), or not yet reaching this level (emerging). Assessments will be based primarily on observation of daily activities and events. Assessments will take into account a range of perspectives including those of the child, parents and carers and other adults who have significant interactions with the child.

At Courtland all areas of learning are delivered through a balance of adult led and child initiated activities. The learning environment, both inside and out, is carefully planned for, well organised and well-resourced for the children to have rich and stimulating experiences. It provides the structure for teaching within which children are free to explore experiment, plan and make decisions for themselves enabling them to learn and develop.

KEY STAGES 1 and 2

English

The overarching aim for English is to promote high standards by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment. At Courtland we aim to ensure that all pupils:

- Read easily, fluently and with good understanding
- Develop the habit of reading widely and often, for both pleasure and information
- Acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- Appreciate our rich and varied literary heritage
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts and purposes and audiences
- Use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- Be competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken Language:

The Curriculum reflects the importance of spoken language in pupils' development across the whole curriculum. Spoken language underpins the development of reading and writing. The quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers ensure the continual development of pupils' confidence and competence in spoken language and listening skills. They should develop a capacity to explain their understanding of books and other reading and to prepare their ideas

before they write. Pupils should also be taught to use the conventions for discussion and debate. Statutory requirements for all aspects of Speaking and Listening are reflected in our planning.

Reading:

Key Stage One and Two programmes of study consist of two dimensions:

- **Word reading**
- **Comprehension** (both listening and reading)

The teaching at Courtland focuses on developing the pupil's competence in both of these areas. At Courtland we use the Jolly Phonics and Jolly Grammar schemes, supplemented with ORT Phonics books. We also use Read, Write, Inc as a 1-1 intervention programme for those children who need support. Skilled word reading involves the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Understanding that the letters on the page represent the sounds in spoken words, is why the teaching of Phonics are emphasised in the early teaching of reading to beginners when they start school. Good comprehension stems from linguistic knowledge (in particular vocabulary and grammar) and from knowledge and understanding of the world. Comprehension skills develop through the pupils' experience of high quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction to develop their knowledge and to establish an appreciation and love of reading. This is done in a cross-curricular way. Reading widely and often increases their vocabulary because through this they meet words that they would rarely hear and use in everyday speech. Reading also feeds the children's imaginations and opens up a world of wonder for their curious young minds. It is vital that by the end of their Primary education all pupils are able to read fluently and with confidence.

Writing:

As with Reading, Key Stage One and Two programmes of study for Writing consist of two dimensions:

- **Transcription** (spelling and handwriting)
- **Composition** (articulating ideas and structuring them in speech and writing)

It is vital that we develop the pupils' competence and confidence in both of these areas. They should also be taught how to plan, revise and evaluate their writing.

These skills are incorporated into the Programmes of Study for composition. Writing down ideas fluently depends on being able to use effective transcription i.e. spelling quickly and accurately through knowing the relationships between letters and sounds (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves articulating and

communicating ideas and organising them coherently for the reader. This requires clarity, awareness of the audience, purpose and context. Writing also depends on fluent, legible and eventually speedy handwriting.

Spelling, Vocabulary, Grammar and Punctuation

The Curriculum gives an overview of the specific features of the above, that should be taught in each year group.

It also refers to:

- developing the pupils' vocabulary
- teaching them to control their speaking and writing consciously and to use Standard English
- teaching the spelling lists advised for each year group
- teaching the features of language for each year group

Throughout the programmes of study, teachers will teach the vocabulary that is needed for discussing their reading, writing and spoken language. It is important that pupils learn the correct grammatical terms in English and that these terms are integrated into our teaching.

Planning 2015

All teachers have been involved in developing their English weekly/termly plans to include:

SPAG, Comprehension, Performance Poetry and Story-telling appropriate to their year group as well as placing an emphasis on reading for pleasure and teaching library skills

Mathematics

Key Stage 1

The principal focus of mathematics teaching in key stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including with practical resources [for example, concrete objects and measuring tools].

At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

By the end of year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency.

Pupils should read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

Lower Key Stage 2

The principal focus of mathematics teaching in lower key stage 2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.

By the end of year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work. Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

Upper Key Stage 2

The principal focus of mathematics teaching in upper key stage 2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

By the end of year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.

Pupils should read, spell and pronounce mathematical vocabulary correctly.

Science

The purpose of study for Science in the National Curriculum provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Pupils develop; scientific knowledge and conceptual understanding, scientific enquiry skills and the uses and implications of science.

The curriculum map specifies which units are to be covered when. The units are supported by a variety of resources including classroom resources for practical work and LCP resources (for teachers) for KS1 and KS2. Science is timetabled once a week or units of work are blocked in order to facilitate and enhance children's learning, especially through investigation. Where possible aspects of Science have cross curricular links and children are encouraged to work independently and creatively when undertaking investigative work. The units covered are monitored by the coordinator and examples of children's work throughout the school are displayed in the classrooms. Visits include trips to the local area, Moat Mount and The Science Museum.

Computing

We are following the new draft Barnet Computing framework, which incorporates: Programming and Computer Science, Creative use of Information Technology and E-Safety and Digital Literacy. This will be taught through other areas of the curriculum where possible. We have an interactive white board in every classroom, enabling computing to be used on a daily basis through all other subject areas.

We try to embed ICT into the curriculum throughout the year, and each class from Year 1 to Year 6 has a slot available in the computer room each week in addition to having access to class laptops, to further support other areas of their learning as appropriate and practicable. Class teachers can 'book' extra sessions as and when they are needed. The children in Reception and Year 1 do most of their computer learning within the classroom environment as part of their daily learning, including the use of six school laptops in Year 1.

The school operates a Managed Learning Environment (MLE) enabling all children and parents from Year 1 to Year 6 to access information or activities, relevant to the curriculum in each year group, at home. Extra access and time will be given to children who do not have computers or the internet at home or who lack confidence within a class, as identified by the class teacher. In Reception, Tapestry - an online learning journal is used to share information between children, parents and their teacher.

E-Safety

At Courtland we want to empower children by equipping them with the skills and knowledge they need to use technology safely and responsibly, and managing the risks wherever and whenever they go on line. E-safety issues are therefore taught throughout the year using the Boroughs Online Research, Communication, Publishing and E-Safety scheme of work as a guide.

History

The teaching of History is based on historical events and people from the Dinosaur era through to World War 2. Case studies are undertaken in KS2. Cross curricular links, especially with Literacy, are encouraged with the provision of resources (e.g. Nicolas Roberts packs which link Literacy, History and group reading books for non-

fiction which cross reference with learning in History). Drama and role-play are also important elements used in making History more relevant and 'real' for the children. In Year 2 there is a Victorian day and class assemblies are often based around historical themes. History is taught in blocks, alternated with Geography. Visits to historical locations and museums are encouraged, as are inviting specialists into school. At the teachers' discretion we have the opportunity for year groups to join together in a rolling programme to enable synchronised teaching of different aspects of history.

We are able to borrow historical artefacts from the Barnet Loans service.

Geography

In Geography we aim to provide activities for the children which will stimulate interest and curiosity in their environment and raise awareness and appreciation of the world in which they live.

The National Curriculum for Geography is taught through locational and place knowledge, human and physical processes and some technical procedures.

Opportunities will be provided for the children to investigate their local area and to compare and contrast it with other areas in the UK and abroad.

Resources such as maps, photographs and atlases will be used to develop the children's geographical skills and appreciation of places and geographical features.

Cross curricular links with other subjects are embedded wherever possible and practicable. The curriculum map has been drawn up in order to link related areas of learning such as those found in Science, History and RE. We often integrate Geography with focus weeks and motivational days to enhance a more creative and broad-based learning.

We encourage environmental awareness through the use of recycling boxes in every classroom and have developed a vegetable and wildlife garden in the outside area.

Visits include trips to the local area, Moat Mount and the seaside.

Design and Technology

D&T is an inspiring practical subject that encourages children to develop their creative skills through planning and designing, making and evaluating a product that meets a perceived need. In Years 2 to 6, D&T is usually timetabled in alternate half terms often blocked with Art & Design. Reception and Year 1 teach construction activities on a more regular basis linked with other subjects.

Children are encouraged to evaluate final pieces and look for improvements. Photos of final pieces and class displays are used to identify progression. With the new National Curriculum the principles of nutrition and learning how to cook have been introduced.

Art and Design

Art and Design is an essential creative and practical subject which encourages skills through experimenting, planning, designing, completing a finished piece of work and evaluating it. There is great scope for cross-curricular links and children are

encouraged to work using a variety of materials and techniques. Classes also study the life and work of artists and study their specific styles to produce their own interpretations. Progressions in skills are monitored through Art books and shown with yearly Art tasks in which all classes draw an object in their Art books on the same theme.

Every year Year 6 complete an art project with a visiting artist which is displayed in the school. Trips to art galleries and art workshops are also encouraged.

Music

We have a Specialist Music teacher who works with us every Wednesday afternoon and all day Thursday and Friday to deliver our main music curriculum.

The music curriculum is taught using ideas drawn from the Music Express program, The Voices Foundation involving Kolody teaching techniques, and other sources to complement the curriculum. KS2 are continuing to study the '10 pieces' initiative provided by the BBC. They will continue to watch the specially made film introducing them to 10 chosen pieces of classical music. This will be followed up with lessons learning about the 10 pieces and creating their own creative responses to the music which may be showcased on the BBC web page.

Children are encouraged to create their own music working in small groups and are introduced to a variety of musical styles ranging from Classical music to music from around the world. Pupils are encouraged to perform for their class if they are studying a solo instrument, giving them a chance to perform and inspire others to learn an instrument. Musical productions (Infants in the Autumn Term; Juniors in the Summer Term) and assembly singing provide opportunities for children to sing together and in front of an audience.

One Junior and Infant year group or the choir also has the opportunity to participate in the Barnet Music Festival. The choir meet to sing together on Thursday lunchtime and Friday mornings and have the opportunity to get involved in other opportunities that arise, such as school music concerts, making a school cd, singing at the Christmas Fair, in music assembly and at other external events.

Pupils are assessed in line with the school system of whether they are developing secure or exceeding in the subject.

Peripatetic teachers take individual children for instrumental tuition. Instruments offered are singing; working towards Trinity music exams, piano and guitar, this is paid for by parents. There is also an opportunity for one class to have whole class instrumental tuition for a term which is paid for by BEAT.

Physical Education

Teachers at Courtland use the LCP and Val Sabin scheme of work (for Gymnastics and Dance) which is based on National Curriculum programmes of study. Teachers may also from time to time supplement units, using alternative schemes of work. Sport Coaches from 'All for Sports' deliver Games and Athletics which is also based on National Curriculum Programmes of study.

Areas of learning and timings are identified on the Curriculum Map. All classes from Years 1 - 6 are timetabled for two PE lessons per week. Foundation Stage has one scheduled PE session a week and in addition to this most of their learning is covered outdoors over the course of a year.

Children in Year 3 have an additional 30 minute swimming lesson every other week with a qualified swimming instructor at Northway School.

All children have additional physical development opportunities through structured play, use of apparatus in hall and in the playground as well as using the gym trail in the front garden.

During P.E sessions, leadership is encouraged through allowing children to set out equipment as well as leading warm up sessions.

In addition to this Children have opportunities to take part in structured 5- minute exercises like 'Just Dance' and '5 a day TV' sessions and Brain Gym between subject breaks.

Aspects of PE relating to outdoor and adventurous activities are taught through a residential visit to P.G.L in Year 6 and may also be taught through focus weeks.

In addition to the time-tabled curriculum, additional sports training and sessions may be delivered from time to time when outside organisations and clubs from the local area have been given extra funding. A PE Sports Apprentice also delivers additional structured activities on the playground, to support children who may benefit from additional physical activity or have SEN needs as well as running multi-skills sessions to develop gross motor development in the Foundation Stage. Competition in P.E and Sport is encouraged through Virtual Challenges, inter-school and intra-school events e.g. cross country, football matches, netball matches as well as our annual Sports Day. Staff also take part in physical activity with children during our 'marathon training' by running a mile a week.

As part of developing leadership skills, Year 5 pupils are trained the term before entering Year 6 as young Leaders to support physical activity in the playground with a Teaching Assistant when they begin Year 6.

Extra-curricular activities e.g. Netball, football, gymnastics, Street Dance, Cheerleading, Running Club, Tennis, Karate and Table Tennis also support the PE curriculum. Some of these are provided by outside organisations.

There is a PE noticeboard to highlight physical activity successes, clubs, local sporting facilities and competitions.

Religious Education

Children learn in groups or whole class sessions how faiths influence individuals, communities, society and the world. At Courtland we follow the Barnet Scheme of Work/locally agreed syllabus. Units are taught either weekly or in blocks of time, often alternating with PSHE.

All children (with the exception of Reception children in the first few weeks) have four timetabled assemblies per week with topics covering a wide range of issues. On the remaining day, classes have Circle Time and through that are encouraged to

reflect on moral, social and spiritual matters, and to develop social, emotional and behavioural skills. Children have opportunities to visit places of worship and these are timetabled on the curriculum map. A wide range of guest speakers from different community groups are regularly invited to assemblies to share their beliefs, thus developing a wider appreciation of different cultures within the community from our pupils. Parents have the right to withdraw their children from assemblies.

French

French is taught to all children in KS2 by a Specialist French Teacher on Friday mornings in 30 minute slots. Y4 9.30-10.00, Y6 10.10-10.40, Y3 11.00-11.30 and Y5 11.30-12.00. The class teacher stays and observes/takes part in the lessons so that they can reinforce what has been taught at other times of the week. This approach allows teachers to develop learning on a little and often basis. When required, MFL has also been included in our School INSET programme, Focus Week and Motivational Day planning.

Based on Documentation for the Key Stage 2 Languages Strategy, the French curriculum covers many aspects over 4 years of study including cross curricular links. French schemes of work and lesson plans divided into topics have been produced and are in line with the Languages Ladder, incorporating differentiation. Pupils are assessed in the four skills of Speaking, Listening, Reading and Writing. This is in line with the school system of whether the assessment is well-met, met or met with support. With MFL now being a compulsory element of the KS2 Curriculum, pupils will begin to become more aware of their grade on the Languages Ladder and in Year 6 they will be given a record of their highest grade achieved in each skill.

There is a French display board for information, latest websites and pupils' work. A French room on the MLE has also been set up so that children can continue their learning of French at home

Sex Education

Sex and relationships education forms part of the Courtland PSHE scheme of work and incorporates elements of the Science Curriculum. Human growth and reproduction are scheduled to be taught in Year 5. Parents are invited into school to view the materials which will be used. These lessons are delivered by the Welfare Officer and the class teacher. Parents are informed of their right to withdraw their children from this aspect of the curriculum.

PSHE/SEAL and Citizenship

The SEAL and PSHE programmes are addressed through the Courtland Scheme of work, which includes various programmes of study, the SEAL programme, and other aspects of school life such as assemblies. Citizenship is an implicit part of this policy. Visitors from the wider community (eg Metropolitan Police Schools Liaison Officers, London Transport, London Fire Brigade, members of religious and charitable

organisations), Circle Times, School Council and elements of the literacy curriculum also address aspects of education for citizenship.

There is a weekly assembly devoted to SEAL for KS2 and the 'thought of the week' is posted in every classroom so that the children can work towards achieving that objective over the week. Parents are informed of this in the newsletter, which goes out every Wednesday. Children from KS2 are encouraged to participate and prepare assemblies of their own.

CURRICULUM PLANNING

The Curriculum Map provides the long term overview of provision in each year group. Units of work are grouped together thematically where possible in order to provide links in learning and take advantage of cross curricular learning opportunities.

Allocation of certain topics/units of work to particular terms may be in order to facilitate field work. Teachers are free to adjust their curriculum map in consultation with the Headteacher and/or subject leaders, although the duty to meet statutory and school requirements by the end of the year remains the same.

The weekly timetable for each class gives a general indication of coverage. However, there is flexibility and teachers are free to 'block' lessons in Science, RE, History, Geography, Art & Design and Design Technology if they feel it is in the best interests of the children's learning. Such 'blocking' must be made clear in the medium term plans which are in the planning folders on the MLE..

MONITORING THE CURRICULUM

Copies of weekly plans for English and Mathematics and medium term planning overviews are saved in the shared area of the MLE.

Subject leaders have a responsibility to monitor planning to check that statutory requirements are being met and to identify opportunities for supporting and enhancing the work of colleagues.

CURRICULUM DAYS/FOCUS WEEKS

Three or Four times a year, the School has special curriculum 'celebrations'. Normal timetables are suspended for a day or adjusted for the week and activities planned to celebrate something e.g. Art from different cultures or to raise the profile of something e.g. reading, science investigation. The focus weeks for the year are decided at the School Improvement Planning INSET day in Sept. Then they are recorded in the yearly school improvement plan and communicated to parents via the weekly newsletter.

FUTURE DEVELOPMENTS

The school's long term plans include reference to curriculum development. It is anticipated that changes will be made in order to utilise the profession's increasing knowledge and understanding of what enhances children's learning. The Introduction of a new assessment spreadsheet should enable us to streamline our record keeping.

We will continue to work on the changes we made and tweak our practice throughout this year. This has been a major change for all staff and it needs time to embed. In addition to these changes we will also be embedding any new technologies to enable us to deliver more a personalised learning approach.

Curriculum Overview

Set Up: October 2003 (A McClimont and Subject Leaders)
Reviewed: September 2004, (L Walker and Subject Leaders)
September 2006, (L Walker and Subject Leaders)
September 2007 (L Walker and Subject Leaders)
September 2008, (L Walker and Subject Leaders)
September 2009 (L Walker and Subject Leaders)
September 2010, (L Walker and Subject Leaders)
September 2011, (L Walker and Subject Leaders)
September 2013 (L Walker and Subject Leaders)
(Moved to biannual cycle but new curriculum was introduced)
September 2014 (L Walker and Subject Leaders)
September 2015 (L Walker and Subject Leaders)
September 2017 (L Walker and Subject Leaders)

Date of next review: September 2019