



Curriculum Information Evening

6th October 2022



We believe that our curriculum delivers exciting and inspirational learning experiences to all pupils which is greatly enhanced by our outdoor learning in both continuous provision and Forest School.



The curriculum's breadth and richness will prove to be instrumental in improving pupils' progress. It aims to inspire pupils and raise aspirations for the future and educate them on inclusion.

Parent Drop-in Mornings



Parents are invited in to school every half term for a morning a view books.

As well as this, we have our parents evenings in November and March.

The next parents evenings will be on 8th and 9th November 3:30-6:30pm. You will receive a letter very soon giving you time slot options to book with your child's teacher.

The School Day 8:20am - 3pm



	Monday	Tuesday	Wednesday	Thursday	Friday
Weekly Timetable	8:20 Register	8:20 Register	8:20 Register	8:20 Register	8:20 Register
	8.30 Morning Work Activity	8.30 Morning Work Activity	8.30 Morning Work Activity	8.30 Morning Work Activity	8.30 Morning Work Activity
	8:50 brain gym /comfort break	8:50 brain gym /comfort break	8:50 brain gym /comfort break	8:50 brain gym /comfort break	8:50 brain gym /comfort break
	9-9.30 Phonics	9-9.30 Phonics	9-9.30 Phonics	9-9.30 Phonics	9-9.30 Phonics
	9.30 - 10.00 Book Club	9.30 - 10.00 Book Club	9.30 - 10.00 Book Club	9.30 - 10.00 Book Club	9.30 - 10.00 Book Club
	10.00-10.45 English	10.00-10.45 English	10.00-10.45 English	10.00-10.45 English	10.00-10.45 English
	10:45-11:00 Morning Play	10:45-11:00 Morning Play	10:45-11:00 Morning Play	10:45-11:00 Morning Play	10:45-11:00 Morning Play
	11:00 - 11:15 - M&O maths	11:00 - 11:15 - M&O maths	11:00 - 11:15 - M&O maths	11:00 - 11:15 - M&O maths	11:00 - 11:15 - M&O maths
	11:15-12:00 Maths	11:15-12:00 Maths	11:15-12:00 Maths	11:15-12:00 Maths	11:15-12:00 Maths
	12:00-1:00 lunchtime	12:00-1:00 lunchtime	12:00-1:00 lunchtime	12:00-1:00 lunchtime	12:00-1:00 lunchtime
	1:00-1:15 Story time	1:00-1:15 Story time	1:00-1:15 Story time	1:00-1:15 Story time	1:00-1:15 Story time
	1:15 - 2.30 Topic	1:15 - 2.30 Topic	1:15 - 2.30 Topic	1:15 - 2.30 Topic	1:15 - 2.30 Topic
	2:30 - 2:50 Assembly	2:30 - 2:50 Assembly	2:30 - 2:50 Assembly	2:30 - 2:50 Assembly	2:30 - 2:50 Assembly
	3pm Home time	3pm Home time	3pm Home time	3pm Home time	3pm Home time

Morning work comprises of a carousel of activities: handwriting, spellings, maths, a current topic retrieval activity and a past topic retrieval activity.



The early years children follow the Early Years Foundation Stage Statutory Framework.

Our Key stage One children follow the National Curriculum.

The Early Years Foundation Stage Statutory Framework



There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the **prime areas**:

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

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The **specific** areas are:

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

Early Years Provision- how this looks in the classroom



Until Christmas, foundation stage children focus on the Prime areas, developing independence and phonics. The aim is for all children to be blending by Christmas.

In Red Base currently, you will see the children being very busy 'playing' in the class areas.....what the children don't realise is that all of this play is planned to link to the learning for the week; gross motor skills in PE, how many children can we squeeze in a hoop? (There's your maths!). Pink playdough, wood and straw for re-enacting the Three Little Pigs story, 3 dimensional maps of the garden - this meets the geography criteria.



From January, the structure is increased. Reading is already being done in groups but now the writing begins! Children will be segmenting their own words, sentences will be orally told and then written labels will appear on everything!

Structure will be added to provision as children rotate around the areas on given times / days. Pencil control will become more refined.

By the end of Reception, the children will be equipped with all of the foundation skills to embrace the next curriculum.

The National Curriculum

The National Curriculum for Key Stage One is defined by subjects.

For each subject, there is knowledge and skills that need to be taught.



Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

Schemes That We Use



We have invested in schemes of learning. The ones we use are approved by the Department for Education. This reduces workload for the subject leaders and provides school with quality planning and resources to follow.

We use:

White Rose Maths Scheme

Sheffield SACRE Scheme (Standing Advisory Council for Religious Education) - the children will learn from the principal religions represented in the UK; Christianity, Islam, Hinduism, Sikhism, Buddhism, Judaism

Jigsaw - which covers Personal, Social, Health and Economics as well as Relationships and health education.

Schemes That We Use



Little Wandle Phonics Scheme

We buy into the Arches School Sport Partnership Programme and follow the Get Set 4 PE scheme.

Out of the Ark Music Scheme

Teach Computing Scheme

Our Subject Leaders



Subject/s	Subject Leader
Jo Jones	English / Art / Special Educational Needs Coordinator
Susan Jones	Geography / History / Design and Technology
Gail Hutt	Music / Religious Education / Physical Education / Spiritual, Moral, Social, Cultural,, physical and mental / Personal, Social, Health and Economic / Physical Education
Alice Craven	Science
Helen Downham	Maths
Di Sharkey	Early Years Lead / Reading / Phonics
Sarah Hawley	Computing



The focus is currently very much on the Intent, Implementation and Impact of the curriculum.





The intent of the curriculum is that which we intend to teach your children.

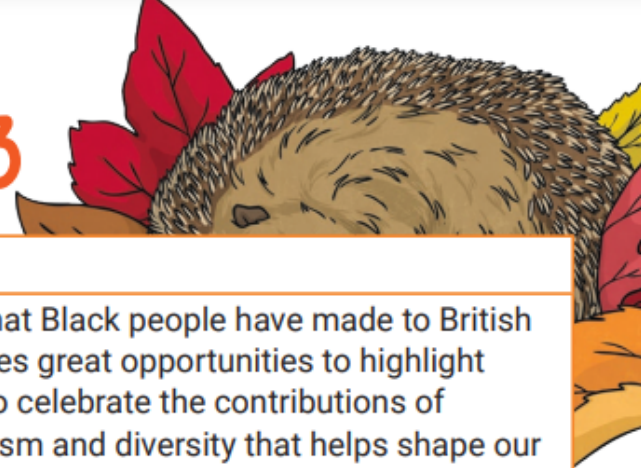


This is carefully planned and monitored and is a mixture of National Curriculum Objectives which are statutory, pupil voice (what your children would like to learn within a given topic), enrichment opportunities (trips, visitors, after school opportunities), British Values and Spiritual, Moral, Social and Cultural events.



October 2022

SMSC Events Calendar 2022/2023



Date	Event	Focus
October 1 st - 31 st	Black History Month	A month to celebrate the outstanding contributions that Black people have made to British society, whether that be today or historically. It provides great opportunities to highlight key moments in Black British history. It is important to celebrate the contributions of everyone to our society and support the multiculturalism and diversity that helps shape our communities.
October 1 st - 31 st	The Big Draw	The Big Draw Festival is an annual, worldwide celebration of drawing that takes place throughout October. It promotes drawing as a universal language and a tool for uniting people across all backgrounds, generations and borders.
October 1 st - 31 st	Walk to School Month	A month to explore the positive impact of reducing vehicle use and emissions on the environment and climate.
October 3 rd	World Habitat Day	A day organised by the United Nations to reflect on the state of our habitats, and on the basic right of all to adequate shelter. The day is also intended to remind the world that we all have the power and the responsibility to shape the future of our cities and towns.
October 4 th	World Animal Day	A day to promote the rights of animals and to raise the standard of animal welfare across the world.
October 7 th	World Smile Day	A day to do a simple act of kindness for someone to make them smile and to explore the positive impact this has on emotional and mental wellbeing.
October 10 th	World Homeless Day	A day to draw attention to homeless people's needs locally and provide opportunities for the community to get involved in responding to homelessness.
October 10 th	World Mental Health Day	A day dedicated to promoting the understanding of mental health, education, awareness, and advocacy.
October 16 th	World Food Day	A day to promote healthy diets and work towards eradicating hunger issues by 2030.
October 17 th	International Day for the Eradication of Poverty	A day organised by the United Nations to consider how we can end persistent poverty, respect all people and the planet.
October 20 th	World Values Day	A day to increase the awareness and practice of values around the world.

Intent - Our Learning Challenge Curriculum Questions



We like to involve our children in the design of our Curriculum and therefore they get to contribute to the topic questions:



Learning Challenge Curriculum Questions 2022/23

Autumn 1 About Me <i>Who Lives Here?</i> Geography focus Science - materials and the human body	Spring 1 <i>Why Do Kings and Queens Live in Castles?</i> History DT	Summer 1 <i>How can we save our world?</i> Art Science Geography (Each class to focus on a different part of the world).
Autumn 2 Festival <i>How are stars made?</i> RE Art	Spring 2 <i>Can you grow your dinner?</i> Science - plants DT - cooking and nutrition	Summer 2 <i>What's At The Bottom of the Ocean?</i> Science - sea creatures / habitats English - Information Texts - Leaflets
Seasonal Change.....observe a tree		
observe and describe weather associated with the seasons and how day length varies.		

Intent - Our Curriculum Overview - Year Plan 2022-2023



KEY	
Green text	FS2
Purple text	Y1
Black text	Y2
Blue text	KS1

Autumn 2	How Are Stars Made? Art / History/ RE/	
Enrichment	Remembrance Service Christmas celebrations Pantomime Christmas Production - The Nutcracker	
Keeping safe in school	Firework safety	
School value	Persevere, don't give up!	
SMSC	Black history Month / Diwali	
UTW:	<ul style="list-style-type: none"> To recognise that people have different beliefs and celebrate special times in different ways. To recognise some similarities and differences between life in this country and life in other countries. To explore the natural world around them To understand the difference between light and dark. To explore different sources of light 	<p>Art</p> <ul style="list-style-type: none"> To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. <p>Computing</p> <ul style="list-style-type: none"> Creating media – digital painting
C&L	<ul style="list-style-type: none"> To retell the story once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. To Listen and talk about stories to build familiarity and understanding. 	<p>History</p> <ul style="list-style-type: none"> To learn about events beyond living memory that are significant nationally or globally (eg the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries) <p>Computing</p> <ul style="list-style-type: none"> Creating media – digital photography
Literacy	<ul style="list-style-type: none"> To read some letter groups that each represent one sound and say sounds for them. To read a few common exception words matched to Little Wandle phonics scheme. To read individual letters by saying the sounds for them. To blend sounds into words so that they can read short words made up of known letter-sound correspondences. To form lower-case and capital letters correctly. To spell words by identifying the sounds and then writing the sound with the letter/s. 	

Intent - Subject Long Term Plans



Geography Curriculum Coverage Long Term Plan

Curriculum Design for Geography

Geography Intent

We aim to deliver a high-quality geography curriculum that educates all children on the unique geography of Sheffield as a 'green' city and its place in the wider world. Children will develop an understanding of core subject knowledge enabling them to form their own opinions on key geographical issues, including those local to them such as litter and recycling, and in a wider context such as climate change. Where possible, visits and visitors will be used to inspire interest and peak curiosity.

Whilst all school values are essential in our curriculum delivery, geography specifically supports the values of:

- Consider, understand others and be polite
- Imagine - dream, believe, achieve!

Geography Implementation

Geography follows the National Curriculum; objectives are delivered through half termly question based topics. Enrichment opportunities are planned to engage children into their learning before working through a topic-based approach. Geographical concepts ensure skills specific to Geography are taught each and every year and are based in the aims of the national curriculum. The curriculum makes use of prior knowledge and provides clear references on how learning will be used in future topics. Where appropriate, at the end of the topic a high-quality 'outcome' is shared with parents and/or the school community. Children will enjoy school trips, welcome visitors and carry out fieldwork- all of which works to enrich their experience within Geography.

Geography Impact

Children will know more, remember more and understand more about Geography. This is evidenced through pupil voice, monitoring and looking at outcomes, which are measured by looking at whether children are working below, at or above the national standard. Children are to retain prior-learning and explicitly make connections between what they have previously learned and what they are currently learning.

Intent - Subject Long Term Plans



Progression of Knowledge

	Year 1	Year 2	Year 3
Long Enquiry	Seasonal and daily weather patterns. Children will use Forest School sessions to observe, measure and record the seasonal and daily weather patterns in Broomhill and Sheffield. Each class will choose a tree in the school garden and closely observe and record seasonal changes.		Children will build on their substantive knowledge of seasonal and daily weather patterns from KS1 to develop an understanding of the water cycle and analyse data they have collected to answer questions.
End point	By the end of Key Stage 1, children will: ✓ Locate their town on a map and talk about key geographical features. ✓ Name continents and oceans on a world map. ✓ Know the four seasons and the weather associated with it. ✓ Name for four countries of the UK and some major cities and rivers. ✓ Understand how maps represent locations. ✓ Understand how data supports geographical interpretation.		

Intent - Subject Long Term Plans



Disciplinary knowledge is the action taken within a particular subject to gain knowledge.

Disciplinary Knowledge

Location knowledge		Place knowledge		Human and Physical geography		Geographical skills and fieldwork	
EYFS		EYFS	<ul style="list-style-type: none">✓ I can talk confidently about my local community.✓ I can talk about similarities and differences between life <u>In</u> this country and other countries.	EYFS	<ul style="list-style-type: none">✓ I can care for the natural world.✓ I understand the effect of changing seasons.✓ I can talk about the daily weather and predict tomorrow's weather.	EYFS	<ul style="list-style-type: none">✓ I can draw information from a simple map.✓ I can find out about and explore my local environment.

Intent - Subject Long Term Plans



Location knowledge		Place knowledge		Human and Physical geography		Geographical skills and fieldwork	
KS1	<ul style="list-style-type: none">✓ I can ask and respond to simple questions about places.✓ I can use simple geographical vocabulary to refer to landmarks.✓ I can locate the 7 continents and 5 oceans on a world map.✓ I can locate places studies on maps.✓ I can name the 4 countries of the UK and the 4 capital cities.	KS1	<ul style="list-style-type: none">✓ I know Britain is an island and is part of Europe.✓ I have studied my hometown in terms of key features such as city, countryside, farm, woodland and river.✓ I can compare my locality to another non-European country using written evidence and pictures.✓ I can use simple vocabulary (e.g. hill, road, coast)✓ I ask and answer simple questions such as "what would it be like to live in this place?"	KS1	<ul style="list-style-type: none">✓ I can investigate physical and human features of my surrounding environment.✓ I can apply my knowledge of physical and human features to selected countries in the world.✓ I understand key human features of places studied including city/ shop/ park/ school✓ I can discuss climate change and its impact both locally and in a non-European country.	KS1	<ul style="list-style-type: none">✓ I can describe a locality using my observations.✓ I can use simple resources to research and find out about places.✓ I can recognise simple features of a map.✓ I can use photographs and maps to identify basic features.✓ I can collect information from fieldwork to deepen my understanding.✓ I can complete simple data collecting exercises (surveys, weather charts) and look for patterns.

Content - Subject Long Term Plans



Location knowledge		Place knowledge		Human and Physical geography		Geographical skills and fieldwork	
	✓		✓		✓		<ul style="list-style-type: none"> ✓ I can compare places in terms of geographical features. ✓ I understand the four compass points and can use location language. ✓ I can devise simple maps and use a key. ✓ I can ask questions about my environment and other environments and look for answers. ✓ I can communicate my geographical understanding in different ways (e.g., maps, pictures, films, writing)
Y3	<ul style="list-style-type: none"> ✓ I can ask geographical questions and compare my findings. ✓ I can identify similarities and differences between places using geographical vocabulary. 	Y3	<ul style="list-style-type: none"> ✓ I can explain why people live in cities and why people might decide not to. 	Y3	<ul style="list-style-type: none"> ✓ I can identify the human and physical features across a continent and identify the impact they have on life. 	Y3	<ul style="list-style-type: none"> ✓ I can analyse data I have collected to ask and answer questions. ✓ I can draw detailed field sketches and create symbols and keys.

Intent - Medium Term Plans



Autumn 2

Topic Title

Subject:

Week	1	2	3	4	5	6	7
Key Question	How Are Stars Made?						
School Value	Persevere, don't give up!						
Links to careers							
Enrichment opportunities							
SMSC Links	Black History Month Diwali						
Forest School							
Subject	To know: Lesson:	To know: Lesson:	To know: Lesson::	To know: Lesson:	To know: Lesson:	To know: Lesson:	To know: Lesson::





What has been planned must be taught. This will ensure that the National Curriculum objectives are covered and will be evidenced in pupil's books, in Forest School Books, as photographs on Google Classroom and on the learning walls within the classrooms.



Impact



It is crucial that we monitor the impact of whether the children know more, can do more and can remember more so we have developed an impact monitoring cycle:

Curriculum Impact Monitoring Cycle 2022/2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading / Writing / Phonics / SPaG / S&L	Reading ongoing drop-ins	Reading ongoing drop-ins			Writing ongoing drop-ins	Writing ongoing drop-ins
Maths			Maths ongoing drop-ins	Maths ongoing drop-ins		
Science	Subject Lead Impact Review (Autumn 1 2023)	Subject Lead Impact Review			Subject Lead Impact Review	Subject Lead Impact Review
History				Subject Lead Impact Review		
Geography		Subject Lead Impact Review				Subject Lead Impact Review
Art			Subject Lead Impact Review			Subject Lead Impact Review
Design & Technology	Subject Lead Impact Review			Subject Lead Impact Review	Subject Lead Impact Review	
PSHE						
RE			Subject Lead Impact Review			
IT	Subject Lead Impact Review			Subject Lead Impact Review		
Music		Subject Lead Impact Review			Subject Lead Impact Review	
PE			Subject Lead Impact Review			Subject Lead Impact Review



The subject leader will:

- Check that evidence matches exactly to the intent.
- Check that the children have retained and can recall what they have learned.
- Ensure that any gaps are filled with intervention groups or by re-teaching for those children who haven't retained the learning.



Assessment



Teachers do formative assessments daily, in every lesson. This might be in the form of questioning, quizzes, whiteboards, flashcards, etc.



Summative assessment is done at the end of a block of learning and will involve measuring the retention and recall of previous learning.

There is also the statutory assessments such as the Reception Baseline Assessment, Y2 SATS (Standard Assessment Test) papers and the Y1 National Phonics Screening Check.



The school is accountable to:

- The governing body
- Ofsted



The Governing Body Responsibilities



- Shared sense of purpose
- Clear vision and strategy for the school
- Monitoring the headteacher's implementation of the school strategy
- Leading the development of the team (governors)
- The board has required skills to govern well
- Governors receive appropriate training
- Board members act reasonably and inline with the board's code of conduct
- Board members feel valued and encourage their development
- Performance review of each governor
- Succession Planning
- Chair meetings



The Governing Body Responsibilities



- Build a professional relationship
- To meet regularly
- To ensure that there is a transparent and effective recruitment p
- Governors concentrate on their strategic role
- Oversee and participate in the headteacher's performance review.
- Represent the board with external partners
- Effective complaint management process
- School functions





Ofsted Inspections

An article in Schools Week by James Carr on 12th Nov 2021:

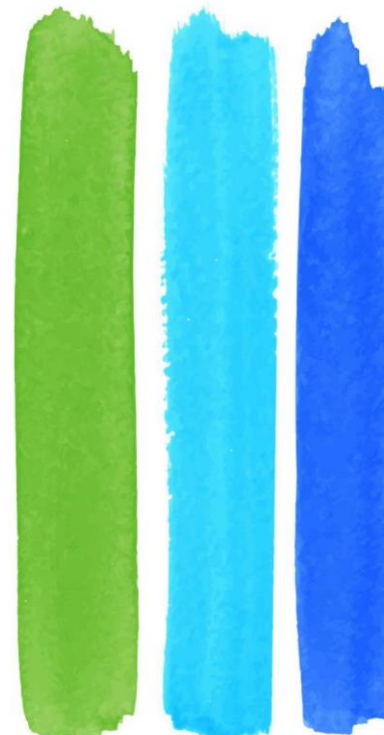
Almost three in four schools previously exempt from Ofsted inspections have been stripped of their 'outstanding' status in the first round of published reports.

Those downgraded have not been inspected for a combined 235 years. Ash Church of England Primary School, in Somerset, was rated 'requires improvement' across the board after it was inspected for the first time in 15 years.

Nearly all of those downgraded were standalone schools – likely to heighten concerns that schools not able to access curriculum support from larger trusts are disadvantaged.

We were last inspected in June 2011.

A standard graded inspection usually lasts two days. However, an ungraded inspection of good or outstanding primary schools and good or outstanding maintained nursery schools with fewer than 150 pupils normally last for 1 day. However, All 'outstanding' schools last visited before 2015 will get a full inspection.





Ofsted's new inspection arrangements focus on curriculum, behaviour, attendance and development. Ofsted published the outcome of the consultation on its education inspection framework, which took effect from **September 2019**

How can You Get Involved?



You can help your child in a variety of ways:

- Listen to your child read every day.
- Read to your child regularly - reading quality texts to your child will enhance their vocabulary.
- Problem solve with your child.
- Spend quality time with your child and have fun!

