

Subject summaries ... The curriculum overview Sparkwell Primary

<p>Maths</p> <p>Our core purpose is to equip all pupils with the skills and confidence to develop their mathematical fluency, problem solving and reasoning as well as an enjoyment in maths. Children are encouraged to develop curiosity about number and embrace the mathematics that surrounds them each day in a variety of contexts that have meaningful connections to real life, including links with other curriculum subjects. We offer opportunities for children to develop understanding and mathematical vocabulary through a cohesive progression of learning across the school in order to maximise their depth of learning. Children should be able to demonstrate a deep conceptual understanding of an area of maths and build on this over time, as well as establishing a secure knowledge of key number facts to allow them to become efficient mathematicians. Children will develop concise and accurate vocabulary in mathematics through consistent modelling by teachers and high expectations for the pupils. We support our children to develop self-confidence when faced with mathematical challenges, allowing them to embrace mistakes as part of the learning process and in turn value the importance of effort. We strive to accelerate progress and improve outcomes for all of our pupils each year. We currently use Maths Shed as our teaching tool; this is closely aligned to White Rose.</p> <p>Subject leader: Mrs Palmer</p>	<p>English (writing, KS2 reading)</p> <p>Writing is going through a transitional stage whilst we introduce a new writing scheme of learning. Currently, EYFS is using Bug Club Phonics to introduce early spelling and Drawing Club to develop a quality book-based English curriculum. Book discussions are used to introduce the early skills for comprehension by allowing the children to listen to stories and discuss their ideas. Once the children become secure readers, they move on to being taught VIPERS comprehension skills using Literacy Shed. This allows teachers to match the comprehension texts to the children’s reading skills needs, abilities, and interests. In Key Stage One and Lower KS2, Ed Shed Book writes are used to teach writing and Ed Shed grammar and spelling are used to teach those skills. Years 5 and 6 have continued to work using The Write Stuff because we felt it would be detrimental to the Year 6s to change their writing scheme mid-way through the year. We are introducing Accelerated Reader because we feel that it will help teachers in KS2 to match texts to the children’s reading ability more accurately. We use the Devon Education Assessment Grids to assess reading and writing in Key Stage One and Two. Handwriting: we teach the importance of a tripod pencil grip and accurate letter formation from the start. When children are ready (usually in Y2) they learn how to use a cursive script and they can work towards their pen licence. Through KS2, pupils continue to practise handwriting and are encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say.</p> <p>Subject leader: Miss Sparkes</p>	<p>Early Reading and Phonics</p> <p>We want our children to learn the decoding skills to be secure and confident readers, develop a love of reading and who can use their reading skills to fully access the curriculum. Our SSP is Bug Club Phonics. This is taught across EYFS and Key Stage one using the Bug Club progression, lessons, and assessment tools as well as our own assessment tool. Phonics teaching begins straight away when the children start in EYFS and continues through to Year Two and some of our KS2 children are still supported with their phonics learning. TAs have training in the delivery of Bug Club and work closely with the coordinator to deliver and assess the children’s progress. The coordinator works with TAs to help develop ‘best practices’. All children are given reading books that match their phonics development. These are given as hard copy books and online levelled books which may be accessed from anywhere. Children who are not progressing in phonics are identified through regular assessments and are given additional support to help them keep up. Currently, we are using precision instruction, flashcards, and Bug Club support materials to help these children. Children also have access to ‘Home Sharing Books’ which are books that offer quality stories with more content to be read by a parent and shared with the child.</p> <p>Subject leader: Miss Sparkes</p>
<p>Science</p> <p>We believe that igniting a passion in Science will give children the tools they need to discuss and</p>	<p>History</p> <p>We use Kapow as our planning tool. Our history scheme of work aims to inspire pupils to be curious and creative thinkers who develop a complex knowledge of local and</p>	<p>Geography</p> <p>The study of geography will inspire in children a curiosity and fascination about the world and its people which will remain with them for the rest of</p>

<p>debate global issues that will impact their lives and prepare them for a changing future.</p> <p>We believe that our lessons should be rooted in exploration and development of ideas from one lesson to the next, so they can build on their previous learning creating a solid foundation of knowledge. We believe practical experiences should be meaningful and rigorous and lead children to question what they have done and where they should go next. We believe that Science should be inclusive and create experiences where everyone can take part. We are using Kapow as a tool to deliver our science.</p> <p>Subject leader: Mrs Hyams</p>	<p>national history and the history of the wider world. We want pupils to develop the confidence to think critically, ask questions, and be able to explain and analyse historical evidence. Our history covers the core areas of history National Curriculum including Topic Knowledge, Chronological Awareness, Substantive Concepts, Historical Enquiry and Disciplinary Concepts.</p> <p>We aim to make our lessons interesting, engaging and where possible hands on. Digital resources are used to enhance understanding as well as trips and visitors who help to bring history to life. A key part of the children's learning is around timelines and their understanding of where their current learning fits with other events. Assessment is built into our learning sequence and each unit has a knowledge organiser to clearly show the children what they will be learning.</p> <p>Subject leader: Miss Sparkes</p>	<p>their lives. It needs to promote the children's interest and understanding of diverse places, people, resources and natural and human environments. We use an enquiry-based approach for teaching Geography because we know it makes the learning focused for children. Questions are carefully selected to ensure that children are excited by their learning whilst ensuring National Curriculum coverage is achieved. Key geographical skills such as mapwork, directional language and fieldwork are taught and revisited throughout the curriculum and links are made with other subjects to ensure the relevance of these skills is clear. The study of the wider world develops an understanding of what being part of a global community means. It encourages children to be more aware of other cultures around the world and the impact they can have as an individual.</p> <p>Subject leader: Miss Lovick</p>
<p>MfL</p> <p>We highly value languages as part of the children's entitlement to a broad and balanced curriculum. We aim to encourage children to develop an appreciation of languages and foster their curiosity of the wider world. Languages underpin the connections, cultural capital and communication skills needed to be global citizens and open doors to further opportunities. By learning a different language, we are supporting opportunities to develop further fluency and linguistic agility, building foundations for learning further languages, and thereby equipping pupils to travel, study and work in other countries.</p> <p>At Sparkwell All Saints we use the Language Angels scheme for teaching Spanish as our chosen MfL. Our rationale for Spanish is that the majority of pupils making a transition to local secondary schools choose to learn Spanish.</p>	<p>Art</p> <p>Our art and design curriculum is designed to engage, inspire and challenge pupils. We aim to equip them with the knowledge and skills to be able to experiment and create their own works of art. Using sketchbooks and annotations as a tool for artistic development, children will adopt a reflective approach to art that will encourage them to critique their own work and grow as artists. Children will be taught to use observation, memory and imagination and previous knowledge with a realisation that development of ideas is an integral part of the learning process. We want all children to become proficient in drawing, painting and a range of sculptural techniques as well as to have the opportunity to experiment with a variety of materials. Every child will be equipped with the tools they need to express their own thoughts, feelings and imagination in their own work. Children will be aware of the benefits of art on well-being and value the purpose of art as a language to reflect mood, culture and social situations. Children will critically analyse the work of renowned artists, styles, cultures, and historical periods. Moreover, they will expand their cultural capital by exploring how art and</p>	<p>D&T</p> <p>The concept of future innovation underpins our design and technology curriculum - we want pupils to view themselves as designers: risk taking, trialling, and evaluating sitting centrally to their experience. Pupils are encouraged to exercise their creativity through our designing, making and evaluating cycle. Combining designing and making skills with knowledge and understanding ensures pupils have a rounded, progressive experience and provides skills that can be drawn upon for life. Evaluation is an integral part of the design process, allowing children to improve and adapt their product and providing a platform to build and practice resilience. Capturing pupil interests and providing cross-curricular opportunities to embed D&T develops motivation and embeds understanding in a meaningful way.</p> <p>Subject leader: Mrs Hyams</p>

<p>Subject leader: Mrs Palmer</p>	<p>design both reflect and shape our history, and contribute to the culture, creativity and diversity of our nation.</p> <p>Subject leader: Mrs Palmer</p>	
<p>Music</p> <p>We use the Charanga unit planning to inform our teaching and assessment. Through our curriculum we give all children an opportunity to learn to play an instrument, to sing and to create music. Teaching music can have numerous benefits for primary school children from helping with behaviour and confidence to encouraging creativity and learning skills that can be used across many subjects. It empowers them to shape their world through sound and allows them to exercise their imaginations. We deliver Whole Class Ensemble Teaching in KS2 and all families are offered the choice of peripatetic private lessons. We invite professional musicians to perform to our children and work with them, and all children have a chance to sing and perform on stage to an audience.</p> <p>Subject leader: Miss Sparkes</p> <p>Computing</p> <p>We use ‘Teach Computing’ to teach our computing curriculum. This offers a wide range of opportunities for the children to develop their computing skills helping to prepare them for the ever-changing technological world. Over each year the children are taught units which cover core computing skills including; Computer Systems and Networks, Creating Media, Programming and Data and information. Through their learning the children are offered opportunities to use and program a range of equipment including Chromebooks, iPads, Microbits, programable robots and sensing equipment. The curriculum is enhanced by the regular teaching of online safety using NSPCC, CEOP materials and through the children’s PSHE learning. Computing is also used as part of the daily learning in school including word-processing, assessments, learning tables</p>	<p>Forest School</p> <p>The ethos and process of Forest School enables the holistic personal development of young people and benefits their physical and mental wellbeing. We believe our Forest School sessions help children develop their curiosity, communication skills, social relationships and physical confidence and gives them an opportunity to learn about the environment and our natural world in a creative and hands-on way. It has strong cross-curricular links, especially with science, geography, English (oracy) and developing physical resilience. Forest school is offered to all year groups on a regular basis throughout the year and we have been an accredited FS provider for 6 years.</p> <p>Subject leader: Miss Lovick (with Mrs Linden and Mrs Jones)</p>	<p>PE/school sports</p> <p>We believe that Physical Education is an important subject for developing life-long skills which can lead to a healthy active lifestyle within education and beyond. Developing an understanding of physical activity, healthy diet and health and wellbeing is imperative for students of all ages, therefore our PE curriculum has been designed to give students regular Physical Education to ensure all students are physically active. The PE curriculum has also been designed to give students access to a wide range of activities over a two-year period, developing the physical skills which are required to play a variety of sports and to maximum opportunity to learn something new. We believe that a positive PE experience at school will allow students to find an activity which they love and subsequently continue to be active beyond education. While PE has its own set of skills applicable to different sports and activities, it also contributes to students’ learning by promoting Fundamental British Values, supporting their personal development, and improving their physical and mental wellbeing. The learning which takes place within a PE lesson also supports other curriculum subjects such as science (the human body), geography (sporting countries/Olympics), history (history of sport), ICT (video analysis), English (key vocabulary) and maths (scoring and officiating). Our PE curriculum follows ‘Real PE ‘ which also allows for holistic development, providing students the opportunity to develop and demonstrate attributes like resilience, dealing with success and failure (winning and losing), sportsmanship, cooperation, teamwork, determination and self-awareness. We offer sports based coaching and after school clubs, Junior Ten Tors in Year 6 and we engage with our Trust to attend inter-school festivals and competitions.</p>

<p>and grammar skills. Children are encouraged to develop independence in their use of computers.</p> <p>Subject leader: Miss Sparkes</p>		<p>Subject leader: Miss Lovick</p>
<p>RE</p> <p>Our RE teaching has recently moved to follow the Devon agreed syllabus for RE. Our RE lessons include opportunities to discuss concepts and create some big questions that we endeavour to answer. Our teaching uses a variety of opportunities to learn about different worldviews; we use artefacts, resources from Devon library services, online 'live' lessons, online resources, visits to places of worship and inviting visitors from different cultures and world views into our classrooms. RE teaching enables our children to develop their understanding of the wider communities around them and the different worldviews that they may meet in future. We hope that having this understanding will help our children to be confident in voicing their own beliefs, and respecting those of others that may differ to their own. In our local Sparkwell community, we also participate in Church services for Christian festivals such as Harvest and Christmas.</p> <p>Subject leader: Mrs Linden</p>	<p>EYFS</p> <p>We want our children to be resilient learners; confident to explore their environment, self-motivated to build on their learning and overcome challenges and barriers to their learning as they arise. The development of vocabulary, communication and language underpins our curriculum design and empowers children to use rich and varied language to communicate effectively and interact with others. The Characteristics of Effective Teaching and Learning are at the heart of our practice and enable the children in our schools to develop their curiosity, exploration skills, resilience, perseverance, creativity, pride in their learning and the ability to think critically about their learning. In order to support child development, we consider the 'whole child' and that each and every child is unique. Teachers and support staff know how children learn and develop and provide rich, playful learning opportunities both indoors and outdoors. Early years is the foundation to give children the opportunity to learn together and flourish.</p> <p>Subject leader: Mrs Hyams</p>	<p>PSHE/RSHE</p> <p>PSHE is at the core of what we do and enables our children to become independent, confident, healthy and responsible members of society, as well as developing the whole child: intellectually, morally, socially and spiritually. Our PSHE curriculum equips children with relevant and meaningful content, which is supported through a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health. With an ever-changing society, we can provide our children with a strong understanding of the diverse world around them and support them in playing a positive role in contributing to the school and the wider community.</p> <p>Kapow RSE and PSHE: This scheme of work fulfils the statutory requirements for Relationships and Health Education set out by the Department for Education. It also fulfils the National Curriculum requirement to teach PSHE and goes beyond the statutory requirements by referring to the PSHE Association Programme of Study (recommended by the Department for Education.) We complement this with <i>KiVa</i>. This is both an anti-bullying programme of learning for KS2, promotes kind behaviour around school and provides detailed procedures of how to deal with reported cases of bullying.</p> <p>Subject leader: Mrs Palmer</p>

‘Curiosity is a wonderful gift’

Our curriculum is designed with the intent and ambition to build sequence and progression from EYFS through to Year 6 and to develop our learners to be reflective and curious learners who are empowered to ask questions. We mostly use ‘Kapow’ to support our teaching delivery with quality resources but ensure we use this as a menu and not a recipe, building in local links where possible and first-hand experiences where we can, as well as opportunities to link to our work on the environment and to help our pupils learn more about life in Modern Britain and globally.

We are ambitious that all children can learn more and remember more and build on previous knowledge. We assess through endpoints at the end of each term. We have designed our curriculum so that some foundation subjects can be blocked in half termly units to be revisited and built on in the next unit. Children have knowledge organisers so they can refer to key objectives and vocabulary.

Building vocabulary and oracy is a key intent of our curriculum and we give children opportunities to develop their vocabulary and use it in debate and discussion. Developing their skills to read in context, write across the curriculum and use IT are also integral across the foundation subjects. Through implementing our curriculum in a planned sequence, we can see that the impact is that children make progress and can talk about their learning.

Our subject ambassadors support our subject leaders to monitor engagement and progress in learning. As a staff team we understand that the curriculum is not static and we frequently revise and adapt when we can see a way to make learning more meaningful or to keep up to date with current pedagogy and subject thinking. Being a small school, our subject leaders each have the responsibility to lead several subjects and this can be challenging for workload, understanding of their subjects, and time to monitor but they work hard to support other staff to teach their curriculum areas effectively.