



CURRICULUM STATEMENT

OLD PALACE PRIMARY SCHOOL

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Curriculum Intent

The school's curriculum incorporates the statutory requirements of the National Curriculum 2014 as well as other experiences and opportunities which we believe best meet the learning and developmental needs of the pupils in our school

At Old Palace, our vision is to nurture healthy, reflective individuals, who possess the knowledge, skills, values and confidence to challenge themselves and to inspire others to be the best they can possibly be.

We provide an environment where pupils develop the essential skills for learning and feel secure to embrace challenge, by providing a range of first-hand experiences and carefully connected learning opportunities, which deepens their understanding, generates an appreciation of the arts and engages pupils of all abilities. Make it Real projects give a purpose to learning and often allow pupils to make a positive contribution beyond the classroom; simultaneously developing their talents, creativity, resilience and problem-solving skills. We develop the children's ability to work collaboratively and to maintain relationships, seeking to help them understand the benefits of individuality, diversity and the importance of British values. Our focus on current affairs, supports global citizenship and helps pupils to develop the critical thinking skills necessary to process information and to stay safe in our digital age.

School Aims

Old Palace aims to convey to children, parents, and staff alike, our high expectations of everyone involved in our school. We aim to encourage our children to fulfil their potential academically and socially seeing themselves as cared for and valued. We aim to instil a thirst for knowledge in our pupils through a broad and rich curriculum.

This means our children will:

- Achieve the best they possibly can, recognising their successes and areas for further improvement.
- Become literate, numerate and IT competent
- Develop an understanding of how they learn and apply this passionately to enquire and think creatively about the world.
- Develop self-awareness and self-confidence, acquiring the social skills needed to relate to and work well with others.
- Take responsibility for their actions, treating others with fairness and respect.
- Learn collaboratively with each other, the school, parents and the local community, applying their learning to enhance their own lives and those of others.
- Become healthy, active citizens, who uphold British values and contribute positively to society

Implementation

Curriculum Overviews are in place for each year group, which identify how the learning from the National Curriculum and Agreed Syllabus for RE will be delivered.

Medium Term Plans have been created for each subject area, which set out the learning objectives and key vocabulary to be taught, along with suggested activities and assessment questions. Research shows

that learning is most effective when there is spread repetition and regular retrieval of learned content, as this supports the retention of knowledge in the long term memory. This approach underpins our 'spiral' curriculum, which allows themes to be revisited, so that the children can build on their previous learning. Our curriculum also aims to support the children in making links across subjects and areas of learning, encouraging them to deepen their thinking and to apply their skills and knowledge in a range of different contexts.

Subjects are delivered as follows:

English includes Reading, Writing, Grammar, Punctuation & Spelling and Speaking & Listening.

An English lesson is taught daily, with one lesson per week dedicated to Grammar, Spelling & Handwriting. Additional time is allocated for reading practice, including Reading for Pleasure and morning guided reading sessions in KS1. The school uses the Letters & Sounds phonics scheme and phonics sets take place daily across Reception and KS1. We do not use a reading scheme, instead selecting books more widely to support the genres and topics taught. Pupils in Reception to Year 4 have access to home reading books on Bug Club. Pupils in years 5 & 6 take home novels, based on their English units. English is planned in units, which generally last for three weeks. In the first week, the children explore the features of the text type through reading. In the second week, they complete a shared write, supported by Pie Corbett techniques in KS1 and speaking frames in KS2. In the third week, they complete an independent write and have the opportunity to edit their work.

The school places high importance on Speaking & Listening. In all lessons, key vocabulary is shared along with language frameworks/ sentence starters to support the children's use of language. In addition, a Word of the Day is shared with the children each morning. Speaking skills are reinforced across the curriculum, for example by providing opportunities for pupils to present their learning, to formally debate issues and to take part in class performances.

Mathematics is taught daily using the Mastery approach. The scheme of work is based upon Power Maths and supported by use of their digital resources; the order and length of the units has been adapted to best meet the needs of our pupils. A weekly 'Challenge Lesson' is taught where additional staffing allows the children to be taught in smaller groups. This provides an additional opportunity for the learning of the more able to be extended and for more skills practice to be provided for those needing further instruction and practice. The teaching sequences move from *Concrete* (using practical resources) to *Pictorial* (using drawings & jottings) to *Abstract* (which includes the taught written method). This allows the children to develop mathematical fluency which they are then able to apply to when reasoning, calculating or solving problems.

Science, History & Geography are taught through half termly topics. These generally alternate, so one half term will have a Science focus, followed by a focus on History or Geography. Each topic includes a 'Make It Real' project at the end, which allows the pupils an opportunity to apply their knowledge, often in a local or global context.

In terms of British History, the children learn about: Queen Elizabeth I, Queen Elizabeth II, The Stuarts and the English Civil War, Stone & Bronze Age Britain, Roman, Anglo-Saxon & Viking Britain, the Industrial Revolution, the British Empire and the Second World War (local study).

In terms of World History they learn about: The Voyages of Discovery, Ancient Civilisations (focus on Ancient Egypt, but also including the Indus Valley and Mayan Civilisations), Ancient Greece and the Roman & Islamic Empires

The place studies in Geography focus on Kenya (KS1), France (LSK2) & Brazil (UKS2)

Computing is taught through a mixture of discrete and cross curricular lessons. The school uses a range of operating systems. In Reception & KS1 pupils mostly use i-pads, whereas in KS2, the children mostly use Chrome Books, accessing learning via Google Classrooms. Pupils use a range of programmes including Scratch (coding), Sketch up (3D modelling) and Clapmotion (animation)

The school has chosen **French** as its **Modern Foreign Language**. This is taught by a specialist teacher and weekly lessons are taught in all KS2 year groups

Physical Education is taught through weekly PE lessons. Planning is supported by the use of PE Hub and the school employs a Sports TA, who supports teaching.

Pupils go swimming for two terms in Year 4 and one term in Year 5. Additional intensive swimming lessons are provided for those who require more practice. In addition, to PE lessons, pupils also participate in fitness and active mile lessons to ensure that they have the opportunity to participate in exercise every day

Physical, Social, Health and Citizenship Education (PHSCE) is taught weekly. This includes the teaching of Relationship & Sex Education. Lessons are supported by the use of Jigsaw. Teaching of this subject is also supported by the use of key texts in English and by studying themes such as Fair Trade, Politics and Healthy Eating in Topic Lessons. The children also have a weekly current affairs session supported by Picture News or First News resources

Art and Music are taught weekly in KS1, which includes specialist teaching of the Recorder in Year 2. In KS2, each year group receives one term of specialist Music provision from THAMES, which focuses on African Drums, Glockenspiel and Ukulele. In addition to whole class Music lessons, specialist small group provision is also provided focusing on guitar and keyboards. In Art, the children begin by looking at the work of individual artists in Reception & KS1, and then move on to look at art movements in KS2.

Design Technology is taught through DT days, which are held each term. Each day focuses on a different theme. Days focusing on mechanisms and structures are taught annually and days focusing on wood and textiles alternate bi-annually. The school has a Food Lab which is used to deliver learning on cookery and food technology.

Religious Education is taught weekly. In Reception, the children begin to develop a knowledge of the main world faiths. In KS1 there is a focus on Christianity, Islam and Hinduism. In KS2 this is extended to include Judaism, Buddhism and Humanism. Each year group performs a festival assembly and visits a place of worship.

In addition to lessons, the school also views educational visits and enrichment activities as an essential part of the children's learning. Education visits are planned each half term and destinations are carefully selected to provide a range of experiences during the child's time at the school; this includes offering three different residential stays in KS2. We also work closely with community partners and external providers to offer a wide range of enrichment activities either during the school day or as part of our after-school club provision. Appendix 1 includes examples of some of the learning opportunities provided to pupils at Old Place.

Impact

The school uses a combination of assessment data, learning conversations, pupil & staff surveys, book looks and external review/ moderation visits to judge the impact of our curriculum

These demonstrate that each year, the children know more and can do more. As a result, by the end of KS2, the vast majority of pupils demonstrate good recall of the curriculum and are able to apply what they have learnt for example across other learning areas and in Make it Real projects. The use of subject specific vocabulary is a particular strength of the school. Some pupils exceeded age-related expectations and gain a greater depth of understanding.

Termly subject leader reports and the analysis of assessment data allows areas of strengths and 'even better ifs' to be identified. This supports continuous school improvement, allowing the school's curriculum to evolve in order to ensure that it continues to meet the needs of our pupils and to ensure they achieve high standards.

Appendix 1

At Old Palace

Our pupils gets the chance to...



- Care for a hatchling
- Cook with a professional chef
- Visit 14 different museums and galleries
- Learn how to play a the Recorder, African drums, Glockenspiel, Ukulele, Guitar and Keyboards
- Attend a West End theatre performance
- Perform with professional musicians and watch a live orchestra
- Explore a forest, a village, a castle, a palace, a zoo, an aquarium, a botanical garden, an observatory and the seaside
- Visit a working farm and make cheese
- Prepare a dish using ingredients they have grown
- Learn bush craft and how to survive in the wild
- Sing around a campfire
- Sleep in a tent on Mersea Island
- Experience outdoor activities such as archery, sailing, raft building, high ropes, build a kit-Kart and the leap of faith
- Visit a university
- Become an entrepreneur and learn how to look after their money
- Attend a career fair and try a variety of jobs at Kidzania
- Visit a gurdwara, a Hindu temple, a church, a synagogue, a Buddhist temple and a Mosque
- Take a river cruise on the Thames
- Meet with children from a school in a different area
- Participate in an equalities workshop
- Campaign for a charity
- Work on a project with a professional artist
- Publish their own story book
- Perform a Shakespeare play
- Build a giant structure
- Work with a specialist coach to improve their sports skills
- Learn Capoeira
- Complete First Aid training
- Use visualisation and breathing techniques to calm their mind
- Learn to ride a bike and scooter safely
- Be a reporter for the day and produce their own front page
- Perform for a range of audiences, including at the O2
- Fly a drone, build an App and create their own video game
- Meet their MP and raise an issue
- Apply and be interviewed for a position of responsibility
- Achieve a Junior Award Scheme medal
- Practise their French on a day trip to Paris