

Rackheath Primary School

Principles of Curriculum Design

Principles and Aims of the Rackheath Curriculum

- All children at Rackheath to enjoy a wide variety of fun and exciting learning opportunities. Opportunities that will create lifelong memories.
- Our curriculum is designed to develop the skills and knowledge children need to succeed.
- All children will leave Rackheath well prepared for the next stage of their lives.
- Children's Mental Health and well-being are prioritised as part of our curriculum. Through our school wide ethos, PSHE curriculum and our pastoral support.

Curriculum Opportunities

The school is committed to providing exciting learning opportunities across a broad and balanced curriculum.

- We value the teaching of PE and provide lots of opportunities for children to attend clubs and compete in sporting fixtures and events. Additionally we work alongside partners such as the Community Sports Foundation and Chance to Shine Cricket to both develop teachers' knowledge and motivate the children.
- We prioritise the teaching of music. With all KS2 children learning the Ukulele. In addition we have peripatetic music lessons and a Rackheath Orchestra
- We endeavour to work in partnership with other organisations to enhance our curriculum. Examples include the Norwich School SWIRE Mandarin project, The Break Charity and their GoGo Trails.
- Children are fully involved in decisions around the school. There is an active pupil voice embodied by the School Council, Eco-Committee and Head's for the Day.

Curriculum Organisation

- Year groups will work together to plan their curriculum topics. For example Year 1 and 2, Year 3 and 4 and Year 5 and 6 will work in pairs to plan their curriculum.
- Through the school year everyone will have the same topic to develop school wide links and a school wide sense of shared purpose.

Topic Design

- Topics will be organised in such a way that subjects will be taught in blocks. Giving children the opportunity to immerse themselves in that subject and have the opportunity to think and behave like a scientist, artist, historian or geographer
- Some lessons will be stand alone
- Each topic will introduce a knowledge organiser which will be re-visited throughout and at the end of a topic both in school and at home.

English guidance document

English - Reading

- The teaching of reading will be central to our curriculum. Read, Write Inc will form the basis of our early reading and phonics programme. Guided Read will be organised in different ways depending on the age of the children. By upper KS2 guided read will be taught as a whole class activity.
- The Power of Reading resource will be a central plank in our English Curriculum
- The Power of Reading is a scheme that the school is following as a guide for English lessons. This is a scheme that focuses on igniting a passion for reading and writing amongst children, through the use of high-quality texts, slow-reveals, reading aloud and drama to name but a few!
- Each class completes A Power of Reading at least once a term – this could encompass a fiction, non-fiction or even poetry module.
- Although detailed plans are provided, teachers should not teach solely from these but instead use them as a basis to produce their own planning that encompasses greater opportunities for writing, as well as cross-curricular links.

Reading expectations

- Children should be encouraged to read at least three times a week at home, with an individual reading book provided by school.
- Each week reading records should be checked and those who have completed three reads will receive a star for that week – 10 stars (10 weeks) = bronze reading certificate, 20 stars = silver reading certificate, 30 stars = gold reading certificate and reward, 40 stars = platinum award.
- Guided reading takes place in every year group – this can be a mix of whole-class or group reading depending on year group but expectations are as follows:
 - EYFS – simple whole-class guided reading and group guided reading each week from Spring term onwards
 - Year 1 – group guided reading each day, until spring term where a whole-class guided read should take place at least once per half term
 - Year 2 – group guided reading each day and a whole-class guided read at least once per half term
 - Year 3 – mixture of group guided reading and whole-class guided reading
 - Year 4 – mixture of group guided reading and whole-class guided reading
 - Year 5 – whole-class guided reading
 - Year 6 whole-class guided reading
- Each class to try to factor in a visit to the library to choose books at least once a fortnight.

Writing expectations

- Time should be set aside at least once a week for the children to produce an extended piece of writing. This could take the form of individual pieces, building up to a final piece of work or completed pieces of work at the end of a unit. The key thing is to provide children with enough time in lessons to produce enough writing.
- Expectations for writing are:
 - EYFS – a simple, coherent sentence to a simple paragraph (from Spring term onwards)
 - Year 1 – A paragraph of developed ideas, to at least half a page.
 - Year 2 – Close to a page of writing
 - Year 3 - At least one full side of A4 paper.
 - Year 4 – At least a page and a half of A4 paper.
 - Year 5 and 6 – Two sides of A4 paper.
- Wherever possible, oral feedback should be given throughout the lesson in order to help children improve the quality of the writing they produce. This could be in the form of individual feedback, group feedback, learning stops in the lesson or mini-plenaries.
- Marking using green and pink pens should also take place within lessons where possible, so that books and work demonstrates children improving their work within a piece of writing.
- Teachers should provide examples of work on working walls that exemplify what the children should aim towards. A good option is to have space for a 'good', 'better' and 'best' piece of work. This could have teacher modelled examples on or children's pieces of work could be photocopied and put up during lessons as something to aspire to.
- We use the Get Spelling Programme, which is linked to the Read Write Inc Phonics scheme to develop spelling across the school.

Maths

How two weeks of maths may look:

Day/ lesson	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
In lesson:	Vocab Previous learning	Fluency	Fluency with change	Problem solving Reasoning	Problem solving Reasoning
Extra things	Number work	Times tables	Recap	Number skills	

Day/ lesson	Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
In lesson:	Fluency	Fluency with change	Problem solving Reasoning	Problem solving Reasoning	Open ended investigation lesson
Extra things	Quick reasoning from last lesson	Number work	Times tables	Recap	

Expectations:

Within a typical two week period or unit of maths the expectations are that there would be a range of lessons including arithmetic and reasoning skills being taught to firmly embed each skills. Arithmetic (or fluency) skills will be taught ensuring that they are presented to children in a variety of ways. Reasoning should also be at the heart of each unit of maths, giving children the opportunity to think about mathematical concepts. These aspects of maths will be clearly set out before a unit using the Reasoning Planning Grid.

Good questioning will be used to assess and push children's thinking with time being given to allow children to think and discuss; it will be also used to extend children's mental maths skills. Key skills (such as times tables and previous learning) should be revisited constantly to remind child and create links between areas of maths – this can be done through starters or through well planned-out reasoning activities.

Open-ended investigations should be completed once every two weeks to allow children a chance to play with maths and these should be recorded in books or in Class Maths books.

From Sept 2019 we will be using the Reasoning Planning Grid to set out a unit of maths. This will not plan every lesson but will instead inform the most important aspects of a unit.

Throughout a unit of maths we will see:

- Times table practise
- Basic number skills practise
- Mental maths skills being practised
- Vocabulary lists displayed or being used
- Basic fluency lesson (looking at arithmetic questions)
- Modified and varied fluency (arithmetic) questions
- A lesson where children are expected to 'reason' with maths. Either through problems or through explanations expected about the maths
- Children being given time to talk about questions
- Maths tool boxes out and being used where appropriate
- Children to be given differentiated challenges to choose from (where appropriate)
- Children to move seats and not always be in seats of ability (when appropriate)
- Recap of previous units/areas to help cement understanding
- Teachers to use Next Steps Marking
- Pupils to respond to Next Steps Marking
- Pupils to peer mark and give next steps
- #OFTB (Only for the Brave) style extensions to be used to push on learning.