



Pattishall CE Primary School Curriculum Design 2019 / 2020

EVERYONE has the right to develop knowledge, skills and wisdom to take them on to the next step: knowledge of the world, critical thinking and practical, problem-solving skills and the wisdom gleaned from the best that has been thought and said.

Disadvantaged children make expected progress. Our SEND children are supported and nurtured to make the best progress they can. Our more able pupils are challenged and their learning deepened...

EVERYONE needs to be able to **READ** and **WRITE** in order to be able to access the **CURRICULUM** and to move on to the next stage in life.

It is our mission is to build a happy, safe learning environment; where whoever you are, wherever you're from and whatever your starting point, we will nurture you, love you and work with you - so that you leave us **knowing that you can change the world**, as we grow together in God's **love**.

OUR GOLDEN THREADS

KNOWLEDGE What do we want the children to know?	SKILLS What skills will they need?	WISDOM What will they learn from it? How will they apply or adapt?
Cultural diversity & cultural capital 'It is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said ... across the	Reading across the curriculum <i>...because we believe it. And because of our 2019 results.</i>	Global citizenship <i>...because it is what the children want and it is the right thing to do...</i>



<p>globe... and helping to engender an appreciation of human creativity and achievement.’ <i>...because we’re 97% white-British, middle class.</i></p>		<p>Growth mindset is embedded in our curriculum.</p>
<p>VALUES</p>		
<p><i>1 Corinthians 16: 13-14 “Be watchful. Stand firm in your faith. Have courage. And let everything we do be done with love.”</i></p>	<p>Co-operation Respectfulness Perseverance</p>	<p>Thoughtfulness Kindness Courage</p>
<p>Bottom 20% and SEND</p>		
<p>How to play Place value to 1000 (end of Y6) Number bonds Calculation strategies – four operations Alphabet recognition Blend and segment Identify syllables and rhyming words Phoneme deletion</p>	<p>Memory Recall Processing information Independence Resilience Communication Interaction Reasoning</p>	<p>Growth mindset (perseverance with courage) Engagement – attitude to learning Self-belief</p>
<p>READING – across the curriculum</p>		
<ul style="list-style-type: none"> • Phonological awareness • Letter sounds • SPAG • Genres • Authors • How a book works • Learning by heart 	<ul style="list-style-type: none"> • Segmenting and blending • Use of visual cues • Word recognition • Use of punctuation • Fluency • Intonation • Skimming and scanning 	<ul style="list-style-type: none"> • Reading for meaning • Reading for pleasure • Reading to learn something new • Reading to learn about other cultures • Reading to learn from other cultures • Appropriate recommendations



	<ul style="list-style-type: none"> • Use of an index • Inference • Comprehension • Comparing texts within a range - themes • Textual structure/genre • Words in context and vocabulary choices • Justification 	
WRITING – across the curriculum		
<ul style="list-style-type: none"> • Phonological awareness • Letter sounds (and names) • Segmenting and blending • How to hold a pencil • Vocabulary • SPAG • Genres • Audience 	<ul style="list-style-type: none"> • Segmenting and blending • Physical motor skills • Pencil grip • Letter formation • Handwriting • Adjusting and maintaining levels of formality • Vocabulary choices • Being able to understand and use grammar 	<ul style="list-style-type: none"> • Flair • Writing with purpose • Writing to communicate • Writing for a given audience • Using grammar to signpost and engage the reader
Other areas of KSW needed across the whole curriculum		
Chronology Key dates Notable figures who have changed the world	Calculation Map skills Research skills Enquiry skills Gross motor skills	Reasoning Critical thinking Debate Courageous advocacy Co-operation



Information about the world – how it is what it is now and what it might be without them.	Fine motor skills	Growth mindset
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---> ---> ---> HOPE AND ASPIRATION ---> ---> --->

Our children are resilient learners with a thirst for knowledge and a love of learning.
 Our children are courageous advocates.
 Our children are happy, confident, informed and prepared.
 Our children are thoughtful, kind; can co-operate; are courageous; they persevere; they are respectful and everything they do is done with love.



Phase	Subject	Progress so far		Next steps	KNOWLEDGE – what do we want the children to know?	SKILLS – what skills will they need?	WISDOM – what will they learn from it? How will they apply or adapt?
In order of approach	Shaded = across the whole curriculum	Nothing = reform needed *Beginning **Developing ***Secure		From SLAPs – subject leader plans for subject reform.	CULTURAL DIVERSITY & CULTURAL CAPITAL	READING	GLOBAL CITIZENSHIP
Phase 1	Reading (esp KS2)	*	Identified SDP and S2S plan Book Talk	Develop own standardised assessment CPD on Teacher assessment Use of class track Target setting	See above		
	Writing	***	Y2: 80% ARE 20% GD Y6: 86% ARE 30% GD T4W tools being used across the school	Bring Year 3 and 4 in line with text choices at the heart of planning: consider KS2 text to bringing planning process in line	See above		



Maths	***	Y2: 80% ARE 20% GD Y6: 80% ARE 20% GD Work with Moulton S2S Plan completed Enigma Maths Hub Move away from MNP	Embed CPA mastery approach using a wider range of resources Monitoring and evaluation	Number recognition Counting Number value Place value Times tables Shape recognition Units of measure	Calculation Problem solving Reading problems Data handling Identifying properties of shapes Measuring objects	Reasoning Problem solving Interpretation of data
RE	**	Whole staff CPD on the new Agreed Syllabus and how it dovetails with the Diocesan schedule. Mostly taught by teachers RE books (passed on) Assessment system in place	Monitoring and evaluation P4C – critical thinking	Beliefs Practices Theology	Enquiry Reading – research and Holy texts Comparing and contrasting	Critical thinking Application of values Tolerance and understanding of a range of religions
Science	**	KS2 Science now discreet KS2 Science books AT1 focus – half termly Resources audit New scheme introduced to empower/upskill teachers	CPD for all staff in AT1 Monitoring and evaluation Analysis of the assessments to identify trends	Famous scientists Properties and uses of materials Plants Animals (inc.humans) Changes of state Variables Seasonal changes	Enquiry – asking questions Investigation - performing simple tests Problem solving Reading problems Gathering, analysing and	Application to a new situation Reasoning Problem solving Make predictions for new values, suggest improvements



			End of unit assessments introduced		<p>Living things and their habitats</p> <p>Light</p> <p>Forces and magnets</p> <p>Rocks</p> <p>Sound</p> <p>States of matter</p> <p>Electricity</p> <p>Earth and Space</p> <p>Evolution and Inheritance</p>	<p>presenting data in a variety of ways</p> <p>Observing</p> <p>Identifying and classifying</p> <p>Using a range of equipment</p> <p>Drawing conclusions</p> <p>Suggest improvements</p>	<p>and raise further questions</p> <p>Using scientific knowledge to answer questions or support findings</p> <p>Explaining the degree of trust in results</p> <p>Using evidence to justify conclusions</p>
Phase 2	Computing	**	<p>£4000 Computing Suite</p> <p>Subject lead CPD</p> <p>Whole team INSET</p> <p>New scheme introduced to empower/upskill teachers</p> <p>Progression across milestones identified</p>	<p>Monitoring and evaluation</p> <p>Further resourcing working alongside the Raspberry Pi club</p> <p>Coaching teachers to further develop skills / succession planning</p>	<p>Online safety – cyberbullying, protecting information, communicating safely online</p> <p>Algorithms</p> <p>Understanding networks</p> <p>Publishing work online</p>	<p>Researching</p> <p>Debugging</p> <p>Presentation</p> <p>Typing</p> <p>Reading instructions</p>	<p>Being safe online</p> <p>Knowing which tech to use when</p> <p>Being methodical and logical</p>



					Analysing Data		
History	*	Chronology across KS2 Progression across milestones identified	Audit Invest in resourcing Make it explicit to the children when they are being taught History Assessment system M&E	Chronology Key people Key events Key dates All poignant to the development of the world	Research – reading, note taking Enquiry Ordering Counting Identifying and representing Empathising Describing changes Using range of sources Discussing causes & consequences	Empathy What can we learn from past mistakes and successes? What are the legacies of points in history? Problem-solving Identifying effectiveness/limitations of sources Identifying causes of change.	
Art	*	Sketch books purchased – and are being used	Audit Invest in resourcing CPD on skill progression	Influential artists	How to use different media – how they behave.	Selecting media to reflect a particular, mood,	



			Progression across milestones identified	Assessment system M&E	Different media – how artists use them and to what end. Shape Colour Texture	Fine motor skill Research – reading Drafting and editing Discussing own and others work	theme, artist or style. To use Art to express themselves.
PE	***	<p>Silver School Games Award 2018 /2019</p> <p>Work with S4A</p> <p>Clear development of skills across the school</p> <p>Move away from Real PE to games / rules / etc</p> <p>All podium places</p> <p>Autumn 2019</p> <p>Before and after school clubs 5 days a week</p> <p>PE conference attended</p> <p>Autumn 2019</p> <p>More sporting opportunities for the less active/SEN</p>	<p>School Games Gold 2019 /2020</p> <p>Assessment system to ensure teaching for progression</p> <p>Forest School training</p> <p>Certificates and stickers, based on school games values to be given out after intra school competitions</p> <p>Investigate a scheme for planning and assessment</p>	<p>History of key sports</p> <p>Rules of games</p> <p>Being a team player and learning the values of sports – teamwork, honesty, respect, determination, passion, self-belief</p> <p>Different positions within a game</p> <p>Which skills are used in more than one type of sport.</p> <p>Sports: Football, Tag Rugby, Hockey,</p>	<p>Gross motor</p> <p>Fine motor</p> <p>Balance</p> <p>Control</p> <p>Accuracy</p> <p>Attack</p> <p>Defence</p> <p>Hand-eye</p> <p>Coordination</p> <p>Tactics</p> <p>Agility</p> <p>Communication</p>	<p>Sportsmanship</p> <p>Being a team player</p> <p>Application of rules to new games or games they create.</p> <p>Applying all sports values in their day to day lives.</p> <p>Involving own tactics in the competitions</p>	



					Badminton, Tennis, Dance, Gymnastics, Netball, Cricket, Athletics, Swimming		
Phase 3	Geography		Chris Quigley curriculum Progression across milestones identified	Audit Invest in resourcing CPD on AT1 in Geog Make it explicit to the children when they are being taught Geography Develop a chronology of skills Assessment system M&E	Weather Physical vocab Human vocab Earthquakes Water cycle Economic activity; trade links Climate & biomes Statistics	Map reading Marking places on maps/making maps Using a compass Describing changes over time Describing places using geographical lang Photographs Ask questions Identify language use	Impact of humans How physical features impact human activity Discuss effectiveness of maps How to reverse climate change Sustainable energy options Anticipating/predicting future changes.



						Compare countries/places	
DT		Chris Quigley curriculum Progression across milestones identified	Audit Invest in resourcing CPD on AT1 in DT Make it explicit to the children when they are being taught DT Develop a chronology of skills Assessment system M&E	Technical knowledge Electrical systems Mechanical systems Strengthening structures Knowledge of healthy living Using tools safely Qualities of materials	Design Make Reading instructions Measuring & weighing Scaling up of measurements	Evaluate Improve Design with specific users in mind Give reasons for choices	
MFL		Investigation into a new approach – research underway	Audit Invest in resourcing CPD on AT1 in DT Make it explicit to the children when they are being taught DT Develop a chronology of skills	Vocabulary Grammar Culture	Listening Comprehension Pronunciation Read and write – translating from English	Using MFL to communicate (with a purpose) Speaking in phrases and sentences	



				Assessment system M&E			
PSHE	**	Investment in Jigsaw Protective behaviours routinely taught CPD for Subject Lead and HLTAs Well-being Weds Well-being policy Nurture provision	Monitoring and evaluation Pupil voice Embed PSHE scheme Develop whole school approach / display Inclusion project with Fairfields School	Your body - biology Relationships Protective behaviours Healthy eating Healthy lifestyle Friendships First aid Knowledge of diversity	Personal strength Moral compass Critical thinking Communication Patience	Making sensible choices Reasoning Empathy To be more worldly wise	
Music	**	Progression across milestones identified Appointment of music specialist teacher Year 5 and 6 taught by music specialist Charanga bought for non-specialists 24% of pupils learn an instrument NMPAT Gold School Young Voices Choir Year 4 Brass	Audit Invest in resourcing CPD Assessment system M&E Extra-curricular music – band	Global composer focus: Each month, focus on 4 different composers from a specific country in assembly, showcasing their most famous work for a week. History of music discussed through Charanga and more deeply in Y5 and 6, discovering and	Listening Accuracy Reading and writing music notation. Teamwork and leadership - composing and performing as an ensemble. Instrumental ability. Linguistic skills.	Music Appreciation: Children can listen to and analyse music, explaining how the music makes them feel and what the music might be describing. They should also be able to name and/or describe	



				<p>analysing in depth famous classical works.</p> <p>Instrumental families – Brass, Woodwind, Strings, Percussion.</p> <p>Different Italian musical terms.</p> <p>Musical notes and understanding their position on the staff, relating to treble clef.</p> <p>Understand rhythm and time signatures and how to notate this on the staff.</p> <p>Opportunities to play different musical instruments and experience professional music in concert.</p>	<p>various musical features which are in evidence.</p> <p>Compose, showing an ability to replicate styles which have been demonstrated in a major work.</p> <p>Apply knowledge of notation to write own rhythms and pitches on the Treble Clef Staff.</p> <p>Invent and improvise music over a backing track using an instrument.</p> <p>Show understanding of</p>
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							<p>the importance of musical features such as tempo and dynamics by showing the ability to vary these in performance and composition.</p> <p>Perform as a group to the class or a wider audience, showing the ability to overcome inhibitions.</p>
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~Phase 1 – mainly 2018-2019 into Autumn 2019: Focus on Reading (on-going)

~Phase 2 – Spring 2019-2020: Focus on History and Art

~Phase 3 – Summer 2019-2020 into Autumn 2020: Focus on DT and Geography