



Everyone Equipped to Excel.

Curriculum Overview – September 2019

We develop ambitious and aspirational learners, who fulfil their academic and personal potential and take pride in their achievements. We are completely committed to providing our children with a curriculum that inspires and motivates them.

All pupils will secure firm foundations in English and Mathematics and this underpins a growing excellence in other subjects. Our knowledge-based curriculum offers a broad range of subjects from Early Years through to Key Stage 2 (KS2). We believe in bringing learning to life, both indoors and out, with an emphasis on engaging, purposeful & challenging learning.

Sandy Lane Primary aims to provide a curriculum that is engaging, inspiring, motivating balanced and relevant. While emphasis is placed on children learning core skills of English and Maths, we place great value on developing the 'whole child' and provide an engaging programme of study in all curriculum areas.

Our high expectations of children begins in the Early Years Foundation Stage (EYFS). Children begin Sandy Lane Primary in Nursery and the vast majority, if not all, of these transition to our Reception class where they are joined by children from other nurseries and pre-school. Currently, 60% of our Reception are from other provisions and 40% from our Nursery. Children within Nursery and Reception are regularly assessed throughout the year using Development Matters, with the aim of meeting the Early Learning Goals by the end of the Reception year. These assessments are used to identify key subject areas to inform planning and focus children who need to be targeted for specific activities. Pupils begin phonics in Nursery with daily Phase 1 activities from Letters and Sounds. Phonic lessons in Reception also follow the Letters and Sounds program and the children have 2 phonic lessons per day. Phonics continues through into Key Stage 1 (KS1) and sometimes KS2. There is a focus on exploratory play in Nursery & Reception based around topics and core texts, which children access inside and outdoors both on a morning and an afternoon. In the morning all pupils in Reception take part in a Maths and a Phonic lesson. Small group guided reading forms the basis for phonics once a week. This will take place from January/February once the majority of children have a reading book. Communication, Language and Literacy (Literacy) is taught through topic and continuous provision is planned to enrich/enhance/embed all areas of the EYFS curriculum.

In KS1, children continue their learning journey, taking part in a range of personalised activities such as fine motor skills, problem solving, number recognition, handwriting, maths, reading and writing lessons every morning. Whilst in KS1, children will continue to have daily phonics lessons. In Yr2, children access daily Spelling, Punctuation and Grammar (SPAG) lessons, which are linked to their learning in writing, to allow them to apply and deepen their basic skills. In the afternoon, children access the wider curriculum through carefully planned topics: Citizenship (inc RE), Information and Communication technology (ICT), Personal, Social and Health Education (PSHE) and Music are delivered as timetabled discrete lessons.

In KS2, children again continue their daily diet of rigorous teaching, taking part in Early Bird starter activities based on need (such as handwriting, phonics, maths, reasoning problems). They also have

maths, reading and writing lessons every morning. In Yr5 and Yr6, focus gradually shifts to the end of Key Stage assessments as children are prepared for these tests and the transition into Yr7.

Speaking and listening skills are also enhanced in classes through quality discussion with one teacher currently completing Voice 21 Oracy CPD in order to trial and disseminate across school.

In the afternoon, children access the wider curriculum through carefully planned themes linking subject topics or as discrete lessons (eg, Citizenship, Music, PE)

AREAS OF THE CURRICULUM

Reading

Teaching a child to read is vital. We use a range of strategies, in addition to phonics, such as a variety of decoding methods, teaching high frequency words through sight recognition, discussion through picture books and structured interventions.

Our school also promotes reading through the use of visiting authors as well as using digital lessons/webinars to expose children to authors of books they read (eg Cressida Cowell). This is linked with the current development of our library, which we are hoping to receive support for from external companies, in order to develop a love of reading alongside reading skill.

Volunteers enhance our reading provision every week hearing our vulnerable readers as well as staff being allocated to these children. We also have a trained ABC reader who comes in twice weekly to work alongside identified children.

One to one reading occurs in Reception and across Key Stage 1 in each class to ensure reading progression and a love of reading. This continues especially with identified vulnerable readers across the school. During the reading sessions, there is an emphasis on vocabulary, the retrieval of facts and inference. Novels are used to teach reading as well as a range of non-fiction texts. These texts are carefully chosen to ensure that there is progression and challenge across the school. At Sandy Lane, we aim to develop a love of reading, so children are encouraged to read for pleasure at home and school. Teachers read a variety of high-quality texts to the children on a regular basis.

Sandy Lane has introduced whole-class reading to ensure consistent coverage of the National Curriculum as well as a broad, well-balanced and fun reading curriculum.

The structure of whole class reading sessions lends itself to effective strategies mentioned within the EEF Improving Literacy in KS1 and KS2 reports. In addition, a lot of educationalists blogs in last 2 years have shown how to implement this system and the benefits that have been derived from it, including less teacher planning/preparation time and increased attainment.

The whole class reading sessions use RIC.

R – Retrieve

I – Interpret

C – Choice (commenting on the creator’s choice to understand a variety of media)

The RICs are based on poems, song lyrics, film trailers, adverts, photos, cartoons and anything else which inspires children.

The skills of retrieve, interpret and choice build upon each other, with children deepening their understanding of the chosen text as they work through the questions. All children should be able to access the Retrieve question without support, and should attempt the Interpret question independently. The Choice question is designed to encourage the children to think more deeply about the text, and should demonstrate an extension of their learning.

If time, children attempt the Choice question before we spend a few minutes going over the answers as a class, with pupils getting the chance to add to their answers with other people's ideas. This means children get the chance to access high-quality answers and write them down

A.P.E

A.P.E. is designed to help children answer longer response questions in reading by following a simple structure.

A = Answer it

P = Prove it

E = Explain it

Writing

One of our key priorities is to improve writing outcomes for all learners by delivering a structured, fun, engaging and challenging writing curriculum. In order to do this we have become a 'Talk for Writing' school which has a proven record of accelerating children's learning. 'Talk for Writing' was developed by the author Pie Corbett.

At Sandy Lane, we incorporate the Talk for Writing model into the teaching of writing. Children are taught writing skills through studying a range of both fiction and non-fiction texts including teacher produced models alongside challenging model texts from a range of sources. Children are encouraged and supported to learn texts by heart, before trying to innovate them and gradually apply more independent changes to the model until they can write freely with confidence. In addition, picture books and topic work are used as a stimulus for writing. In Key Stage 2, children are also taught to write through Novel Study. All of their writing is inspired by novels and they study three novels per academic year. Challenging texts are chosen to ensure that children have an excellent model for their own writing.

During their time at Sandy Lane, children are exposed to a range of classic and contemporary poetry. They have the opportunity to use these poems as a model for their own writing.

Our writing is enhanced by using resources from The Literacy Shed +, The Spelling Shed, T4W.

Our school has worked with external advisers, experts and cluster colleagues who have proven records in developing pupils' learning in writing. We use this valuable resource to finely tune our provision, share good practice and offer whole school staff continuing professional development (CPD).

We promote our writing further by 'Writer of the Month' displays and having their work displayed here is a moment of great pride for the children.

Our English team receive and provide CPD as necessary linked with advisers, other experts and SLEs.

Phonics

At Sandy Lane Primary we follow the *Letters and Sounds* scheme of phonics teaching. Each child in Reception and Yr1 has a daily, minimum 20-minute phonics lesson, following the teaching sequence of revisit/ review – teach – practise - apply. In Yr2, children access a balance of both phonic and spelling punctuation and grammar (SPAG) lessons based on their individual needs and attainment. Reception and KS1 children are taught in small groups, based on regular assessments so that children's learning needs are accurately matched to the correct provision. Small phonic sessions or interventions are delivered by teaching assistants and overseen by the class teacher, to provide complimentary teaching.

Sessions are lively, fast-paced and fun. In a session, children are taught either phonemes/ digraphs/ trigraphs, high frequency and/or tricky words and these are consolidated through reading and writing. There are lots of opportunities to speak and listen, as well as to read and write the sounds.

At the end of Year 1 children have to take the national *Phonics Test* which tests children's phonic knowledge. Here, they are required to read real and nonsense words, applying the skills they have learnt. Ideally children will have completed and consolidated Phase 5 during Year 1 and Phase 6 during Year 2, so that they can focus more on higher-level comprehension using increasingly challenging texts. Any child that does not complete the phonics programme will continue learning phonics throughout Year 3/4 during interventions.

Maths

At Sandy Lane, we believe that mathematics should be fun and rewarding for all children. As such we endeavour to make our work in mathematics engaging for all learners.

There are Fluency maths sessions at least 3 times per week (with the exception of Reception where numeracy is developed more on a continuous provision basis). For twenty minutes we focus on times tables and a number of arithmetic questions to reinforce and consolidate the arithmetic skills that have been previously taught. We believe that this plays an important role in the children becoming fluent in the fundamentals of mathematics and develops the children's ability to recall and apply knowledge rapidly and accurately. This is beginning to have a positive impact on our Maths provision and children's understanding particularly in areas of arithmetic. 20 minutes a day, for 5 days a week, 39 weeks a year equates to 65 hours extra maths done outside the Maths sessions.

Our curriculum is mapped by the White Rose Maths Hub scheme of work which we are using to develop a mastery approach. We focus on a progression from concrete resources, to pictorial representations and finally into the numerical abstract to aid our children's conceptual understanding. As a result, we are seeing a growth in confidence in all our learners, especially in areas of problem solving and reasoning.

Every lesson begins with the teacher starting with a problem which either recaps the learning from a previous lesson or corrects misconceptions from previous lesson. This is done before introducing a new concept. The teacher and TA will start with a guided group that has been pre-selected according to prior/ongoing assessment. The teacher will then model the learning using an 'I do, you do' approach. Pupils are then given time to answer questions independently. The teacher then has time to mark the look at children's work and perhaps alter groups of children based on how they answered the questions. The aim is to give extra support to the children who require it, ensuring all children reach a certain level of understanding by the end of the lesson. This prevents an achievement gap from forming. Whilst the teacher addresses misconceptions with the intervention group, the teaching assistant supports the rest of the class in deepening their understanding of the concept through reasoning and problem solving

TT Rockstars was introduced from Y2 to Y6 in 2018/19. This has had a positive impact on nearly all children's fluency in times tables and our promotion of TTRS has meant more children are keen to work on this area.

Our Maths team receive and provide CPD as necessary linked with advisers, other experts and SLEs. 2 members of staff have been accepted as members of Whiteknights TRG (Teacher Research Group) Teaching for Mastery Hub and will disseminate to staff to continue to develop our mastery approach.

OTHER SUBJECTS

We teach a knowledge rich curriculum that is ambitious and designed to give all learners the skills needed to succeed in life. We teach through themes where there are effective links. If a subject does not link it is taught as a standalone. We follow the National curriculum and embrace a broad-spectrum of stimulating topics enhanced by many enrichment activities/events to build on our pupils' cultural capital. Our lessons are well planned, highly engaging and challenge/support all abilities. Curriculum areas may be combined into learning to ensure high levels of motivation and interest from the children.

Science

Here at Sandy Lane we are proud to have now started a successful, annual Science Week.

We follow the National Curriculum for science ensuring all pupils develop their scientific knowledge and conceptual understanding through specific disciplines of biology, chemistry and physics. Science is hands on where possible; pupils are given the opportunities to experience science in the real world. Having a pond on site is an invaluable resource available to all Year groups, ensuring they have a real world setting in which to base their investigations. We have secured links with the secondary science department, using labs, teaching expertise and resources enhancing teaching and learning for our pupils in science. Some year groups attend science exhibitions or places to link with their theme/topic or hold workshops in school (eg Year 5 Planetarium visit)

Information and Communications Technology (ICT)

Our ICT curriculum comprises a number of different strands: computer skill, digital literacy, coding, data handling and using technology in the wider world including e-safety. Each year group builds on the skills taught during the previous year, to ensure that by year 6 students are confident using technology, including a range of different programs, apps and websites.

Personal, Social Health and Citizenship Education (PSHCE) and Sex and Relationship Education (SRE)

Here at Sandy Lane, we have half termly topics throughout the school. Our PSHCE is divided into the following topics:

- careers, financial capability and economic well-being;
- physical health and well-being;
- keeping safe and managing risk; (internet safety, stranger danger)
- identity, society and equality;
- mental health and emotional well-being;
- sex and relationship education.
- (drug, alcohol and tobacco education;) currently researching and liaising with other schools, in particular an outstanding primary, to decide how best to target this topic. Planning on having a focus day/week in Summer 2.

We also cover safeguarding themes through the following:

- anti-bullying week takes place in the Autumn Term in the third week of November;
- a yearly visit from
- NSPCC PANTS scheme
- Speak out, stay safe programme- 22nd January with workshops on 28th and 29th January.
- SRE is delivered to year 6;
- E Safety week and a constant reminder through weekly assemblies the importance of staying safe on line.

Assemblies are delivered 5 times per week, covering elements of current topics in the news or celebrations. In addition, the teaching of the core British Values and Golden Rules outline how these are exemplified in our own school values.

Religious Education (Citizenship)

Here at Sandy Lane, we follow the Berkshire agreed syllabus scheme throughout the school. This provides a broad and balanced programme of RE which reflects three key areas. It will,

- Be a 'big question' based programme, fostering an approach that allows exploration of the three key areas covered by the syllabus- belonging, believing and behaving. It is of note that the 2013 NCFRE re-organises the RE curriculum into 3 strands: A. Know about and understand a range of religions and worldviews (Belonging) B. Express ideas and insights about the nature, significance and impact of religions and worldviews (Believing) C. Gain and deploy the skills needed to engage seriously with religions and worldviews (Behaving). The Pan-Berkshire agreed syllabus incorporates these 3 strands but chooses to retain reference to Learning ABOUT and FROM religions and worldviews.
- Adhere to the recommendation that Christianity will be taught for about 2/3 of syllabus time. In addition Judaism will be taught in KS1 and Hinduism & Sikhism covered in KS2. This reflect the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of the other principal religions represented in Great Britain' (Education Act, 1996)
- Follow an Engage, Enquire, Evaluate & Reflect model of teaching. This does not have to progress in a linear fashion, nor does each section have to be touched on only once, but can be revisited at any point during a unit of work. There should also be scope for the lesson to be guided by the pupils' questioning and investigating if it opens up other interesting avenues for enquiry.
- Promote the spiritual, moral, social, cultural, mental and physical development of pupils.
- Offer opportunities for personal reflection and spiritual development.
- Challenge pupils to reflect on, consider, analyse, interpret and evaluate issues of truth, belief, faith and ethics and to communicate their responses.
- Encourage pupils to develop their sense of identity and belonging.
- Enable pupils to flourish individually within their communities and as citizens in a pluralistic society and global community.

Through our Citizenship curriculum at Sandy Lane, children will learn **ABOUT** religions and worldviews by

- acquiring and developing knowledge and understanding of Christianity, other principal religions and worldviews represented in Britain, and the diversity within and between them as well as the commonalities they may share.
- developing an understanding of the influence of beliefs, values and traditions on individuals, communities, societies and cultures. This work includes enquiry into, and investigation of, the nature of religion, its beliefs, teachings and ways of life, sources, practices and forms of expression. It includes the skills of interpretation, analysis and explanation. Pupils learn to communicate their knowledge and understanding using specialist vocabulary. It also includes identifying and developing an understanding of ultimate questions and ethical issues from religious and non-religious perspectives.

Learn **FROM** religions and worldviews by

- developing a positive attitude towards other people, respecting their right to hold beliefs different from their own and towards living in a society of diverse religions and beliefs
- developing the ability to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the principal religions and beliefs represented in Great Britain
- enhancing their spiritual, moral, social and cultural development by:
 - developing awareness of the fundamental questions of life raised by human experiences, and how religious teachings can relate to them

- responding to such questions with reference to the teachings and practices of religions and other belief systems and to their understanding and experience

- reflecting on their own beliefs, values and experiences in the light of their study. This work is concerned with developing pupils' reflection on and response to their own and others' experiences in the light of their learning about religion and other belief systems. It develops pupils' skills of application, interpretation and evaluation. Pupils learn to develop and communicate their own ideas, particularly in relation to questions of identity and belonging, purpose and truth, and values and commitments.

Withdrawal from RE

The right of parents to withdraw their children from Religious Instruction on conscience grounds was included in the Education Act of 1944. All subsequent legislation has retained the clause that allows parents to withdraw their children from all or any part of RE. It also protects teachers' right to withdraw from teaching the subject. Since 1944 the nature of RE has changed significantly from the nurture of children in a faith tradition to an open and educational enquiry. It is hoped that parents and teachers will feel comfortable with the nature and areas of learning found in this syllabus and that, as a consequence, few will feel the need to withdraw either their children or themselves from the subject. However, every school should provide parents with information about the right of withdrawal (Further details can be found in DCSF publication: RE in English schools: Non-statutory guidance 2010.)

History and Geography

We have a Curriculum Team who receive and deliver training on curriculum design and who receive quality release time to ensure that the National Curriculum enhances children's learning.

History and Geography form an important part of our curriculum. We follow the National curriculum and embrace a broad-spectrum of stimulating topics. As a school we aim to wholly develop each child's geographical and historical skills, understanding and knowledge. Consequently, our lessons are well planned, highly engaging and challenge all abilities. We also offer a variety of school trips such as Dinton Pastures and the Living Rainforest which aids in bringing experiential knowledge to children. In areas where a visit is not easily available we invite school workshops (Great Fire of London / Groovy Greeks) in to help deliver the curriculum in an interactive way. All children take part in these events.

Art and DT

As well as being taught through topics, are also celebrated through specific Art/DT weeks. Design and technology forms an important part of the curriculum. We follow the National curriculum to deliver inspiring, creative and practical lessons. As a school we aim to develop skills of designing, making and evaluating as well as building upon (technical) knowledge and understanding. We aim to give pupils the opportunity to test their ideas and products and be able to evaluate their own work and that of others.

Our lessons across the year groups are varied, challenging and inspiring.

Subject Specialisms

The following subjects are taught by specific teachers across the school:

Physical Education

Sandy Lane Primary sees **PE** as a hugely important curriculum area. It is taught weekly by fully qualified P.E. specialists. In addition, staff take PE sessions and have had CPD in ensuring this is of high quality specifically using the REAL PE Scheme. When possible, athletes/professionals are invited into school in order to promote sport but also to enhance children's understanding of necessary link between academia and sporting success. Sandy Lane prides itself on offering a vast array of sport/activity clubs and we take part in a multitude of competitions and events outside of school for all ages and abilities leading to wide participation and success

(including Berkshire Kurling Champions, Football League Champions, taking part in schools swimming gala for first time) Importance of active/healthy lifestyles are also promoted in other curriculum areas and children are being introduced to concept of NEAT this year (exercising/activity without it being sport – eg taking stairs instead of escalator)

MFL

German is taught through weekly PPA sessions by a specialist language teacher with teachers adding to this with the use of incidental language when possible. Provision is further enhanced in Summer term for Year 6 with exposure to early Spanish in preparation for secondary school. Many German events are incorporated into the school year including German Frühstück (breakfast) organised and run by children, Karneval celebration, German carols at our carol concert. Links are made with schools in Germany and MFL is further promoted through central display.

Music

At Sandy Lane, we believe that music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression, and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music at Sandy Lane enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play and perform, in and outside of the classroom, including: weekly singing assemblies; choir; rocksteady; Berkshire Maestros whole class instrumental lessons and Young Voices. Our choir is starting to become a real part of the community with performances taking place in the Lexicon, Bracknell; The Hexagon, Reading; The Royal Albert Hall, London and the O2 Arena. We have also performed multiple times to our local elderly home and in concerts arranged by Berkshire Maestros alongside our schools.

Experiences to Write Effectively

Residential

We are proud to be able to offer residential to all the children in Y6 (PGL). These are partially funded for vulnerable children. This complements the termly experiences that all children experience at Sandy Lane. Hands on learning and experiences are key to children being able to write with meaning. We try to fund as many experiences as possible but request parental contributions for others or raise funds to help. Year 6 run a 'fiver challenge' in the summer term which not only gives them understanding of running a business but also raises money that pays for their end of year celebrations. No child is precluded from an experience due to funding. Every child experiences visits to places linked to their learning or themes throughout the year as well as additional people/companies/workshops coming in to school.

Leadership

We have a successful School Council who are active in making decisions on whole school improvement areas as well as being involved in the community including visits to a Residential Home, opening local buildings, representing school at events. All children are able to stand for election to School Council and their class vote to decide on representatives.

We have a pupil Leadership team incorporating Head Boy and Head Girl, Deputy Head Boy and Deputy Head Girl and Prefects. All of these have to present their 'agenda' to the school via a speech in a special assembly. Children then vote as per an official election and from these votes, roles are awarded. This team are responsible for leading tours of the school, greeting visitors, representing school at external events – including greeting Her Majesty the Queen – and for being role models to others in school.

A member of school staff leadership team is in the process of reinvigorating our House system. They will link with the above to finalise details of this and promotion of it across the school. Every pupil and member of staff will be allocated to a House and achievements/house points will be promoted in our celebration assembly. There will be opportunity for pupils to be voted as House Captains and intraschool events will take place within houses.

A PRIDE Celebration assembly is held weekly and is used to celebrate all that has been achieved across the school and by individuals. This celebration will include attendance awards, PRIDE awards for someone displaying our core values, Smiley certificates, TTRS awards and anything else pertinent. The emphasis is on making this a true celebration of all that has been achieved by anyone.

We hold termly events to raise money for a wide range of charities including our own PTA. These can range from Dahlicious Dahl Day to Jeans 4 Genes Day to raising money for local events/charities. A member of staff also works closely with a local Secondary School who work and raise money for schools in Rwanda – this has included school supporting her volunteering in Rwanda. Her experiences, and that of Rwandan children, are then shared with our children.

We have links with Secondary Schools which include staff coming in to take session with Year 5 & Year 6 as well as our pupils visiting them. This has included use of a secondary science lab for our science club. Year 9,10 & 11 pupils also work with us especially during events such as Sports Days. We have also welcomed several past pupils back to talk to our children and also to gain volunteer/work experience in school.

We enrich our pupils with a wide range of before school, lunchtime and after school clubs. These clubs celebrate a variety of sports and fitness; the arts – singing, dancing, drama, speaking and listening. Homework and ICT clubs including TT Rockstars. Clubs we run include French, cooking, Film, art. There are opportunities for all children.

For a full analysis of our curriculum and a breakdown of each year group's curriculum, please see our Website.