



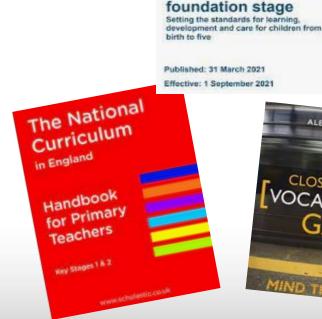
## Research

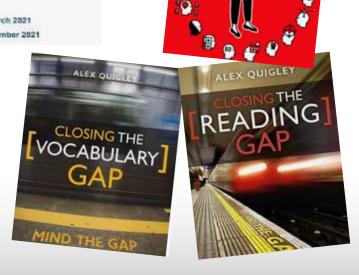
Statutory framework for the early years

A variety of sources have been used to ensure our curriculum is based upon

research.







Tom Sherrington



# Involving stakeholders

During the creation and delivery of our curriculum we enquired about the views of our stakeholders.

Staff
Pupils



Parents



# Next Steps...

 We reviewed our curriculum to ensure we were meeting the needs of our stake holders

 We reviewed our curriculum to ensure coverage of the EYFS Statutory Framework & the National Curriculum

 We reviewed our curriculum to ensure it was engaging, aspirational and fully inclusive whilst promoting cultural capital and diversity



## Rationale

### We designed our Curriculum Rationale

(the full document can be viewed in the curriculum section of our website)



### Curriculum Rationale

	Inspire, Challenge & Achieve Together												
	Core Values	Ready				Respectful				Safe			
INTENT	Principles	At Oakfield Primary School, our curriculum is designed to recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers. Our research based, bespoke curriculum is progressive and is underpinned by an understanding of how children learn and how knowledge is assimilated into long term memory.  Our eight year curriculum is based upon the Early Years Foundation Stage Statutory Framework and the National Curriculum and is reviewed on a termly basis to ensure it meets the needs of our current cohorts and community.  We recognise that every child is unique and welcome and celebrate differences within our school community. Our curriculum aims to be fully inclusive and to develop the cultural capital of all our pupils.  We acknowledge that we need to develop children's knowledge of themselves as learners through the use of self-regulation and meta-cognition. Through promoting our learning behaviours of pride, resilience, organisation, curiosity, initiative, independence and team work we seek to prepare children to succeed in a diverse and ever changing society.											
	Learning Behaviours	Pride		Re	esilience	Organis	Organisation				Initiative & dependence		Team Work
	British Values/ Historical Substantive Concepts	Civilisation	Conques	t D	emocracy	Empire	Monard Rule		Rules/Law	Trade, Trade ro		gacy	War/ Conflict
	Social & Emotional Drivers	Feeling safe			Aspirations			Healthy Minds, Healthy		thy Lives	G	Growth <u>Mindset</u>	
	Drivers for Cultural Capital	Love of re reading oppo	-		cabulary equisition	Quality Teaching pupi	for all	N	1etacognition	Enric	Emotional nment tunities		mmunication Community



## Intent

We reviewed our Curriculum Intent

(The curriculum intent & the intent document for each subject can be viewed on the curriculum section of our website)



### Inspire, Challenge & Achieve Together

### **Curriculum intent:**

At Oakfield Primary School, our curriculum is designed to recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers. Our research based, bespoke curriculum is progressive and is underpinned by an understanding of how children learn and how knowledge is assimilated into long term memory.

Our eight year curriculum is based upon the Early Years Foundation Stage Statutory Framework and the National Curriculum and is reviewed on a termly basis to ensure it meets the needs of our current cohorts and community.

We recognise that every child is unique and welcome and celebrate differences within our school community. Our curriculum aims to be fully inclusive and to develop the cultural capital of all our pupils. To promote this we offer a number of enrichment and extra-curricular activities and, where possible, these are provided at no extra cost to our families.

We acknowledge that we need to develop children's knowledge of themselves as learners through the use of selfregulation and meta-cognition. Through promoting our learning behaviours of pride, resilience, organisation, curiosity, initiative, independence and team work we seek to prepare children to succeed in a diverse and ever changing society.

Throughout the academic year 2020 – 2021, we developed a subject recovery curriculum to allow for missed learning during the coronavirus pandemic.

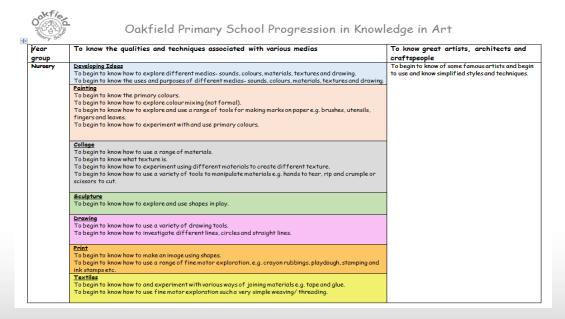
The implementation of our aspirational and engaging curriculum can be seen on the individual subject pages.



# Progression of Knowledge

 We identified key knowledge to be taught in each year and designed our progression of knowledge documents for each subject so that children can learn more to remember more through a sequenced approach.

(These documents can be viewed in the curriculum section of our website)





## Curriculum Documents

We created our curriculum long term, medium term & short term planning documents

(The long term and medium term plans can be viewed on the website. The short term plans, which include tier 2 & 3 vocabulary, are working documents for our staff)



### Oakfield Primary School History Long Term Plan

EYFS: Understanding the World
Understanding the world involves guiding children to make sense of their physical world and their community. The frequency and range of children's personal experiences increases their knowledge and
sense of the world around them - from visiting parks, libraries and museums to meeting important members of society such as police officers, nurses and finefighters. In addition, listening to a broad
selection of stories, non-fiction, rhymes and poems will foster their understanding of our culturally, socially, technologically and ecologically diverse world. As well as building important knowledge, this
extends their familiarity with words that support understanding across domains. Enriching and widening children's vocabulary will support later reading comprehension.

Term	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn	Now and Then	Great and Ghastly	Geography Focus	Building on Empire	Local History	Victorians
	Knowledge of historical	Knowledge of historical		Knowledge of the impact of	Knowledge of an aspect of	Knowledge of an aspect or theme
	changes within living	events beyond living		Roman Empire on Britain	local history: the	British history that extends
	memory	memory that are			formation of Scunthorpe	chronological knowledge beyond
	1	significant			and the impact of the	1066: The Victorian Era
		_			First World War	
Spring	Now and Then	Geography Focus	Where it all began	Geography Focus	Geography Focus	WWII
	Knowledge of changes to		Knowledge of historical			Knowledge of the key events during
	toys within living memory		changes in Britain from the			WWII and the significance of the
	,		Stone Age to the Iron Age.			Battle of Britain
Summer	Hot and cold Places	Significant individuals	Ancient Egyptions	Raiders and Traders	A lasting legacy- Ancient Greece	The Silk Road
	Knowledge of continuity	Knowledge of the lives of	Knowledge of the	Knowledge of Angle-Saxon		Knowledge a non-European society
	and change at the seaside.	significant individuals in	achievements of an early	and Viking invasion and	Knowledge of Ancient	that provides contrasts with
		the post who have	civilization: Ancient Egypt.	settlement in the UK	Greek life and	British history - early Islamic
		contributed nationally			achievements and	civilization, including a study of
		and internationally.			influence on the Western	Boohdad c. AD 900
					world	
						Crime and Punishment
						Knowledge of continuity and chang
	1	I	l	I		of crime and punishment
	I	I	I	I		throughout British history



### Dakfield Primary School Medium Term Plan - Music - Spring Term

EYF5: Expressive Arts and Design							
The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts,							
enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their							
understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in							
interpreting and appreciating what they hear, respond to and observe.							
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
To know how to identify and							

park pitch, dynamics and	how sounds can be used	history of music (from the	of music.	read musical notation	in
pa.	descriptively.	Stone Age to the Iron Age).		(crotchet, quover, crotchet	fr
			To understand the	nest, minim, semibneve).	
enow how to identify and	To know how to use sounds	To know how to identify and	importance of music within	1	Te
the beat and rhythen of	for a descriptive purpose.	perform a repeating pattern	British traditions past and	To know how to read musical	8e
ic of varying tempor.		throughout a song.	present.	natation - staff, treble clef,	th
	To know how to identify and			time signature, E, G, B, D, F	
inow how to listen and	use dynamics	To know how to improvise	To understand and use the	4 F, A, C, E.	To
and to music of a		and compass own version of	terms: duration, timbre,	1	pie
erent time period	To know how to describe	a familiar song using	pitch, best, temps, texture	To know how to select and	re
adel - Zadak the Priest)	different music and	knowledge of beat and	and use of silence to	combine sounds to create a	
and - books, marriagely	investigate hav composers	rhythm CAN Will Rock	describe music	meladic composition - 8	To
inou how to sequence	have used dynamics for a	You').		beats	774
ds to create an overall	purpose.		To know how to read musical	1	80
et.		To know how to compose own	notation - staff, treble clef.	To know how to record	-
	To know how to compose own	version of a song in contrast	E. G. B. D. F & F. A. C. E.	compositions using musical	
inow how to recognise	storm piece using structure	to previous composition (e.g.		notation (8 beats).	To
	and dynamics	(ullaby).	To know how to play tuned	1	w
ges in timbre, dynamics			percuesion with accuracy.	To know how to perform own	34
pitch.	To know how to hold the	To know how to reheares,		meladic composition	pro
incoming to company	ocarina and know how to	perform and evaluate	To understand how to		O



# Moving forward...

We continue to plan enrichment opportunities

 We continue to review our curriculum on a termly basis to ensure we are meeting the needs of our current cohorts and community

 We continue to review our curriculum to ensure that it is inclusive, accessible and aspirational for all our pupils