



The Creation of our Curriculum



Research

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

SUMMARY OF THE DfE'S Reading Framework

THE IMPORTANCE OF TALK
High quality talk and a language-rich environment are central to the approach to developing literacy. The quality of adults' interactions with children affects their vocabulary acquisition and cognitive development. Encouraging pupils' spoken language to interact to all subjects in the National Curriculum and EYF so that they can articulate their understanding, develop their knowledge, and build the vocabulary they need to support their learning.

READING IS A CATALYST
Reading for pleasure is associated with higher levels of literacy achievement. There is also a relationship between cognition and motivation. Enthusiasm and motivation in reading. Those who are good at reading do more of it, they learn more and expand their vocabulary and knowledge. This enables them to understand more of what they read. For those who read less, or who find reading difficult, the opposite is true. Reading more makes children more academically able.

VOCABULARY ACQUISITION THROUGH TALK
High quality adult interactions and purposeful experiences can build children's vocabulary size. The report provides an example for how a visit to a fire station might unleash the teaching of generic, field-specific and some of the key information. For example, by talking of the pupils would learn and connect words such as hose, flames, heat, smoke, plumes and extinguishers. This supports later reading by helping children comprehend texts when they see such words.

ADULTS MODELLING SPEAKING AND LISTENING
Adults can plan to develop children's vocabulary through everyday experiences. This can include adding adjectives and adverbs into interactions so that children begin to expand their word knowledge and understand them in a greater range of contexts. Children should also be explicitly taught what good listening is like, both through direct instruction and through teacher modelling. Good listening should also of course be reinforced and rewarded with praise.

PARTNER TALK
Children benefit from being taught how to talk to a partner, speaking in complete sentences and using simple language. Children should be taught to appear to each other in sentences and to listen to each other. When teachers can use these interactions to assess what children know, as they listen in to their discussions and give feedback. Pairs can then be selected to share their responses with the group.

NO HANDS UP
The practice of asking for children to raise their hands to answer can reduce the opportunities for interaction. To limit the number of children who the teacher 'hears', exclude children who raise their hands and don't listen, and suggest children who don't raise their hands, that they don't need to participate. Over time, the difference between interactions of those who raise their hands and those who don't, grows the language gap that we want to eliminate.

CHOOSING BOOKS TO READ ALOUD
Teachers should choose books which engage children emotionally. Young children care about what their teachers think about the stories they read. The report gives a guide of how to choose books to ensure children are presented with a wide range of genres from a wide range of contexts. There should be a 'core' set of stories for each year group which reflects a wide range of backgrounds and contexts, which can be supplemented by teachers' choices.

Statutory framework for the early years foundation stage
Setting the standards for learning, development and care for children from birth to five

Published: 31 March 2021
Effective: 1 September 2021

Tom Sherrington
ROSENSHINE'S PRINCIPLES IN ACTION

The National Curriculum in England
Handbook for Primary Teachers
Key Stages 1 & 2
www.scholastic.co.uk

ALEX QUIGLEY
CLOSING THE [VOCABULARY] GAP
MIND THE GAP

ALEX QUIGLEY
CLOSING THE [READING] GAP



Involving stakeholders

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

Staff

Governors

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	<p>Principles</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>										
	Learning Behaviours	Pride		Resilience		Organisation		Curiosity		Initiative & Independence	Team Work
	British Values/ Historical Substantive Concepts	Civilisation	Conquest	Democracy	Empire	Monarchy/ Ruler	Rules/Law	Trade/ Trade route	Legacy	War/ Conflict	
	Social & Emotional Drivers	Feeling safe		Aspirations			Healthy Minds, Healthy Lives		Growth <u>Mindset</u>		
	Drivers for Cultural Capital	Love of reading/ reading opportunities		Vocabulary acquisition		Quality First Teaching for all pupils		Metacognition	Social & Emotional Enrichment opportunities	Communication 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 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.


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)


 Oakfield Primary School Progression in Knowledge in Art


Year group	To know the qualities and techniques associated with various medias	To know great artists, architects and craftspeople
Nursery	<p>Developing Ideas To begin to know how to explore different medias- sounds, colours, materials, textures and drawing. To begin to know the uses and purposes of different medias- sounds, colours, materials, textures and drawing.</p> <p>Painting To begin to know the primary colours. To begin to know how to explore colour mixing (not formal). To begin to know how to explore and use a range of tools for making marks on paper e.g. brushes, utensils, fingers and leaves. To begin to know how to experiment with and use primary colours.</p> <p>Collage To begin to know how to use a range of materials. To begin to know what texture is. To begin to know how to experiment using different materials to create different texture. To begin to know how to use a variety of tools to manipulate materials e.g. hands to tear, rip and crumple or scissors to cut.</p> <p>Sculpture To begin to know how to explore and use shapes in play.</p> <p>Drawing To begin to know how to use a variety of drawing tools. To begin to know how to investigate different lines, circles and straight lines.</p> <p>Print To begin to know how to make an image using shapes. To begin to know how to use a range of fine motor exploration, e.g. crayon rubbings, playdough, stamping and ink stamps etc.</p> <p>Textiles To begin to know how to and experiment with various ways of joining materials e.g. tape and glue. To begin to know how to use fine motor exploration such as a very simple weaving/ threading.</p>	To begin to know of some famous artists and begin to use and know simplified styles and techniques.



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**

EYF5: 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 firefighters. 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 Knowledge of historical changes within living memory	Great and Ghastly Knowledge of historical events beyond living memory that are significant	Geography Focus	Building an Empire Knowledge of the impact of Roman Empire on Britain	Local History Knowledge of an aspect of local history like formation of Southwark and the impact of the First World War	Victorians Knowledge of an aspect on theme in British History that extends chronological knowledge beyond 1066-The Victorian Era
Spring	Now and Then Knowledge of changes to toys within living memory	Geography Focus	Where it all began Knowledge of historical changes in Britain from the Stone Age to the Iron Age.	Geography Focus	Geography Focus	WWII Knowledge of the key events during WWII and the significance of the Battle of Britain
Summer	Hot and cold Places Knowledge of continuity and change at the seaside.	Significant individuals Knowledge of the lives of significant individuals in the past who have contributed nationally and internationally.	Ancient Egyptians Knowledge of the achievements of an early civilisation: Ancient Egypt.	Raiders and Traders Knowledge of Anglo-Saxon and Viking invasion and settlement in the UK.	A lasting legacy- Ancient Greece Knowledge of Ancient Greek life and achievements and influence on the Western world.	The Silk Road Knowledge of a non-European society that provides contrasts with British history- early Islamic civilisation, including a study of Baghdad c. AD 900 Crime and Punishment Knowledge of continuity and change of crime and punishment throughout British history

 **Oakfield 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 experience 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 compare pitch, dynamics and tempo	To understand and describe how sounds can be used descriptively	To understand about the history of music (from the Stone Age to the Iron Age)	To understand the history of music	To know how to identify and read musical notation (crotchet, quaver, crotchet rest, minims, semibreves)	To know how to identify and read musical notation (crotchet, quaver, crotchet rest, minims, semibreves)
To know how to identify and clap the beat and rhythm of music of varying tempos	To know how to use sounds for a descriptive purpose	To know how to identify and perform a repeating pattern throughout a song	To understand the importance of music within British traditions past and present	To know how to identify and use dynamics	To know how to identify and use dynamics
To know how to listen and respond to music of a different time period (Hindustani - <i>Zabba</i> , the Present)	To know how to describe different music and investigate how composers have used dynamics for a purpose	To know how to improvise and compose own versions of a familiar song using knowledge of beat and rhythm (<i>Cock</i> , <i>Will</i> , <i>Jack</i> , <i>You</i>)	To understand and use the terms: duration, texture, pitch, beat, tempo, feature and use of silence to describe music	To know how to improvise and compose own versions of a song in contrast to previous composition (e.g. lullaby)	To know how to improvise and compose own versions of a song in contrast to previous composition (e.g. lullaby)
To know how to sequence sounds to create an overall effect	To know how to recognise change in texture, dynamics and pitch	To know how to compose own version of a song in contrast to previous composition (e.g. lullaby)	To know how to read musical notation - staff, treble clef, E, G, B, D, F, A, C, E	To know how to play tuned percussion with accuracy	To know how to play tuned percussion with accuracy
To know how to compare music by the same composer (Hindustani - <i>Musik</i> for the Royal Fireworks)	To know how to begin to make a sound using the sources	To know how to rehearse, perform and evaluate compositions	To know how to read musical notation - staff, E, G, B, D, F, A, C, E	To understand how to read and use chord diagrams	To understand how to read and use chord diagrams
To know how to use voices	To know how to begin to make a sound using the sources	To know how to rehearse, perform and evaluate compositions	To know how to use musical notation to record compositions	To know how to play accompaniments involving chords in succession	To know how to play accompaniments involving chords in succession



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