

# Crich Junior School



## Curriculum Overview

## Teaching and learning

### An overview of the curriculum at Crich Junior School

Our curriculum is designed using and extending the National Curriculum and conforms to the Equality Act and SEND regulations 2014, which ensures accessibility and inclusion to all children.

At Crich Junior School, all our work is designed to build on children's prior learning, provide meaningful and memorable learning experiences where our children are taught to be independent, confident and resilient learners. Our curriculum has been designed to ensure that all children leave us with a wide body of knowledge, and the skills needed to be successful, lifelong learners with a real curiosity about the world around them.

The curriculum encompasses all the planned learning that is sequenced to promote learning, personal growth and development. Whilst fully including all statutory elements of the National Curriculum, our curriculum also gives our children the chance to explore a variety of additional 'enrichment' experiences, learning and opportunities to ensure all our children thrive and find their passion.

Our children are at the heart of every aspect of our curriculum. Developing the children's ability to learn more, know more and remember more is underpinned by quality first teaching of a broad body of knowledge and vocabulary.

We provide engaging opportunities where children are immersed in independent problem activities

We are committed to developing the whole child. Children have a strong awareness of their local community, their role within it and the value they bring to it.

Children leave our school with a sense of belonging to an inclusive tightly-knit community where they have the confidence, knowledge and skills to make decisions, self-evaluate, and feel valued.

#### **Our curriculum is based on the following key principles:**

- A clear, shared vision of the knowledge and skills our children need to take advantage of future opportunities, responsibilities and experiences of later life.
- Commitment to a rich, varied, academic, practical problem-solving curriculum experience, which is inclusive for all our children.
- A curriculum that reflects the needs of the local community context.
- Planning and sequencing. Knowledge builds on previous learning.

#### **Our Unique Intent:**

- Practical Problem Solving rich curriculum
- Bushcraft, gardening, cookery, STEM technologies, local community projects etc
- Develop self worth
- Timetable designed to enable creative curriculum.

## Organisation of Classes.

At Crich Junior School the children are organized into 3 classes, and depending on the numbers in each cohort, are sometimes mixed classes. Our current classes are:

Year 3 and 4

Year 4 and 5

Year 5 and 6

They are taught in their year groups for maths and their classes for literacy. For other subjects they can be taught in classes or mixed year groups.

Children will follow the programme for their year group but there are occasional circumstances when children will work from the curriculum for a higher or a lower age group if this is deemed appropriate for their needs.

In some subject areas, work is organised into exciting and inspiring topics on a 4 year rotation. Please talk to us if you would like any further information about our curriculum.

We try, wherever possible, to link our learning into our whole school annual and termly themes so that the children can make connections between subjects and we often use pupil voice and current issues steer our learning.

## Subject Leadership

At Crich Junior School we believe that the whole curriculum belongs to the whole staff and that the continuous development and sharing of expertise and ideas is a collective responsibility.

Due to personal interest or 'Expertise', staff have taken on responsibility for specific subjects:

Maths	Mr Orridge/Miss Burrow
Literacy	Mr Orridge/Mrs Crellin
Science	Miss Burrow
History	Mrs Packard
Geography	Mrs Crellin
RE	Mrs Kemp
PE	Miss Burrow

ICT	Mrs Kemp
Art	Mrs Crellin
Design Technology	Mrs Crellin
French	Mrs Packard
PSHE	Miss Burrow
Music	Mr Orridge
Outdoor Learning	Mr Orridge

We are fortunate enough to have dedicated and highly experienced Teaching Assistants, who work with groups and individuals as needed, and who have their own areas of expertise within the curriculum. They are an integral part of our school family. Their areas of expertise are as follows:

Mrs Porter	Art, Mindfulness, ELSA
Mrs Copen	Maths, Cookery, First Aid
Mrs Hardy	Literacy, Phonics, Swimming, Cookery
Miss Copen	Outdoor Learning, Forest Schools
Mr Hayes	PE, Swim trained teacher, Ukulele

## Timetable 2020/2021

		Lesson 1	Lesson 2	Lesson 3	Lesson 4
Monday	Assembly Reading	Literacy	Literacy	Maths	PSHE
Tuesday	Assembly Reading	Literacy	Maths	Geography , PE , ICT	
Wednesday	Assembly Reading	Literacy	Maths	Art, Outdoor Learning, Topic, RE	
Thursday	Assembly Reading	Orchestra Choir Recorder Group	Maths	PE, Science, History	
Friday	Assembly Reading	Literacy Swimming	Maths	Literacy	French

## Lockdown Learning Timetable

		Lesson 1	Lesson 2	Lesson 3
Monday	Good morning from Mr Orridge and class teachgers	Literacy Writing, SPAG or Reading Comp	Maths	Art or Geography
Tuesday	Good morning from Mr Orridge and class teachgers	Literacy Writing, SPAG or Reading Comp	Maths	RE or ICT
Wednesday	Good morning from Mr Orridge and class teachgers	Literacy Writing, SPAG or Reading Comp	Maths	Science or PSHE
Thursday	Good morning from Mr Orridge and class teachgers	Literacy Writing, SPAG or Reading Comp	Maths	History
Friday	Good morning from Mr Orridge and class teachgers	Literacy Writing, SPAG or Reading Comp	Maths	PSHE

To enable lockdown learning, we use the Seesaw app, which enables staff to put work on that pupils can do remotely and independently. Activities are achievable but challenging and include teacher videos and recordings and interactive activities. We also encourage all pupils to use EdShed for spellings, Times Tables Rockstars for times tables and BBC Bitesize for engagement in a number of other activities. All of these other activities can be accessed via the links on Seesaw. Using this format enables children and their teachers to engage in positive feedback and dialogue.

## **Knowledge Organisers**

We use knowledge organisers in school where appropriate to support children's learning and consolidate their knowledge. They contain a summary of key facts and essential information that children need to have a basic knowledge and understanding of a topic.

They include essential facts about the topic and are laid out into easily digestible chunks.

## **Maths**

We teach maths in year groups and our daily assessment of the children's work feeds in to subsequent planning. We use White Rose Maths to inform our planning and sequencing, but we also match our teaching to the needs of the children by drawing on a wide range of other resources including: Abacus, White Rose Maths, Mastering the Curriculum, BBC Bitesize and CGP. Children are encouraged to practice their times tables and their mental maths both in school and at home with regular tests in school to assess their progress.

## **Literacy**

The whole school has a 15 minute reading session built into each day. We have access to a wide range of fiction and non-fiction books in our library as well as stage specific books.

All children have access to 1 to 1 reading with an adult and we are lucky enough to have a number of volunteers who help us with this each week (Covid restrictions permitted)

Literacy is divided into 3 distinct areas and these are built in to our weekly timetable.

They are:

- Spelling, punctuation and grammar
- Writing
- Reading Comprehension

This work can be taught as whole class, small group or on an individual basis.

## **Science**

Science is taught separately, following the new National Curriculum and we use an enquiry based approach. Topics are covered on a rolling programme and wherever possible, we make use of our wildlife garden and pond; our polytunnel and raised beds. We are committed to ensuring that the children understand their surroundings and their impact on the environment and we build in farming visits as an integral part of our science work.

## **Physical Education**

At Crich Junior School, we recognise the value and positive impact physical education (PE) has on the holistic development of our pupils. We offer a broad and balanced curriculum that inspires and raises the aspirations of the pupils and meets the needs of all pupils through fun, safe, high-quality lessons.

P.E lessons (2 x 2hr sessions) are taught by a specialist PE trained TA, and through the AVSSP scheme of work., which provides our teachers with planned lessons that encapsulate all areas of the National Curriculum and ensures lessons are progressive and develop the children's knowledge and skills building on pupil's prior knowledge. Positive attitudes surrounding physical activity and leading a healthy lifestyle are encouraged and integrated where possible in other curriculum areas and throughout school life (such as break, lunch and assemblies). Our pupils have opportunities to compete in both competitive and non-competitive sport and activity (and have the opportunity to learn coaching skills as sports leaders) that help build character and confidence, embedding our school's core values such as fairness, respect, resilience and teamwork. Regular lessons supporting the development of the mental health and wellbeing of pupils are also taught alongside physically active lessons.

In Year 3 and 4 (and 5 if still a non-swimmer) our children go to the Arc swimming pool and are taught to swim by qualified swimming instructors both provided by the pool and within school. According to the National Curriculum swimming expectations.

We have a wide range of sports clubs at Crich running after school. The sports involved change half termly. We also compete in the Amber Valley Sports Partnership Schools Competitions throughout the year, which covers a wide range of individual and team sports and involves teams from all year groups. We also take part in the annual Bunting Cup for Matlock schools.

## **Art**

Art has a significant and valuable role in the taught curriculum, as well as through the enrichment opportunities and activity days we offer our pupils. It is usually, although not exclusively, linked to our themes and topics throughout the year. And is generally taught to mixed age groups. It motivates and enthuses pupils allowing them to explore their creativity. They are taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

## **Music**

We are proud to say that every child learns an instrument at Crich Junior School. In year 3, all pupils have the opportunity to learn the recorder as well as sing in our school choir. Small group or one to one lessons are available and currently include: flute, guitar, ukulele, violin, double bass, cello and drums. As the children progress through the school developing their musical talents, they are invited to play in the school orchestra. As well as in school, there are many opportunities throughout the year to perform in the wider community.

## **RE**

We believe that Religious Education is a key player in stimulating knowledge and understanding which can lead to tolerance and respect for others traditions, beliefs and backgrounds.

Religious Education at Crich Junior School respects and promotes each child's desire to gain knowledge and understanding of the world beyond their immediate environment.

Throughout our RE curriculum there are opportunities for Spiritual, Moral, Social and Cultural development at an appropriate level of challenge for their age. Our RE curriculum encourages evaluation and critical thinking, equipping them to consider belief positions they encounter, contributing significantly to understanding British Values. We encourage children to develop positive attitudes towards those values.

## **History and Geography**

These subjects are taught as part of our topic/themes and are integrated where appropriate. Whilst topics concentrate on different aspects of geography and periods of history, we ensure that the concepts and skills taught are age specific. We focus on acquiring the concepts of research, chronology, similarity and difference in both historical and geographic enquiry. Topics are often chosen to appeal to and enable pupils to make connections with their lived in and local environment.

## **British Values**

We incorporate British Values into our curriculum so that our children learn and demonstrate skills and attitudes that will allow them to participate fully and contribute positively to life in modern Britain. As well as geography and RE, we try to include British Values into other subjects wherever appropriate.

## **MFL**

We study French throughout the school and use the 'Early Start' programme as a basis for our activities. Emphasis is placed on speaking and listening and learning through fun games and activities.

## **Design Technology/STEM**

We aim to encourage children to learn to think logically and intervene creatively to solve problems both as individuals and as members of a team through DT and STEM activities. At Crich Junior school we encourage children to use their creativity and imagination, to design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. We believe that these problem solving experiences, will raise aspirations; develop a rich and varied vocabulary; progressively build their skills, knowledge and confidence and challenge them to think outside the box.

## **Drama**

At Crich Junior School we teach drama to develop pupils' self-confidence and sense of self-worth by creating a supportive and constructive learning environment. Pupils learn to respect and have consideration for each other by encouraging turn-taking, acknowledgement of ideas, and focused listening.

The learning of drama skills may be enhanced in a variety of ways:

- By visits from touring theatre companies and Theatre in Education practitioners
- Visits to theatres to watch performances
- Opportunities to perform locally in our Summer and Christmas productions
- Develop script reading and script writing skills through structured activities and lesson plans

## **ICT**

Our ICT curriculum provides complete coverage of the computing programme of study delivering a broad and balanced curriculum throughout all year groups.

ICT helps to improve achievement levels, inspire creative thinking and encourage the development of skills that will prove invaluable in the real world and as such teachers strive to present children with the opportunities to hone their skills and then use these skills in relevant situations. ICT allows our pupils to explore, observe, engage, solve problems and make exciting discoveries for themselves. It stimulates collaboration and interaction amongst peers and also between pupils and teachers.

At Crich junior School our ICT resources not only provide the tools for promoting and developing these skills but also encourage pupils to engage confidently in imaginative learning across the following:

Internet safety - All our children learn how to keep themselves safe on the Internet.

Computer Science - Children learn how devices (computers, tablets, phones etc) work and how to program.

IT - Children learn how to use technology purposefully and effectively.

Digital Literacy - children learn about the many benefits and opportunities technology brings, but also the potential risks.

## **PSHE**

The PSHE curriculum at Crich Junior School, enables our children to become healthy, independent and responsible members of society. We use PSHE Matters to deliver our PSHE curriculum, taking a mindful approach to PSHE. As a staff we aim to provide our children with opportunities and learning experiences to set them up for life, both in school and the wider community.

By allowing them to build on specific skills as they journey through school, children are able to understand how they are developing personally and socially. Using the chosen programme of study, we aim to tackle many of the moral, social and cultural issues that are part of growing up in today's modern world. Therefore, giving our children the knowledge and confidence to go into the wider world, understanding their rights and responsibilities and appreciate what it means to be a member of a diverse society.

Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to both school life and in the wider community.

Good relationships are fundamental to a happy and healthy life. Therefore, Relationships and Sex Education (RSE) is taught to embed quality understanding of relationships, emotions, looking after ourselves, different families, sex, sexuality and sexual health. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. RSE has a key part to play in the personal, social, moral and spiritual development of young people

## **Outdoor Learning**

The children are given opportunities to develop practical skills using a wide range of tools and equipment in our outdoor environment. They solve problems collaboratively and complete tasks based around gardening, both crops and flowers, looking after our chickens and maintenance of our wildlife and gardening areas.

## **Cookery**

Cooking skills are taught in small groups throughout the year. Children are taught about:

- healthy eating and a healthy lifestyle.
- Hygiene
- How to use equipment safely and effectively
- Where food comes from - farming methods, food production, carbon footprint

We use our home grown fruit and vegetables wherever possible and recipes are chosen to fit our seasonal produce as well as the eggs from our school chickens.