



# Curriculum Statement: Implementation

## Curriculum Implementation

- In the Early Years Foundation Stage, we have identified the focus themes. These provide a theme to guide learning in that half term. However, we also ensure that we follow the children's lead in the EYFS and pursue aspects that they are interested in.
- We have ensured that the EYFS coverage in Reception provides a basis for learning in Year 1 and that key skills are developed so that children are ready to start the Key Stage 1 curriculum when they enter Year 1. We have also ensured that learning in Year 1 is at a higher level and builds on that covered in the EYFS.
- In KS1 and KS2, themes are led by the curriculum subjects of Science, History, Geography and RE (following the Tameside agreed syllabus) with cross curricular links made throughout to ensure coverage of the entire National Curriculum over time.
- The topic themes have been carefully selected across the school to ensure that we cover the National Curriculum in its entirety across Key Stage 1 and Key Stage 2. We also exploit opportunities to extend learning further.
- History led themes are organised differently across the two key stages. In Key Stage 1, we start with the period closest to the children's understanding which is comparing their lives to that of their grandparents when they were growing up. We then move further back into the past by looking at the Victorian time period which was an era of significant change for our local area and then moving further back again by considering significant national events through the Great Fire of London. In Key Stage 2, we organise our learning broadly chronologically. We have organised the European and British periods of history chronologically so that children start in Year 3 with the Stone Age and then work through Ancient Greece, The Roman Empire, The Anglo-Saxons and Vikings, the Normans and then the Industrial Revolution in the Victorian Era. We also cover two periods from further afield – The Ancient Egyptians and the Mayan Civilisation. These are not covered chronologically but we have selected to teach about this content in Year 5 and 6 due to the difficult concepts covered within them.
- We have organised our themes from Year 1-6 so that they link across the school under broad umbrella themes. These umbrella themes are organised so that the whole school learn about subject areas that are linked in some way. This supports children to make links between their learning in previous years and look forward to their learning in future years. The themes are displayed in the hall for children to discuss and make links in their learning. The umbrella themes are also launched in an assembly with the whole school to raise excitement in learning.
- The umbrella themes are
  - Term 1A: Me, Myself and I
  - Term 1B: What a Wonderful World!
  - Term 2A: Discovery Detectives
  - Term 2B: Time Travellers
  - Term 3A: Amazing Animals

- Term 3B: Location, Location, Location

- We have RE theme weeks in each term to cover our RE curriculum as a discrete subject as well as learning about festivals across the year.
- In the EYFS, we have chosen three RE themes which are taught across the year as and when links are made with other areas of learning. However, learning opportunities are exploited as and when appropriate too.
- Where possible, English learning is linked to themes so that curriculum links are developed and learning is enhanced. For example, in the Year 2 theme 'Why does a dinosaur not make a good pet?' the book 'Gigantosaurus' is used as a stimulus for creating narrative texts and for non-chronological report writing about our own dinosaurs.
- The theme overview, along with the umbrella themes, is provided on the next page.

### Curriculum Umbrella Themes 2022-23

|                       | Term 1A   | Term 1B  | Term 2A  | Term 2B   | Term 3A  | Term 3B   |
|-----------------------|---|--|--|---|--|---|
| <b>N</b>              | Nursery Rhyme Land  | Let's Celebrate  | Bears, Bears, Bears  | Down on the Farm  | Let's Plant  | Under the sea   |
| <b>R</b>              | Hello Friends   | Festivals and Celebrations                                     | Tell me a Tale   | A Royal Adventure                                       | Mad about Minibeasts   | A Pirate Quest  |
| <b>Umbrella Theme</b> | <b>ME, MYSELF AND I</b>                                   | <b>WHAT A WONDERFUL WORLD!</b>                                 | <b>DISCOVERY DETECTIVES</b>  | <b>TIME TRAVELLERS</b>                                  | <b>AMAZING ANIMALS</b>   | <b>LOCATION, LOCATION, LOCATION</b>                       |
| <b>Y1</b>             | Which birds and plants would I find in our forest school? | Why does it get dark earlier in winter?                        | Which materials should the Three Little Pigs have used to build their house? | What has changed since your grandparents were young?    | Why can't a meerkat live in the North Pole?  | Where do we live?   |
| <b>Y2</b>             | How could you be the next Olympian?                       | What was it like to live in Mossley during the Victorian time? | How can we grow our own salad?   | Why was Samuel Pepys a significant person from history? | Why would a dinosaur not make a good pet?  | Why do we love to be by the seaside?                      |
| <b>Y3</b>             | How far can you throw your shadow?                        | What makes the Earth angry? (including Rocks and Soils)        | Can you feel the force?  | Who first lived in Britain?                             | What are the 'Bear' necessities of life?   | How has Greece changed over time?                         |
| <b>Y4</b>             | Why is music enjoyed by so many?                          | Where would you choose to build a city? (inc. water cycle)     | How could you cope without electricity for a day?                            | Why were the Romans so powerful?                        | What happens to the food we eat?   | Who were more successful the Anglo-Saxons or the Vikings? |
| <b>Y5</b>             | Could you walk in Neil Armstrong's footsteps? (+ forces)  | Why should the rainforests be important to us all?             | Could you be a forensic scientist?   | Why were Norman castles certainly not bouncy?           | Do all animals and plants start life as eggs?                                      | Can you walk like an Egyptian?                            |
| <b>Y6</b>             | Have we always looked like this?                          | Who were the Mayans and what did we learn from them?           | How could you light up your life? (including Electricity)                    | Would you survive the Victorian workhouse?              | What would a journey through your body look like? (including animals and habitats) | I'm a Y6 pupil, can you get me out of here?               |

### RE themes for 2022-23

|           | Term 1  | Term 2  | Term 3   |
|-----------|---|---|--|
| <b>N</b>  | Which stories are special and why?<br>Which places are special and why?<br>Where do we belong?            |   |  |
| <b>R</b>  | Which people are special and why?<br>Which times and special and why?<br>What is special about our world? |   |  |
| <b>Y1</b> | Who is a Christian and what do they believe?  | What makes some places sacred?  | How should we care for others and the world, and why does it matter? |
| <b>Y2</b> | Who is a Muslim and what do they believe?   | How and why do we celebrate special times?  | Who is Jewish and what do they believe?                              |
| <b>Y3</b> | What do different people believe about God?   | Why do people pray?   | What does it mean to be a Christian in Britain today?                |
| <b>Y4</b> | Why is Jesus inspiring to some people?  | How do people from religious and non-religious communities celebrate key festivals? | What does it mean to be a Hindu in Britain today?                    |
| <b>Y5</b> | Why do some people think God exists?  | If God is everywhere, why go to a place of worship?                                 | What does it mean to be a Muslim in Britain today?                   |
| <b>Y6</b> | What do religions say to us when life gets hard?  | What can be done to reduce racism? Can religion help?                               | What matters most to Christians and Humanists?                       |

- For each theme, we have written a Unit Plan which identifies prior learning that the unit builds on and links to the National Curriculum requirements.
- In our Unit Plans we have identified the key learning that children will understand through studying each theme. As part of each Unit Plan we have identified the essential knowledge that we want children to remember and the essential skills that we want our children to have.
- Each Unit Plan records the sequence of learning through a unit supporting teachers to make links through the lessons and build a narrative sequence through each unit. The Unit Plans also identify cross curricular learning in other subject areas such as Art, DT, Music, Computing, PE etc. which ties into the theme. We ensure though that we only make links to other curriculum areas where this is logical and where learning for both the curriculum subject and the theme is enhanced. We only make links that ensure quality teaching and learning.
- In our themes that are not led by Science, we have planned pieces of work to develop the skills of Working Scientifically to ensure that Science as a core area of the curriculum has regular coverage and retains a high priority in the curriculum even when not in a science driven theme.
- For this reason, in some themes and in some curriculum areas, teaching and learning can be discrete. This is the case with some aspects of Music for example recorder and brass lessons. This is also the case with some aspects of computing and PE. Other subjects are kept discrete for example the teaching of Spanish and PE when these are taught by subject specialists.
- As well as the core curriculum, we believe that the co-curricular provision that is offered by the school supports children to develop their strengths and pursue their wider interests and contributes to how the school can further meet its curriculum intents. The link between the clubs on offer to children, events and competitions the school engages in and the school's curriculum intents is shown in the table below.

|   |   |
|---|---|
| <p><b>Intent 1</b><br/>Be numerate and literate, meeting or exceeding age-related expectations across the curriculum.</p>             | <p>Debating Club<br/>MCSP Debates<br/>Higher Order Thinking Maths<br/>MCSP Maths Battle<br/>Science club<br/>MCSP Wonderful Book Share scheme<br/>Visits to local library<br/>Visits to museums and historical sites<br/>Visits from poets<br/>DEAR time<br/>Class Novels</p>   |
| <p><b>Intent 2</b><br/>Be confident and articulate communicators.</p>   | <p>Debating Club<br/>MCSP Debates<br/>JASS Award<br/>Visits from poets<br/>Year group performances</p>  |
| <p><b>Intent 3</b><br/>To be respectful, responsible, caring and considerate members of the local, national and global community.</p> | <p>MCSP events<br/>MCSP student council<br/>JASS Award<br/>Whit walks<br/>Singing at Methodist Church to the Elderly Luncheon Club<br/>Visits to St George's Church<br/>Mossley Heritage Society<br/>Forest School<br/>Visits from members of local and national community eg Police, Fire Service<br/>Visits to museums and historical sites<br/>Charity events eg, Children in need, Macmillan Coffee</p> |
| <p><b>Intent 4</b></p>  | <p>MCSP Careers Fair</p>  |

|   |  |
|---|--|
| <p>To be resilient learners who have high aspirations and a desire to succeed.</p>  | <p>JASS award<br/>Rainbow Learners behaviour rewards.<br/>MCSP Maths Battle<br/>Tameside school games competitions<br/>MCSP Sports competitions<br/>Visits from poets</p>  |
| <p><b>Intent 5</b><br/>To encourage mental, physical and social development and equip them with the skills to manage their own wellbeing.</p> | <p>Multisports clubs<br/>Board Games Club<br/>Lego Club<br/>Tameside school games competitions<br/>MCSP Sports competitions<br/>JASS Award<br/>Choir<br/>Mindfulness activities<br/>Forest School<br/>DEAR time</p>    |
| <p><b>Intent 6</b><br/>To be inquisitive and curious about the world around them.</p>   | <p>JASS award<br/>Science Club<br/>Seasonal walks<br/>Mossley Heritage Society<br/>Visits to local church<br/>Visits to local library<br/>Forest School<br/>Visits to museums and historical sites<br/>Class Novel</p> |
| <p><b>Intent 7</b><br/>To be aware of the needs of others and be inclusive to all.</p>  | <p>JASS Award<br/>Singing at Methodist Church to the Elderly Luncheon Club<br/>Use of Makaton</p>  |
| <p><b>Intent 8</b><br/>To be given rich and varied opportunities to develop across the arts.</p>  | <p>Year group performances<br/>Recorder club<br/>JASS Award<br/>Choir<br/>Visits from poets</p>  |