

## SCHOOL CURRICULUM STATEMENT

Pudsey Bolton Royd Primary School

'Succeed today,  
prepare for tomorrow'



'A happy, welcoming, school community where we all engage, achieve and excel.'

The National Curriculum is not the **whole curriculum**. The National Curriculum sets out the subject requirements that maintained schools are required to follow. Other schools, such as academies and free schools should use the National Curriculum as a touchstone of quality.

It is useful to think of the National Curriculum as a set of ingredients that can be included in a school curriculum. A school should decide how the ingredients can be put together in the most exciting and effective way. A school should also consider what other ingredients are required to make a really outstanding curriculum that will inspire and challenge all children and prepare them for the future.

We have worked as a school to provide an exciting and engaging curriculum for our children. English and Maths lessons are taught discreetly. The foundation subjects are delivered through a variety of topics. The topics are the ones that our children told us that they really enjoy studying. Topic work is introduced through trips, visits and visitors which provide a context to support the children in their learning. At Pudsey Bolton Royd Primary School our curriculum is guided by The National Curriculum. We endeavour to plan and deliver the curriculum in such a way as to meet our school aims and to grow enquiring, creative, thoughtful, stimulated and independent learners. We approached the introduction of a new National Curriculum in September 2014 as an opportunity to develop the curriculum to suit the needs of our pupils. We have been reviewing our provision to meet the new Statutory Requirements and will do so again at the end of the academic year. We aim to be innovative in our practice to provide contextualised, stimulating learning opportunities which allow all our children to access learning. As a thriving primary school in the edge of Bradford we understand the benefits of using the many rich resources that Leeds, Bradford, our local area and our community provide. We believe that it is important for our pupils to have visits and visitors to extend their learning far beyond the classroom.

## **Core Subjects**

### **Mathematics**

Fluency, speed and accuracy of calculation skills, problem solving and reasoning are at the heart of the maths curriculum at Pudsey Bolton Royd. As a school we use Mathsmap as a starting point to assess the skills and knowledge children need in order to meet the National Curriculum expectations. This is supported by calculation and mastery materials from the NCETM Maths Hubs. We know that it is important for our children to use real life situations and concrete resources. We use many practical resources such as Numicon, hands on equipment and visual models and images to help children understand how maths works. As well as understanding maths, children need to be able to explain their mathematical thinking. Mathematical reasoning, problem solving and application of their learning is crucial. We believe that deep learning of mathematics is important so that children can see and use the connections between different areas of the subject and how it can be applied in real life and in other subjects across school. Development of quick recall of number facts and mental calculation strategies are taught daily. Our Calculation Policy will be redeveloped during the year to support the needs of our school community.

## **English**

### **Speaking and Listening**

Verbal and written communication is at the heart of much of our learning. Children in the Nursery learn many rhymes and songs so that they can start to distinguish sounds and patterns in language. As children progress through the school their communication skills are developed through group discussion tasks, presenting to their class and performing in class assemblies regularly through the year. Our Foundation Stage has been accredited with "Communication Friendly Schools" status. We are supported by a speech and language therapist who supports children who have difficulties with verbal communication.

### **Reading and Phonics**



<http://www.ruthmiskin.com/en/parents/>

Children begin to learn to read in Early Years Foundation Stage when they are taught the associations of letters and sounds. In Foundation Stage and Key Stage One phonics is taught daily using the Read, Write Inc Scheme. Within each session children practice linking sounds and letters, blending and segmenting in order to read and spell, as well as reading and discussing a story. High-frequency "tricky words" are also practiced regularly so that children can recognise these in their books. Phonics intervention sessions run to accelerate progress for children falling behind.

<http://www.allertonbywater.leeds.sch.uk/upload/documents/ortguideforparents.pdf>

Guided Reading is taught daily in Key Stages One and Two. We have a range of published reading schemes in school to support this. As well as teaching children to read confidently and accurately, children are taught to use strategies to develop their understanding and appreciation of texts.

Each half term we will take a different focus in guided reading sessions

Half term 1 - Fluency and Intonation

Half term 2 - Summarising and retrieving information

Half term 3 - Vocabulary: understanding new and unknown words

Half term 4 - Inference and Prediction

Half term 5 - Links between books / Themes and Conventions (KS2)

Half term 6 - Reading for pleasure

All children are expected to read every day at home. Our school works hard to raise the profile of reading in school and our community. To support this aim all the children are invited to join the 'Arooj reading challenge' to encourage wider home reading. Oxford Reading tree is our main published scheme. Children are also given the opportunity to visit our school library regularly to make their own choices of books to take home. Children in Nursery and Reception are also able to take home a story of their choice to read and share with their family, including a range of bi-lingual books.

### **Spelling**

In the early stages of writing, children are taught to use their knowledge of letters and sounds by "sounding out" the word they want to spell, segmenting the word into its different phonemes (sounds). As children progress through the school they are introduced to other spelling patterns and groups of "exception words" which do not follow the usual patterns. Each child is given a group of spellings to practice in school through the week and in their homework books. Their progress is monitored through weekly spelling tests.

### **Writing**

Children's writing is developed across the curriculum so that the children are learning to write for a wide range of purposes. We use "Talk for Writing" approaches to familiarise children with stories and non-fiction texts as a model for their own writing. By reading widely and discussing texts in class, children are able to "magpie" words, phrases and ideas to use in their own writing. Children practice orally rehearsing their sentence before writing. Children are given regular feedback about their writing and use their reflection time to edit and redraft their writing.

At Pudsey Bolton Royd, we celebrate children's success in writing by sharing their best work in class and with parents. Each class has an account on Pobble, where teachers upload children's writing to share with parents and with wider audiences. The children love reading the comments they have received about their work.

You can read some of our recent writing here: <http://pobble.com/schools/4794>

Handwriting is practised regularly and is an opportunity to develop spelling and grammar skills. Grammar is taught in context, as children learn different ways to express their ideas and organise their sentences. Children practise grammar skills daily in warm-ups to their English lessons and apply the skills they are learning in their independent writing.

### **Computing**

Recognition of the place of computing and technology in all learning is key to our approach. Computing is used and taught in a variety of ways. Where necessary, specific skills are taught in discrete lessons, however the majority of computing teaching takes place using a cross curricular approach. This allows children to transfer their skills and use technology for a real purpose. The new computing curriculum is creative and allows children the opportunity to develop their skills in both coding and digital communication in the widest sense. We run a Digital Leaders Club which enable children to develop their skills and teach other children in school.

### **History and Geography**

History and Geography are taught mostly through topics using a cross curricular, theme-based approach. Some aspects of Geography, such as weather will fit well with Science (e.g. climate / water cycle). We value these subjects as an avenue for children to consolidate basic skills learnt in English and Maths. Cross-curricular links with Art and Design Technology are also made. Once again learning in these areas is made more real and meaningful for children by the use of a range of resources including visits and visitors.

### **Science**

Science is either taught discretely or as part of a theme; whichever fits the content of the curriculum most appropriately. Scientific enquiry skills are a key part of the science curriculum and are used as the stimulus for lessons. Lessons are hands on and investigative using a range of skills including mathematical. Children use a range of resources to develop their knowledge as they progress through the school. Visits and visitors are important to add to and deepen children's knowledge and understanding. Another way in which the children's interest has been stimulated is by the use of a summer term Science Week, an example of this was a whole school topic on the theme of bubbles. The science content taught in each year group has been reviewed following the introduction of the new National Curriculum in September 2014.

### **Music**

Children are taught music in their classes. The long term plan provides a framework for children to develop their musical skills and knowledge as they progress through the school. In addition Year 2 will learn to play recorders. The children will all have an opportunity to learn to play the violin during whole class sessions in KS2. Once a week

our Music leader teaches singing to all classes, with their class teachers and support staff. This not only develops their singing skills but also creates a sense of community. There is a choir and orchestra running after school once a week where children can develop a sense of community, work together and practice playing their instruments. Children showing an aptitude for music receive free peripatetic tuition and are encouraged to perform on stage at the summer and winter concerts.

### **Physical Education**

We provide two sessions of PE per week to fulfil the requirements of the National Curriculum. From September 2014 the classes will be led by a specialist PE teacher. Sports coaches are employed to lead sports clubs at lunchtime and after school during the week. In addition there are a range of after school clubs running throughout the year. Each class is taught games, dance and gymnastics. Key Stage Two children are also taught athletics and orienteering. Swimming is taught in Year 3.

A yearly multi-skills sports day allows children to enjoy sharing their skills with parents. There are further opportunities for participation in competitions with local schools within our school family. We are aiming to be involved in more competitions this year.

### **Religious Education**

RE is taught according to the Leeds agreed syllabus. This allows all children to learn about the six major world religions through different topics such as special books and places of worship, developing understanding of and respect for local faith communities. Visits will be arranged to support this. Cross-curricular links are made where appropriate. There are many opportunities in school life to support children's social, moral, spiritual and cultural development both within formal lessons and in general.

### **Modern Foreign Languages**

French is the language that we teach. All classes from Year 3 to Year 6 will have a French lesson each week from September 2014, building on the work we have done before. Our approach to learning a language is that children should be actively speaking and listening during the lessons so that they may become increasingly confident in using the language. Children are taught by a specialist language teacher.

### **PSHE**

Personal, Social and Health Education is taught across the curriculum but also used to address issues and worries which children may encounter in their lives (bullying, self-esteem, healthy living, friendships etc). The curriculum includes Drugs and SRE (Sex and relationships education). In addition we use Circle Time activities to help children voice their concerns and observations. We address children's mental health and resilience through class assemblies.

### **Art and Design**

Art is taught in school as part of a cross-curriculum approach as well as developing a progression of artistic skills and awareness across the school. The children are taught to be both reflective and experimental whilst learning more about their topics (e.g. Habitats in science, or about a period in history). The children are provided with opportunities to explore ideas and record their experiences and develop their work. During their time in school the children look at the work of great artists, craft workers and designers.

### **Design and Technology**

Our approach to Design and Technology again fits with our cross-curricular themes. Some aspects fit well with Science (e.g. making a winding mechanism), whilst others fit with Art, History and Geography. Children are given opportunities to investigate, design, make and evaluate their own products. They learn skills in creating and using structures, mechanisms, textiles and control. Food technology is offered to all children and is taught by a skilled teaching assistant. The children all have the opportunity to prepare and cook healthy meals with the aim of giving them the skills and ideas to take back and use at home. Where possible food grown in our school garden is used in the recipes.

*To see how these subjects fit together please refer to the Curriculum Map*

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September 2017