

Blackawton Curriculum

Our curriculum aims to respect all the articles in the UNCRC. With regards to curriculum development and progression, the following articles underpin our principles and practise:

Article 3 (Best interests of the child): The best interests of children must be the primary concern in making decisions that may affect them. All adults should do what is best for children. When adults make decisions, they should think about how their decisions will affect children. This particularly applies to budget, policy and law makers.

Article 12 (Respect for the views of the child): When adults are making decisions that affect children, children have the right to say what they think should happen and have their opinions taken into account.

Article 28: (Right to education): All children have the right to a primary education, which should be free. Wealthy countries should help poorer countries achieve this right. Discipline in schools should respect children's dignity... Young people should be encouraged to reach the highest level of education of which they are capable.

Article 29 (Goals of education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures. It should also help them learn to live peacefully, protect the environment and respect other people.

Article 31 (Leisure, play and culture): Children have the right to relax and play, and to join in a wide range of cultural, artistic and other recreational activities.

Knowledge and Skills based curriculum

We operate a three-year rolling programme, using broad titles, in order to ensure child-led planning delivers a rich, balanced, knowledge and skills-based curriculum. The learning environments will facilitate independent learning, where children can challenge themselves; expectations (of children and adults) are high and knowledge and skills are built upon year on year.

Whilst the topic headings have been given a particular subject focus, all foundation subjects will be taught, in line with the national curriculum, through each topic focus. The focus on Geography, History and The Arts ensures that we secure knowledge and skills progression.

STEM is taught discreetly in each class weekly. Cross-curricular links are made wherever possible.

Maths and English are taught discreetly daily. Cross-curricular links are made wherever possible.

PE is taught weekly in each class –KS1 and KS2 will be taught through the PEWEB curriculum this year. All children use the mile-a-day track (alternative fun-fit activities happen if weather is too extreme)

Art is taught discreetly through topic themes. Forest school also have art activities weekly. A topic theme dedicated to the arts, for one term each year, ensures progression of skills, techniques and knowledge.

Music is taught weekly, on alternate half-terms, across the school in line with the National Curriculum. Whole school singing happens weekly. Children perform half-termly, in-line with festivals and annual events.

MFL is taught weekly across KS1 and KS2.

Religious Education: taught in line with the Devon Syllabus. Alternate weekly assemblies happen, whereby 'Open the Book' role-play of Bible stories, is balanced with stories from other world religions.

Design Technology (including food technology) is taught each term. Additionally, children will access the food technology through a cross-curricular theme – including forest school.

Information Tecnology will be taught weekly.

All children access a Forest School morning or afternoon each week.

The EYFS curriculum is delivered in the Nursery and Reception classes.

Blackawton Curriculum – 3 Year Rolling Programme

2019/2020 – Knowledge Progression Topics					
	EYFS	Class 2	Class 3	Class 4	Class 5
<u>Autumn 1</u>	All About Me <i>History</i>	Who's who? <i>History</i>	Prehistoric Britain <i>History</i>	Invaders & Settlers <i>History</i>	Monarchs <i>History</i>
<u>Autumn 2</u>	Traditional Tales <i>Geography</i>	Green & Pleasant Land <i>Geography</i>	Villages, Towns & Cities <i>Geography</i>	Rivers <i>Geography</i>	Coordinates, time zones <i>Geography</i>
<u>Spring 1</u>	Time Travellers <i>History</i>	Local stories <i>History</i>	Local study <i>History</i>	The Romans <i>History</i>	Crime & punishment; war and peace <i>History</i>
<u>Spring 2</u>	Up, up, up and away <i>Science</i>	Continents, oceans and key places <i>Geography</i>	Mountains, volcanoes and earthquakes <i>Geography</i>	Migration <i>Geography</i>	Population <i>Geography</i>
<u>Summer 1</u>	Minibeasts <i>Science</i>	What happened when? <i>History</i>	A study over time <i>History</i>	Ancient civilisations <i>History</i>	Mayan Civilisation <i>History</i>
<u>Summer 2</u>	Our Amazing Planet <i>Geography</i>	Push & Pull; hot and cold <i>Geography</i>	Water, weather and Trade <i>Geography</i>	Natural Resources <i>Geography</i>	Globalisation <i>Geography</i>
2020/2021 – Knowledge Progression Topics					
	EYFS	Class 2	Class 3	Class 4	Class 5
<u>Autumn 1</u>	Tell me a story <i>History</i>	Pirate Islands <i>Geography</i>	Pirate Islands <i>Geography</i>	Poverty and Wealth <i>Geography</i>	Poverty and Wealth <i>Geography</i>
<u>Autumn 2</u>	Food Glorious food (Festivals) <i>Geography/RE</i>	London's Burning <i>History</i>	London's Burning <i>History</i>	Influences from the Ancient World <i>History</i>	Influences from the Ancient World <i>History</i>
<u>Spring 1</u>	Back in time <i>History</i>	Same or Different? <i>Geography</i>	Same or Different? <i>Geography</i>	Energy & Sustainability <i>Geography</i>	Energy & Sustainability <i>Geography</i>
<u>Spring 2</u>	Wild animals <i>Geography</i>	Inventors <i>History</i>	Inventors <i>History</i>	The Golden Age of Greece <i>History</i>	The Golden Age of Greece <i>History</i>
<u>Summer 1</u>	Life cycles (Growing) <i>Science</i>	Under the Sun <i>Geography</i>	Under the Sun <i>Geography</i>	Biomes <i>Geography</i>	Biomes <i>Geography</i>
<u>Summer 2</u>	Under the Sea <i>Science</i>	Viking Warriors <i>History</i>	Viking Warriors <i>History</i>	Anglo Saxons and Vikings <i>History</i>	Anglo Saxons and Vikings <i>History</i>
2021/2022 – Knowledge Progression Topics					
	EYFS	Class 2	Class 3	Class 4	Class 5
<u>Autumn 1</u>	All About Me <i>History</i>	Who's who? <i>History</i>	Prehistoric Britain <i>History</i>	Invaders & Settlers <i>History</i>	Crime & punishment; war and peace <i>History</i>
<u>Autumn 2</u>	Traditional Tales <i>Geography</i>	Green & Pleasant Land <i>Geography</i>	Villages, Towns & Cities <i>Geography</i>	Rivers <i>Geography</i>	Coordinates, time zones <i>Geography</i>
<u>Spring 1</u>	Time Travellers <i>History</i>	Local stories <i>History</i>	Local study <i>History</i>	The Romans <i>History</i>	Monarchs <i>History</i>
<u>Spring 2</u>	Up, up, up and away <i>Science</i>	Continents, oceans and key places <i>Geography</i>	Mountains, volcanoes and earthquakes <i>Geography</i>	Migration <i>Geography</i>	Population <i>Geography</i>
<u>Summer 1</u>	Minibeasts <i>Science</i>	What happened when? <i>History</i>	A study over time <i>History</i>	Ancient civilisations <i>History</i>	Mayan Civilisation <i>History</i>
<u>Summer 2</u>	Our Amazing Planet <i>Geography</i>	Push & Pull; hot and cold <i>Geography</i>	Water, weather and Trade <i>Geography</i>	Natural Resources <i>Geography</i>	Globalisation <i>Geography</i>

Rich Texts and Vocabulary

We are committed to teaching through high quality texts; in doing so we aim to imbue each child with a rich and broad vocabulary to apply across their learning. Key mentor text lists will be added to as and when they are used (or indeed written).

Vocabulary Development & Progression	Team Nurture	Team Wonder	Team Challenge	Team Active & Independent	Team leadership
Word and rhyme progression	Rhyme-a-week	Rhyme-a-week	Rhyme-a-week Poem-a-half-term	Poem-a-half-term	Poem-a-half-term
Exposure to complex words	Vocabulary Word wall	Vocabulary Word wall	Vocabulary Word wall & Vocabulary Collectors	Vocabulary Collectors	Vocabulary Collectors
Repetition/sight and sound reinforcement	Singing	Singing	Singing	Singing	Singing
High quality text exposure	Read whole Class Text	Read whole Class Text	Read whole Class Text	Read whole Class Text	Read whole Class Text
Key vocab progression and accumulation	Key Vocabulary on every display board	Key Vocabulary on every display board	Key Vocabulary on every display board	Key Vocabulary on every display board	Key Vocabulary on every display board

Consistency and high expectations

We believe that children learn best when there is consistency and continuity in our approach. We hold common expectations of our practice and through mutual challenge and support we ensure that it is of a consistently high quality.

We expect each teacher to take a full and determined responsibility for the progress of all of the children in their class. We expect all staff to have consistently high expectations of themselves and all children in all areas of their learning and school-life.

Attitudes for learning

We are developing the aptitudes of resilience, confidence and independence. We ensure that the tasks we choose give regular opportunities for pupils to develop these aptitudes. We explain their importance to learning. We notice and comment positively when pupils demonstrate these aptitudes and we model them in our own actions. We work with individual pupils to build these aptitudes where they are lacking.

Positive attitudes to learning will secure:

- All children's right to a high-quality education is respected through their behaviours for learning.
- Resilience and a love of challenge
- Children responding to and acting on feedback
- An eagerness to know how to improve
- Pride in work
- A positive climate where stereotypes and derogatory language, bullying and prejudice are challenged by all
- Confident self-assured learners
- Preparedness for next stage of education

- High attendance
- Caring and active global citizens

Our curriculum will secure the engagement of every child by:

- Boosting self-esteem and securing a can-do ethos
- Facilitating and encouraging independent learning and thinking
- Using high quality mentor texts to support teaching
- Building on prior knowledge and understanding
- Having opportunities to transfer skills, knowledge and understanding to other contexts
- Securing the children's voices are heard in the planning process
- Providing exciting, unpredictable and challenging learning experiences that extend their learning
- Securing an environment that is safe, secure, stable and stimulating
- Evaluating the ways in which learning takes place and given opportunities to reflect on this
- Providing clear success criteria that is explicit and models are provided
- Making learning active and collaborative
- Developing questioning, reflection, and discussion
- Developing skills of self-assessment, so that children know what they need to do to improve and set appropriate targets

Our curriculum will prepare all children for the future by:

- Securing high achievement in literacy and numeracy; ensuring that there is clear progression and continuity in the learning experience that will prepare all children for adult life.
- The use of high-quality texts to develop language, vocabulary and knowledge, which can be applied across a range of contexts.
- Equipping them with a sound understanding of the UNCRC and how to respect the rights of themselves and others to become a good global citizen
- All children will follow learning programmes in English, Maths and Science, and the foundation subjects delivered through the Primary Curriculum. All children will also have access to technology, sports and ICT.
- The PSHE Programme (Citizenship) reflects 'The Blackawton Way' and delivers knowledge and understanding of physical and mental health.
- All children will have a voice in planning the topics at the start of each term. The teachers are responsible for ensuring curriculum coverage and knowledge progression based on the children's ideas and opinions.
- Our curriculum will be rich and exciting. Enrichment activities are a powerful tool to enhance learning and make it relevant, purposeful and engaging.