

## **Kirk Hammerton Church of England Primary School.**

### **Curriculum Planning Policy**

#### **Aims**

- We want to enable all children to be included in the learning and caring that is at the heart of Kirk Hammerton Church of England Primary School. It is our aim to make sure that the children feel happy and secure in the knowledge that they are supported in working towards achieving their potential, by their parents, peers and school teaching staff.
- All planning documents will reflect the needs of all children. A variety of learning methods and teaching styles will be adopted to ensure that all children can access the full curriculum and make progress suitable for their ability level.
- Through careful planning we aim to help all children learn; the provision of a broad, balanced and rich curriculum will support all children and enable them to make good progress.
- Maths' learning ladders, Writing jigsaws and Reading progress statements are used to constantly assess children against age related expectations and judge their progress over time. These documents are an integral part of day to day learning and help children and teachers plan 'next steps' and to adjust future planning and lessons as necessary.
- Summative assessments are currently used in Maths. These standardised tests provide additional information to support formative judgements.

#### **Planning – Core Subjects**

- All teaching staff receive 10% of teaching time as their PPA time (planning, preparation and assessment) to ensure the highest quality of teaching and learning in all lessons.
- All long term plans cover a themed topic, developing, where possible, a cross curricular approach
- Units of work (medium term plans) are planned on a half termly basis and reviewed lesson by lesson to allow for any amendments to be made.

- To assist with planning teachers use;
  - **Maths** Learning sequences for their weekly plans. This provides staff with clear objectives, key vocabulary and appropriate methodology to follow. This then ensures children can be appropriately challenged and move to 'next steps' in Learning at a much quicker pace.
  - In **Writing**, genre specific topics have a clear teaching sequence, the order of which includes; Immersion, Analysis, Skills, Plan, Write and Edit/Re-write. To ensure appropriate challenge, work is differentiated and/or pupils may spend varying amounts of time at each teaching stage.
  - In **Reading** in Class One and Two, children read a wide range of fiction and non-fiction books from the Collins and Oxford Reading Tree schemes. The books are placed in bands according to reading complexity and children work progressively through the bands. Weekly guided reading sessions enable children to develop the necessary skills to read; the ability to decode and comprehend. Above all, a priority is placed on children developing a 'love' for reading. Class 3 utilises 'Reading Circles.' This is a shared reading activity where children work in groups to read, question and investigate a shared text. Each week, pupils will have a 20 minute session of shared reading/discussion and then have homework set, consisting of a chunk of reading (ranging from a few pages in Year 3 to whole chapters by Year 6) This is supported by a piece of homework according to a specific role. These roles include;
    - Discussion Director
    - Illustrator
    - Extended Writer
    - Summariser
    - Predictor
    - Investigator
    - Literary Luminary
    - Vocabulary Builder
    - Connector

Each role explores different literacy skills and encourages pupils to make connections between the text and their wider understanding of their own experiences, including other books, films, plays and computer games.

- **Phonics** is taught daily and is discrete from the remainder of the curriculum. We work systematically through the DfE phonics program, 'Letters and Sounds', which is divided into six progressive phases of phonic development. Children are grouped according to the phase of the program they are working within, so that the teaching they receive is targeted specifically to the ability of the individual and enables rapid progress to be made.

## Planning – Other Subjects

The school is currently reviewing its framework for curriculum delivery. Listed below is the overview for Science and History. The school follows the agreed North Yorkshire RE syllabus. Other subjects are taught as part of the National Curriculum. If you wish to know more about our curriculum please call in to school to discuss further.

<b>KIRK HAMMERTON - LTP 2015/16</b>							
		<b>Aut 1</b>	<b>Aut 2</b>	<b>Spr 1</b>	<b>Spr 2</b>	<b>Sum 1</b>	<b>Sum 2</b>
KS1	Sci	Living things including habitats		Everyday materials		Animals including humans	Plants
	Hist	Explorers (compare/contrast)		Changes within living memory		Significant historical events	
LKS2/ UKS2	Sci	Forces	Sound	Light Electricity		Seasonal changes and space	Living things and habitats Rocks
	Hist	Egyptians			Ancient Greeks	Battle of Britain	(Olympics - Rio)