

Curriculum 2014 Guidelines

South Bank Primary School



What we teach:

	Key stage 1	Key stage 2
Age	5 – 7	7 – 11
Year groups	1 – 2	3 – 6
Core subjects		
English	✓	✓
Mathematics	✓	✓
Science	✓	✓
Foundation subjects		
Art and design	✓	✓
Computing	✓	✓
Design and technology	✓	✓
Languages (French)		✓
Geography	✓	✓
History	✓	✓
Music	✓	✓
Physical education	✓	✓
Religious education	✓	✓
Life skills	✓	✓

Religious Education will continue to be taught in line with the Redcar and Cleveland agreed syllabus.

Life skills is an additional unit of work, chosen by the school, to address the needs of the children

Foundation Subjects

At SBPS we deliver Foundation subjects through a creative curriculum. A two-year programme of topics has been devised that will provide staff with the opportunity to teach the skills described in The National Curriculum, in an inspiring and motivational context. The two-year programme ensures that all children cover all topics during their time at SBPS, and avoids issues of repetition with children who are taught in mixed-age classes. The KS2 Support Base follows a four-year programme and the KS1 Support Base follows a three-year programme, to reflect the needs of these classes.

Staff are responsible for tailoring the curriculum to suit the needs, interests and abilities of their class. This will change from year to year; class to class

Staff will need to consider:

- How long to teach each aspect of the curriculum for in order to provide the coverage described in The National Curriculum
- How to create meaningful links between subjects
- When to teach different subjects

What is explicit in The National Curriculum is that the statutory elements **MUST** be taught. The non-statutory elements should be taught if possible, especially to extend more able pupils. The school has an expectation that the minimum time that must be spent teaching an aspect of the curriculum is four afternoon sessions (or the equivalent time). How this is structured is up to the teacher. For example:

A teacher covering the China topic might choose to spend four sessions covering the physical and social geography of China, but eight sessions on the history of China. They might choose to cover the geography in one dedicated week, whilst the history aspects might be covered one session a week for eight weeks. This should match the needs and interests of the children. Staff may choose to schedule the teaching of China to coincide with Chinese New Year.

The curriculum offers schools the flexibility to devise subjects and topics that suit the specific needs of the children who attend SBPS.

Life Skills

Through consultation, it has been identified that our children often lack practical 'real world' experiences and therefore it has been decided that the school will teach 'Life skills' to all pupils from Nursery to Y6. This is to ensure that children have the practical skills they will need as they move towards secondary school and into adult life. Each year group will follow a Programme of Study to ensure a progressive approach to learning these skills. The following is a summary of the skills that will be taught, under six key headings.

	Self Care	Safety	Manners	Enterprise	Tolerance	Citizenship
Coverage	Keeping healthy, hygiene, healthy eating	Road safety, e-safety, water safety, emergencies	Politeness, table manners, communication skills	Money, careers, debt and saving.	Bullying and differences in race, gender, age, religion, appearance and sexuality.	Improving the community, problem solving, anti-social behaviour

Staff should ensure the content and time spent delivering Life skills, reflects the specific needs of their class.

Core Subjects

Where possible and relevant, core subjects should have interesting links made to foundation subjects, in order to give a context to learning.

English

- The National Curriculum Programmes of Study contain explicit statutory requirements for Reading, Writing (including handwriting), Spelling, Grammar and Punctuation. They also include non-statutory guidance for what could be covered. Staff must cover all the statutory requirements, and should also aim to cover the non-statutory requirements where possible. Differentiation may mean that some children cover the non-statutory elements, whilst others are not yet ready.
- The Programmes of Study are divided into Y1, Y2, Y3&4 and Y5&6. Staff in Year 3 and Year 5 should assess the ability of their class and cover as much of the content as possible, whilst staff in Year 4 and Year 6 should reinforce any content that is not secure and then cover the rest of the statutory and non-statutory content.
- Effective transition is vital. Staff must keep a record of which content has been covered in each year group to inform the teacher in the next year group.

Maths

- The Maths Programmes of Study are also divided into Y1, Y2, Y3&4 and Y5&6. The curriculum is further divided into Number, Measurement, Geometry and Statistics (as well as Algebra and Ratio and Proportion in Y6). All statutory content must be covered, but with a priority of securing number skills.
- The school's calculation policy must be followed to ensure continuity of teaching mental and written methods. Examples of methods which must be used are also in The National Curriculum.

Science

- In Science 'working scientifically' is described separately in the Programmes of Study, but should be taught through the content described in the specific areas. These areas are progressive and must be taught in the correct year groups to ensure continuity and consistency.