

Curriculum Overview

Curriculum Subjects

The National Curriculum includes Core and Foundation Subjects. Core skills are used throughout learning, whereas Foundation subjects are specialised and frequently taught while making links to Core Subject areas.

The Core Subjects of the National Curriculum are **English, Maths and Science**

The Foundation Subjects of the National Curriculum are **Computing, History, Geography, Art, Design and Technology, Music, PE and Languages**

Religious Education

RE is a compulsory subject for schools to teach which does not fall within the National Curriculum. RE makes a unique contribution to the spiritual, moral, social and cultural development of pupils and supports wider community cohesion.

Religious Education enables children to make connections between the similarities and differences in how people live and to respect their right to do so. We follow the Local Agreed Syllabus, Living Differences 3 which enables children to explore personal values and beliefs whilst fostering their interest in an understanding of a range of beliefs and customs.

Organisation

To allow our pupils to get the most from their learning, some of our subjects are taught in blocked units at the end of a term which allows the children to become fully immersed in a particular topic or subject area. Each term, in weeks 1-9, a range of subjects are taught daily or weekly; in the tenth week, core subject assessments are completed. The final weeks of each term are used for blocked units and foundation subject outcomes and curriculum enrichment.

<p>Weeks 1-9:</p> <p>Daily:</p> <p>Reading fluency Writing Fluency Extended writing Reading skills Maths fluency Maths</p> <p>Weekly:</p> <p>Science PE Music (year 3 and 4) PSHE (Healthy and Happy) Reading through the curriculum</p>	<p>Blocked units:</p> <p>Art DT Computing Music (years 1,2, 5 and 6) RE</p>
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Due to the size of our school, some classes are mixed age groups, this means that we run our curriculum on a two-year cycle.

Our Curriculum Principles

At Mason Moor we have designed our curriculum to engage and inspire our pupils. Our curriculum principles underpin the planning for each subject.

- **Enriching experiences**
 - A range of visits and trips are organised to support and enhance learning in each year group.
- **Relevant and local**
 - Good use is made of learning opportunities in the locality which will be meaningful to the children.
- **Pupil voice informs choice (in the application and mastery)**
 - Where appropriate, pupils are given the opportunity to shape their own learning through being given more independence and choice.
- **Learning to learn skills**
 - It is important for pupils to develop appropriate learning behaviours; this is a focus at the beginning of each academic year.
- **Learning exemplifies high expectations**
 - Class teachers expect all work in books to be completed with care and effort.
- **Learning is organised flexibly with the correct pitch and level of challenge**
 - All learning tasks are designed to provide an appropriate level of challenge for every pupil
- **Highest standards of presentation**
 - Class teachers expect all work to be presented neatly, following the school guidelines for presentation
- **Develop vocabulary**
 - The school places high importance on providing a 'vocabulary rich' environment. New vocabulary is taught, discussed and used in all subject areas across the curriculum
- **Parental engagement**
 - Strong communication and a secure partnership with parents ensures that learning is supported and given value both within and outside school.

Arts Award and Artsmark

As a school we are currently part of two projects:

Arts Award is an individual accreditation currently being worked on by pupils in Lower Key Stage Two. Our pupils are currently working towards the first level accreditation: The Discover award.

As part of this programme, children have the opportunity to:

- discover the enjoyment of creating and participating in an art form
- develop their creativity and leadership skills
- learn new skills and share them with others
- work with or experience working with creative arts professionals

To achieve their Arts Award, our children take on challenges in an art form, participate in arts activities, experience arts events, get inspired by artists and share their arts skills with others. They create a portfolio to keep a record of their creative journey. Along the way they are supported by an Arts Award adviser, acting as assessor, facilitator and mentor.

More information can be found on the Arts Award website: www.artsaward.org.uk

Artsmark is a creative quality standard for schools, accredited by the Arts Council England. As a school, we are on our journey towards achieving a silver accreditation which recognises our commitment to providing pupils with access to a range of art forms through the curriculum.

More information can be found on the Arts Award website: www.artsmark.org.uk

Teaching and Learning

At Mason Moor we believe that pupils should be involved and inspired by their learning:

Tell me and I forget.

Teach me and I remember.

Involve me and I learn.

Benjamin Franklin

Learning must be:	Therefore:	In practice:
Experiential	Learners experiences an enriched programme of first hand experiences	Learning is first hand and takes learners beyond the classroom
Cyclic	Learners have opportunities to revisit learning building upon existing knowledge	Learning is mapped as clear journeys and links to pre and proceeding learning
Active	Learners have ownership of their learning	Learning involves investigating, exploring, creating, risk taking and pupils posing and answering their own questions

Reading and writing

Year group non-negotiables for writing:

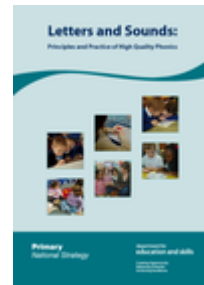
Each class in the school has a set of writing non-negotiables to work with. These are taken from the National Curriculum and are linked to every year group. The expectation is that pupils will use these elements accurately in every piece of writing they produce.

Mason Moor Primary School Non-Negotiables for writing			
Year Group	Autumn	Spring	Summer
R	<ul style="list-style-type: none">• Say your sentence• Follow the behaviour for learning - hands up, listen to adults and peers, tidy away• Be independent• Follow the daily routine	<ul style="list-style-type: none">• Segment and blend words for reading and writing• Visualise, think and record - what are you going to do? How will you do it? What will you do?	<ul style="list-style-type: none">• 1 number per box• Finger spaces• Capital letters• Full stops• Size and orientation of letters and numbers correct• Spell and read tricky words in phase 2 and 3 <p>Summer 2</p> <ul style="list-style-type: none">• Underline the date• Spell and read tricky words in phase 4
1	<ul style="list-style-type: none">• Spell phase 3 &4 tricky words correctly• Cursive handwriting• Say your sentence out loud• Use sounds in your writing	<ul style="list-style-type: none">• Begin to use question marks and exclamation marks	<ul style="list-style-type: none">• All tricky words spelt correctly• Joined cursive handwriting• Using commas

	<ul style="list-style-type: none"> • Finger spaces • Use capital letters and full stops. 		
2	<ul style="list-style-type: none"> • Capital letters and full stops • Capital letters for names, I, places, days of the week and months of the year • Use commas in a list • Tricky words spelt correctly 	<ul style="list-style-type: none"> • Use apostrophes to mark where letters are missing. • Use apostrophes to mark singular possession in nouns. 	<ul style="list-style-type: none"> • Apostrophes in contractions • Suffixes and prefixes used and spelt correctly
3	<ul style="list-style-type: none"> • Structure sentences using capital letters, full stops, question marks and exclamation marks • Apostrophes for omission • Past and present tense • Suffixes 	<ul style="list-style-type: none"> • Conjunctions: and so but because • Apostrophes for single possession • Handwriting • Full stops & capital letters 	<ul style="list-style-type: none"> • Plural apostrophes • Handwriting • Full stops & capital letters
4	<ul style="list-style-type: none"> • Prepositions • Apostrophes to mark contractions 	<ul style="list-style-type: none"> • Fronted adverbials with a comma • Paragraphs around a theme 	<ul style="list-style-type: none"> • Direct speech (structure and punctuation) • Range of conjunctions (when, if, because, although) • Clause and subordinate
5	<ul style="list-style-type: none"> • Brackets • Commas in sentences for clarity • Inverted commas • Apostrophes 	<ul style="list-style-type: none"> • Dashes • Direct/Indirect speech • 	<ul style="list-style-type: none"> • Commas for parenthesis • Modal verbs • Relative clauses
6	<ul style="list-style-type: none"> • Parenthesis • Ellipsis • Subject and object 	<ul style="list-style-type: none"> • Colon and semi-colon • Bullet points • Active/passive voice 	<ul style="list-style-type: none"> • Hyphens and ellipsis • Use subjunctive forms • Prepositional phrases

Phonics:

At Mason Moor we teach phonics using Cued Articulation. This is a set of hand cues for teaching the individual sounds in a word. The hand movements are logical - each hand movement represents one sound and the cue gives clues as to how and where the sound is produced. We use this alongside Letter and Sounds: a synthetic phonics resource which sets out a detailed and systematic programme for teaching phonic skills for children starting by the age of five, with the aim of them becoming fluent readers by age seven.



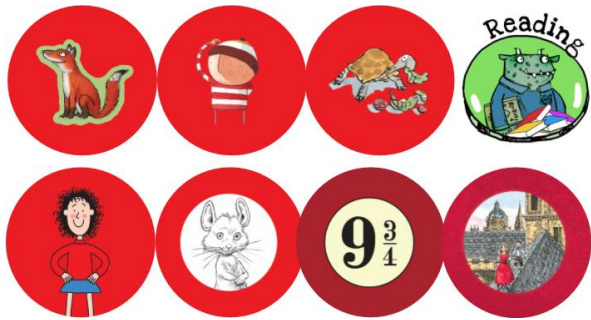
Reading and book bands:

We believe to be that a strong home-school partnership will support our children to become fluent and confident readers. Every child in the school has a reading book which is read at home and with the adults in school. Whenever reading takes place with an adult, a reading sticker can be completed and added to their reading journal. For every thirty stickers collected, a reading badge is awarded.

Book Bands are used in many schools to assign a level of reading, they help teachers, parents and pupils understand more about the reading progress they are making.

The book band for your child is selected by the class teacher and regularly monitored. The texts pupils are given to read within each of these bands are a mixture of reading scheme books and 'real' books. All of the books in the lower bands contain phonetically plausible words.

Our red reading badges:



Book Band Levels

Year group	Book Band	Reading Age
YR	PINK	Less than 5 years
	RED	5 years
1	YELLOW	5 - 6 years
	BLUE	
	GREEN	
	ORANGE	
	TURQUOISE	
2	PURPLE	6 - 7 years
	GOLD	
3	WHITE	7 - 8 years
	LIME	8 - 9 years
4	BROWN	
	5	GREY
6		DARK BLUE
	BURGUNDY	
Secondary School Ready	BLACK	11 - 12 years

Cycle A 2017/2018 Enrichment

<p>Year R</p> <p><u>Spring term</u> Oasis Down to Earth Farm, Lordshill: Linked to writing outcomes.</p> <p><u>Summer term</u> Bournemouth beach and Oceanarium: linked to writing outcomes</p>	<p>KS1</p> <p><u>Autumn term</u> Theatre visit: Peter Pan (Winchester Royal Theatre) linked to writing outcomes</p> <p><u>Spring term</u> Visit to Fort Nelson: Linked to reading through the curriculum history topic</p> <p><u>Summer term:</u> Visit to the New Forest Wildlife Park: linked to science topic and book study</p>	<p>LKS2</p> <p><u>Autumn term</u> Theatre visit: Hetty Feather (The Nuffield Theatre) linked to Arts Award work</p> <p><u>Summer Term</u> Theatre Visit: TBC (the Nuffield Theatre) linked to Arts Award work</p>	<p>UKS2</p> <p><u>Autumn term</u> Year 6 residential (Knapp House)</p> <p>Theatre trip: Hetty Feather (The Nuffield Theatre) linked to writing.</p> <p><u>Spring Term:</u> Visit to the Mary Rose museum linked to the reading through the curriculum history topic.</p> <p><u>Summer Term:</u> Visit to Stonehenge linked to the reading through the curriculum history topic</p> <p>Year 5 Bikeability linked to Happy and Healthy learning</p> <p>In2Uni (including a trip to Marwell Zoo) linked to Science topic and Happy and Healthy learning.</p>
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