

# Brookside Primary School



## Curriculum Statement

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## Statement of intent

At Brookside Primary School, we understand the importance of a well-rounded, fulfilling curriculum to prepare our pupils for the next stage of education, and for their future as citizens of the UK.

This document describes how we deliver our curriculum at each phase and each subject, including personal, social, health and economic education.

## Vision statement

**‘Learn Together, Achieve Together’**

At Brookside Primary School we are proud to be a welcoming, inclusive, collaborative school where every child is seen as an individual.

Our Vision is to prepare our children to be ready for the challenges of the future: to be able work both collaboratively and independently; to have respect and empathy towards others; to develop a lifelong love of learning; and to have the confidence to achieve their goals.

We adopt a creative approach to the planning and delivery of the curriculum, ensuring that all our children receive their entitlement of a broad and balanced education. We endeavour to create an open and friendly environment where individual children’s needs are met. This will enable them to flourish in our School and achieve their full potential.

We believe that appropriate teaching and learning experiences help children to lead happy, successful and rewarding lives to be successful learners, confident individuals, effective contributors and responsible citizens.



Our curriculum gives opportunity for the cross-curricular, cooperative learning that we embrace at Brookside Primary School. We always ensure that children can see the connection between subjects within a relevant and exciting context. This approach to teaching provides opportunities for real, hands-on experiences to excite and engage. Furthermore, it allows us to continue to place emphasis on creativity and immersive learning experiences.

Our curriculum is taught through structured topic approach which appeals to children and excites their interests. Each year group teaches through a number of termly topics which acts as a stimulus for other curriculum areas.

At Brookside Primary School we seek to create opportunities for children to experience and excel in a range of activities that enhance and extend the National Curriculum. Children have opportunities both inside and outside the classroom e.g. Weekly Forest School groups, Nurture Groups, Residential trips, Learning Musical instruments, visiting theatre companies and art projects. We also have excellent after school clubs.

The curriculum is enhanced through circles work which happens twice weekly in each class. This, along with restorative and cooperative approaches to learning, helps to develop pupil's voice with regards all aspects of their curriculum.

Pupils have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of all our teaching and learning.

When children leave Brookside Primary School at the end of Year 6, they should be equipped with the full range of skills that enables them to become lifelong learners.

## **Promoting fundamental British values**

Citizens of the UK should:

- Respect and obey the law.
- Respect the rights of others, including their right to their own opinions.
- Treat others with fairness.
- Look after themselves and their family.
- Look after the area in which they live and the environment.

We believe that our code of conduct underpins the fundamental British values to:

- Always try our best at everything we do.
- Listen to each other.
- Treat each other with respect and value our differences.
- Make time to talk through our problems.
- Care for our environment and everything in it.

We promote fundamental British values throughout our curriculum.

Examples of how each year group promotes these values and prepares our pupils for life in modern Britain, can be seen in the curriculum plans published on our website.

## **Personal, social, health and economic education (PSHE)**

In the early years foundation stage (EYFS)

PSHE in the Early Years is largely delivered through Circle Times throughout the week to develop social skills, language skills, emotional literacy and well-being. We follow our own school Scheme of Work for PSHE, which links our school themes with the PSHE national guidelines. We have a different theme each half term, starting in Reception and these are revisited every year in more depth as the children move through school. We start to talk about different relationships they may have with friends and family, and understand how they relate to people around them

In key stage 1

In Years 1 and 2 we build on the themes introduced in the Early Years. This includes developing discussions in Circle Times, and exploring ideas and opinions in themed weeks such as Anti-Bullying Week and Faith Week. The children are introduced to the roles of Student Leaders, and they explore British Values by understanding their responsibilities in school and in the community..

In Years 3 and 4

At the start of Key Stage 2 we continue with our half termly themes, and again deepen discussions in our Circle Times which are held at the same time, twice a week. There is also a more cross-curricular approach to teaching PSHE, through subjects such as RE, History and Geography. For example, the movement of refugees throughout history. During our Enterprise Week, the children develop more financial awareness. In Year 4 we begin to explore other relationships beyond friends and family, developing a better understanding of sexual relationships

In Years 5 and 6

At the end of Key Stage 2, our focus is on how our young people are becoming global citizens, and how they can apply the skills they learn in school in the world around them. This includes the Restorative approach, which will give them skills they can take to high school. In class topic work we also plan for more discrete PSHE teaching, such as understanding Remembrance Day in WWII. We also have an expectation that pupils can take more of a lead in their own learning by asking deeper questions, and exploring themes without needing the direction of a teacher. We promote independent thinking to nurture the adults of the future.

## English

### Spelling and Phonics

- Daily phonics is taught in Reception, Year 1 and Year 2. Each phonics session is planned and taught using Letters and Sounds, Phonics Bug (Reception and Year 1) and progressing to Raintree in Year 2.
- The phases are taught in the following year groups:
  - Reception : Phases 1- 4
  - Year 1 – Phase 5
  - Year 2 – Phase 6
- Spelling is taught in school regularly throughout the week. Each class from 2 – 6 follows the Raintree No Nonsense spelling scheme.
- Children have personalised spelling checklists in the back of their writing book to support their daily writing.

### Reading

#### Reading in the Classroom

- Children have many opportunities to read at Brookside Primary School. Each week children take part in a guided reading activity where they are given the opportunity to read and comprehend what they have read with a teacher. Questions are both literal and inferential based. As well as group reading sessions children also have shared reading opportunities and independent opportunities too.
- A book banded reading scheme operates across the school which comprises of fiction and non-fiction books. A range of different schemes make up our reading scheme, which gives the children, varied reading opportunities. Children work their way through the scheme throughout their time at Brookside and once it is completed they become a free reader.
- Early interventions are implemented at Brookside to support progress. Children have the opportunity to work one-to-one or as a small group to accelerate progression.

#### Reading outside the Classroom

- Key Stage One children have access to a library in their own classroom, which they have access to on a daily basis. Key Stage Two children have access to a Junior Library which they visit weekly and have the chance to choose a book of their choice.
- Children are encouraged to read at home on a regular basis and parents are encouraged to make this a priority. Parents are encouraged to question their children whilst they are reading to check their understanding.
- Each child has a reading record which logs books they have read and comments about their reading. Parents and teaching staff have access to their reading records as a means of communication.

## **Writing**

### **Writing in the Classroom**

- Regular fine motor teaching activities are implemented throughout the school to support and develop children's fine motor skills throughout the school.
- At Brookside a writing process has been devised to develop and enhance children's writing. For each genre taught teachers plan according to the writing process scaffold.
- The writing process consists of the following stages:
  - Shared Texts/Experiences
  - Example Text and identifying features
  - SPaG (genre focussed)
  - Shared Planning
  - Shared Writing
  - Planning of Independent Piece
  - Independent Writing
  - Edit
  - Publish Work (if appropriate)
- Where possible and appropriate teachers make cross curricular links which allows children to write on a range of subjects and engages them

## **Assessment**

- Assessment is on-going during every lesson and is used to inform the following days planning and teaching.
- Children are given opportunities to self-assess and feedback about their understanding of the lessons objective.
- Weekly attainment, which is based on performance in lessons, is recorded on each teacher's weekly planning sheet.
- At the end of each half term, each year group (1-6) undertake one reading assessment and one SPaG assessment. Writing is formally assessed at the end of each term where evidence from all independent pieces are collated together.
- National tests are undertaken at the end of the year by Year 2 and 6.
- Termly attainment is inputted to AM7 to track pupils progress.

### **Targets**

- Targets are set for each individual child considering their personal attainment.
- Each child has their target displayed in their book so it is easily accessible.
- Targets are shared with parents at consultation evenings and in the end of year report.

## Pupil Progress

- Each child's progress in reading, writing, spelling and grammar is reported to and shared with parents at the autumn consultation evening, the spring consultation evening and in the end of year report.
- Each term, class teachers meet with the SLT and subject lead to discuss children's progress in reading, writing, spelling and grammar.
- Each teacher has time allocated to discuss each pupil's attainment and progress with their existing teacher at the end of the term before pupils move class.

## Mathematics

### Maths in the Classroom

- The Maths Curriculum is delivered using the National Curriculum guidance 2014, and the Foundation Stage is followed to ensure continuity and progression.
- To ensure a consistency through the school, the White Rose approach is used to support the teaching of mathematics.
- The yearly teaching objectives and the termly planning sheets from the White Rose approach are used to ensure continuity and progression across the school.
- Teachers use examples published by the NCETM to ensure that planned activities are appropriate for each child to deepen their understanding and challenge each individual based on their attainment.
- Maths is a focus in each class every day and is taught daily in year groups 1-6. EYFS teaches Mathematics through their continuous provision and the focus is on practical maths. They have regular whole class/group input sessions daily.
- Mental strategies and fluency in number facts is a key aspect of Maths at Brookside and each class works on these skills daily.

### Maths outside the Classroom

- On half termly homework grids, each teacher sets a maths focussed activity
- Within school there is a Maths challenge display which sets challenges to be completed by the children. This is maintained by the student leaders.
- As a school, we participate in the Primary Maths Challenge each year.
- Children are encouraged to use Mathematics in their own time

### Assessment

- Assessment is on-going during every lesson and is used to inform the following days planning and teaching.
- Children are given opportunities to self-assess and feedback about their understanding of the lessons objective.
- Weekly attainment, which is based on performance in lessons, is recorded on each teacher's weekly planning sheet.
- At the end of each half term, each year group (1-6) undertake one arithmetic and one problem solving and reasoning paper.
- National tests are undertaken at the end of the year by Year 2 and 6.

- Termly attainment is inputted to AM7 to track pupil progress.

#### Targets

- Targets are set for each individual child considering their personal attainment.
- Each child has their target displayed in their book so it is easily accessible.
- Targets are shared with parents at consultation evenings and in the end of year report.

#### Pupil Progress

- Each child's progress in Mathematics is reported to and shared with parents at the autumn consultation evening, the spring consultation evening and in the end of year report.
- Each term, class teachers meet with the SLT and subject lead to discuss children's progress in Mathematics.
- Each teacher has time allocated to discuss each pupil's attainment and progress with their existing teacher at the end of the term before pupils move class.

## Science

Science is about children developing a sense of enquiry and extending their knowledge and understanding of the world around them. Here at Brookside Primary School, we use a range of teaching methods in science lessons, with an emphasis on providing a curriculum which develops and extends the children's scientific concepts and enables them to be curious about the world and events around them. This will lead to children learning to work as scientists, planning and undertaking practical investigations so that they can discuss science based issues that may affect their own lives, the direction of society and the future.

In the Early Years Foundation Stage, activities are planned in relation to the "Understanding the World" area of the foundation stage curriculum. Children's progress and achievements are assessed against the Early Learning Goals at the end of reception. The activities are planned in a cross curricular way through topic areas that are interesting and enjoyable.

At Key Stage 1 pupils follow the National Curriculum to observe, explore and ask questions about living things, materials and physical phenomena. They begin to work together to collect evidence to help them answer questions and to link this to simple scientific ideas. They begin to evaluate evidence and consider whether tests or comparisons are fair. They use reference materials to find out more about scientific ideas. They share ideas and communicate them using scientific language, drawings, charts and tables with the help of computing technology if it is appropriate.

At Key Stage 2 pupils learn about a wider range of living things, materials and physical phenomena, following the National Curriculum. They make links between ideas and explain things using simple models and theories. They apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health. They think about the effects of scientific and technological developments on the environment and in other contexts. They carry out more systematic investigations, working collaboratively. They use a range of reference sources in their work. They talk about their work and its significance, using a wide range of scientific language, diagrams, charts, graphs and computing to communicate their ideas.



## **Religious Education**

Our religious education is nondenominational and follows the LA's Agreed Syllabus. It is based mainly on Christian history and beliefs but also draws upon other cultures and beliefs in order to reinforce concepts, which span many religions. Brookside has many strong links with local churches.

Every school day contains an assembly, which incorporates religious education, celebrates achievements and raises awareness of current issues. The daily act of worship, which is broadly Christian in character, is part of this assembly and recognises, through its choice of themes and stories, a society made up of peoples of different backgrounds and traditions. We aim to encourage the children's' spiritual, moral and cultural development in all areas of their life.

We hold an annual Faith week; an enrichment week where each class focuses their learning on a different faith. Faith speakers come into school, sharing their culture through leading assemblies and working alongside teachers on activities in classes. On the Friday morning we hold an open morning and Multi-faith Market in school. Parents are welcome to have a try at some of the activities for themselves.

Year One – Buddhism                      Year Two – Islam                      Year Three –Christianity

Year Four- Hinduism                      Year Five- Sikhism                      Year Six - Judaism

## **Physical Education (PE)**

At Brookside all the children participate in lessons with a qualified sports coach provided by UK Sports or Stockport County working alongside their class teacher. Each class has at least two lessons of PE each week and in some terms they have three.

In EYFS and Key Stage One the children have lessons in Gymnastics, Dance and multi-skills activities. In Key Stage Two the children have lessons in invasion games, striking and fielding games and net and wall games, Dance lessons, Gymnastics lessons, and in years 3 to 5, swimming lessons at Hazel Grove Swimming Baths.

Sport and healthy lifestyle is promoted wherever possible, as a school we particularly promote cycling. We have been awarded the Sustrans Bike It Award, participate in the annual Big Pedal event, Year 5 and 6 complete Stockport's Safer cycling course, and have had Elite cyclist, Hannah Walker, in school to promote local events. Year 6 go on an outdoor and adventurous residential visit each year to the Conway Centre, Anglesey. We also have two healthy school student leaders voted for by their peers whose role is to promote healthy lifestyles in school .

Over the last academic year there has been an increase in the number of extra-curricular sports clubs. Some of the clubs were run by teachers and were free of charge, others were run by specialist sports coaches and fees were payable.

## **Computing**

At Brookside Primary School, we aim for our children to confidently develop skills and knowledge in all three areas of the Computing Curriculum:

- Computer Science - how computers work and how to write algorithms and solve problems; programming, debugging and exchanging information.
- Information Technology - how data is represented and managed on computer, how to access information, evaluate its suitability, store it, share it.
- Digital Literacy - how to understand digital information and interact with it safely and appropriately.

We aim for all children to use and apply information technology and computing skills in an appropriate and safe way in discrete computing lessons and also to support and extend their learning across the curriculum; preparing them for technological advances in the future.

Children in all Key Stages have access to 30 shared iPads, 10 shared Bee-Bots, 5 shared touch screen computers and 5 laptops in each classroom. EYFS and Key Stage 1 classrooms also have touch screen computers. The children are taught using Interactive whiteboards and visualisers. Each class has its own digital camera, headphones and microphones.

With ever changing technology and online social platforms, Digital Literacy and E-Safety are of extreme importance at Brookside. We aim for all children to use technology safely, respectfully and responsibly, understanding to keep personal information private, being able to recognise acceptable/unacceptable behaviour online, and identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. At regular points throughout the year children undertake online safety sessions. Our Circle Time Curriculum embeds E-Safety making it a regular topic for circle time conversation and allowing children a safe environment to discuss concerns. Each classroom displays key e-safety information and there is an E-Safety display in the main school corridor with key E-Safety tips, advice and points of contact displayed should the children need further support or to report any unsafe online activity.

## **Modern foreign languages (MFL)**

At Brookside Primary School, German is taught across both KS1 and KS2. We believe that the learning of a foreign language provides a valuable educational, social and cultural experience for pupils. Pupils develop communication and literacy skills that lay the foundation for future language learning. They develop linguistic competence, extend their knowledge of how language works and explore differences and similarities between German and English. We believe learning another language raises awareness of our multi-lingual and multi-cultural world, and introduces an international dimension to pupil's learning. The learning of another language provides a medium for cross-curricular links and for reinforcement of knowledge, skills and understanding developed in other subjects.

### Key Stage 1

Although languages are not a statutory part of the National Curriculum for KS1, German is taught to all children in Years 1 and 2 (30 minute session per week) Words and phrases are set to simple tunes and children will learn a bank of simple songs and finger rhymes. Ada and Hans (German puppets) are used on a weekly basis with all classes to help the children practice greetings. German lessons are taught by the MFL co-ordinator.

### Key stage 2

Foreign languages are a statutory part of the National Curriculum. In key Stage 2, we will follow the programme of study for Languages. KS2 have a weekly 45 minute session taught by the MFL co-ordinator.

### Our aims in teaching German are that all children will learn to:

Listen attentively to spoken language and show understanding by joining in and responding

Engage in conversations, ask and answer questions, express opinions and respond to those of others, and seek clarification and help

Read carefully and show understanding of words, phrases and simple writing

Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

Write phrases from memory, and adapt these to create new sentences, expressing their ideas clearly

Describe people, places, things and actions in speech and in writing.

## **Music**

Music engages and inspires children to develop a love of music, increase self-confidence, creativity, social skills and sense of achievement. Throughout both Key Stages children are involved in a critical engagement with music, listening to, composing, playing and reading music, and music is used to enhance all other areas of the curriculum.

### Learning takes place through:

- Whole class lessons
- Extra- curricular clubs
- Whole class instrumental lessons
- Individual instrumental lessons

### Progression in learning:

#### Key Stage 1

- Reception and Year 1: Exploration of percussion instruments
- Year 2: Whole class recorder lessons

#### Key Stage 2

- Year 3: Whole class Wider Opportunities music lessons through brass instruments
- Year 4: Whole class Wider Opportunities music lessons through ukuleles
- Year 5 and 6 children are able to use the skills gained in class music lessons and special projects, many continue individual lessons.

### Performance takes place through

- Whole school and class assemblies
- Concerts, such as Brass at Christmas and Spring Music Festival
- Brass band/ choir community events
- Stockport Music Service and Manchester Hub events such as come and Play with the Halle and Stockport Showcase

## History

History is taught in line with the requirements of the National Curriculum.

History in the Foundation Stage is taught under the umbrella of 'Knowledge and Understanding of the World' from the EYFS.

EYFS may include:

- Photographs
- Listening to stories and memories of older people
- Role play activities
- Discussing events in the past and their own personal lives eg Teddy bears and topical events.
- Sequencing events to gain a sense of time

KS1 cover:

- Changes within living memory-Hats, medicine and The seaside.
- Events beyond living memory that are significant nationally or globally-remembrance Day, The Great Fire of London.
- The lives of significant individuals in the past who have contributed to national and international achievements- Guy Fawkes, Florence Nightingale, Mary Seacole, Van Gogh
- Significant historical events, people and places in their own locality-Stockport Hatworks, LS Lowry, Castles.

KS2 cover (in chronological order):

- Changes in Britain from the Stone Age to the Iron Age
- The Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- A local history study- Samuel Oldknow
- A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066- Monarchs
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

- History is taught within topics with cross-curricular links made eg to art, literacy, geography etc and may use a variety of teaching and learning styles including:
- Handling and observing real or replica artefacts
- Studying sources
- Asking historically valid questions
- Videos
- Photographs
- School visits
- Visitors to school/speakers
- Drama/role play/class assemblies
- Open mornings
- Special History weeks/days
- Writing at length
- Drawing
- Artwork
- Timelines/charts/diagrams/graphs/tables
- ICT
- Links to British Values as appropriate

## **DESIGN AND TECHNOLOGY**

This subject is concerned with practical action, and it draws on knowledge and understanding from a wide range of other subject areas. It gives children the chance to become aware of the ways in which technology changes their homes and lifestyles.

From an early age children are given opportunities to handle a variety of materials and are encouraged to design and make finished products. During this process the children learn the skills of researching, planning, recording and evaluating. This subject is taught within the context of our thematic work.

## **ART**

Art has a dual role in the child's education. It is important as a vehicle for exploring awareness and imagination and for providing opportunities for expressing ideas and emotions, but is also an educational tool, which can support other areas of the curriculum. Experience in painting, drawing, model making, fabric/textile work and pottery are all included in our lessons. The children experience the use of a wide range of media, including scrap and found materials, and their work is carefully displayed around the school. This subject is also taught within the context of our thematic work.

## **EARLY YEARS FOUNDATION STAGE**

In reception at Brookside we pride ourselves in giving our children an exciting and stimulating curriculum which enables each child to develop from their own starting point but reach their full potential.

We use a balance of whole class teaching, learning through structured play and opportunities for the children to be creative and independent.

There are seven areas of learning:

Personal Social and Emotional Development

Physical Development

Communication and Language

Literacy

Mathematics

Understanding the World

Expressive Arts and Design

Our children use the outdoors as part of their daily learning experience which creates challenge through the use of problem solving, exploration and environmental awareness.

By the end of the year we aim for our Reception children to be confident, independent and eager learners who display positive characteristics of learning.