

Tell us about
your
curriculum...



We'd
love to...
read on!



caring,



learning,



winning



Our passion at OBPS is enabling our children to become everything they are capable of becoming. We have a clear methodology for **HOW** we do this... by demonstrating our core values of **CARING, LEARNING** and **WINNING**. This will inspire a confidence in themselves which will take them through life.

Our curriculum is **WHAT** we use to achieve this. It is constantly evolving and developing- however this document is intended to give you a real understanding of the thought and rationale behind our decision making.

We hope it's useful

Mr White

Contents

- 3 - OBPS Curriculum
- 4 - Wider Curriculum Overview
- 5 - Wider Curriculum - Trips and Assemblies
- 6 - Wider Curriculum - Caring, Learning, Winning
- 7 - Wider Curriculum - Learning Behaviours
- 8 - Green Light Moments
- 9 - Lesson Curriculum
- 10/11 - English
- 12/13 - Maths
- 14/15 - Foundation Subjects
- 16/17 - Topic
- 18 - Other Foundation Subjects
- 19 - Assessment
- 20 - Foundation Subject Assessment
- 21 - Wider Reading



caring,



learning,



winning

We are a school full of talented individuals who come together to make an **awesome whole**. The fact that we truly value this individuality must be reflected in all of our work, and be seen throughout our practices.

Our approach to the curriculum shows this. For clarity, our understanding of curriculum is as follows...

"All the planned learning we provide for our children."

Importantly, we understand that not all of this learning will happen in lessons. We also take great care to make sure we offer optional 'extra opportunities' wherever possible to further compliment the children's learning.

OBPS Curriculum



Our lesson
curriculum

Our wider
curriculum

And this brings us to a big dilemma. We've clearly stated we value individuality, however we also need to plan a **consistent, sequential, coherent and ambitious curriculum**, which gives complete **equality of access**. How do we achieve this without it becoming a straitjacket for both adults and children?



caring,



learning,



winning

Our Wider Curriculum

So we approach this dilemma in a number of ways. The first, and most important, way we do this is by bending with the talents, skills and passions of the people in the building. We don't just change for the sake of it however, and have some fixed points we cannot deviate from. An example of this is with our after school clubs. I cannot with any certainty tell you what clubs and activities will be available to any child at any point in the future. What I can tell you though is that the staff at OBPS will offer a **range of clubs and opportunities** based on their talents, skills and passions, and the talents, skills and passions of the children. All children will have access to both sporting and non-sporting extra curricular opportunities but these will vary.

This year we have run clubs in the following areas- musical theatre, choir, football, basketball, dodgeball, rugby, sewing, cycling, cooking, sewing, stage make-up, reading, modern dance, ballet, Design Technology, First Aid, gardening, craft amongst others.

Well over 80% of children in our school take advantage of these opportunities



This serves to explain- not only the wide range of high quality opportunities our children always have access to- but the fact that we embrace the fact that this is ever-changing and evolving based on the individuals in the school. This same point will be revisited later as it the very essence of what makes our school unique.



caring,



learning,



winning

Our Wider Curriculum- (cont)



Another way we use our wider curriculum to enhance our offering is with our **trips and visits schedule**. Every class, every year, will go on three trips or visits. One will be local and they will walk to, one will be to compliment the curriculum and be topic based, and one will be merely for fun. These are **carefully scheduled and planned** so that throughout a child's time with us they get a wide range of different opportunities.

Assemblies also are planned carefully to compliment our wider curriculum. Twice a week we meet as a whole school- once to set the theme for the week, and once to **celebrate the 'winning'** that the children have managed that week. All the children will also attend each week a Key Stage Assembly which will build on the theme for the week in a more age targeted manner. Assemblies are delivered by Senior Leaders, Teaching and Support staff, which is important for us. It reinforces the message that **we ALL have something important to offer and ALL voices are heard and valued**. Our assembly themes are based around a picture book, which is shared with the children at the start of the week, and then available for the children to look at all week. We value assemblies so highly that they are **ALWAYS attended by all staff and all children**. There's no excuses for missing assembly!



caring,



learning,



winning

Our Wider Curriculum- (cont-2)

It's also easy to overlook the importance of our **school values** and how they shape our curriculum. Taking into account our belief that 'curriculum' is defined by 'the planned learning we provide for our children', how we successfully ensure our children embody these values is undoubtably part of our curriculum.

CARING – always comes first. We care deeply about one another, and make sure our children know this and demonstrate this. It is our belief that it is the most fundamental aspect of our work and what will have the greatest impact on our ability to produce good members of society. It has to be lived and breathed by all staff at all times, and it's something that we have to be careful to not to merely pay lip service to. It is undoubtably the least tangible, but most commented upon, aspect of our school.



LEARNING – if we want to use a business analogy is our 'core product'. It's the way we can equip our children with the knowledge and understanding that will enable them to become the people they are capable of becoming. We value learning in all it's forms, and our children learn the methods by which they will become even more effective learners. It's why we place such a high emphasis on our **LEARNING BEHAVIOURS**.

WINNING – is a state of mind. It's the difference between viewing a mistake as failure, or as a necessary step towards achievement. Winning doesn't have to be at someone else's expense. We also want to make sure that children celebrate both their own and other people's successes. Creating a shared sense of enjoying their own and other's successes is a core value we believe influences our curriculum.



CARING, LEARNING and WINNING are the core that run through everything we do. You see it in lessons, on the playground, in how we talk to one another, and in the hundreds of stickers we get through each week recognising our wonderful children when they demonstrate these qualities. It actually represents our curriculum more fundamentally than anything else.



caring,



learning,



winning

Our Wider Curriculum- (cont-3)

Learning Behaviours.

The greatest skill we can give our children is the ability to be *amazing lifelong learners*. To help us achieve this we use the same language throughout the school to describe good 'learning behaviours'. Below is the 'Zoneboard', which is on display in every classroom, and emphasizes those learning behaviours.

ONE BIG TEAM - OB



caring,



learning,



winning

Our amazing learners...

... tune in

... keep going

...show respect

...try things out

... learn from mistakes

... are honest and trustworthy

...are independent

...work well with others

... are ready to learn

... try their best

... make good choices



Children are rewarded for showing these learning behaviours, and each Friday children are given certificates in our celebration assembly. The children are all aware that the 'Learning Behaviours' are the instructions for embodying our ethos of **CARING, LEARNING and WINNING**



caring,



learning,



winning

Green Light Moments

A term we use throughout the curriculum is 'Green Light'. Our understanding of this is **using something you already know to improve the thing you're doing next.**

Every lesson starts with a Green Light moment. The children are signposted to what they will studying, and we have a discussion about what they have learned before, that will be used in that lesson. This is absolutely embedded in our children as a concept, and using their prior knowledge to inform their actions has proved very effective.



We also begin each Topic with a Green Light conversation, based on the previous Topics that the upcoming topic will be following on from. We have a special **interactive Topic Overview** for this purpose which shows which previous Topics have learning related to it. The children all have the 'curriculum overview' in their Topic Books.

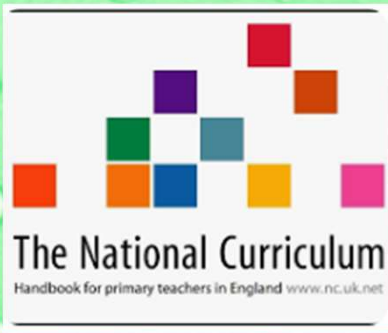
	Curriculum Overview					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NUR	Bears	Rhyme Time	Sunshine and Showers	Pets, Vets and Animals	In the Garden	Sailing the High Seas
REC	Marvellous me Science, History, Geog, Art, Music, DT	Traditional Tales Science, History, Geog, Art, Music, DT	Wonderful Weather Science, History, Geog, Art, Music, DT	Amazing Animals Science, History, Geog, Art, Music, DT	Super Heroes Science, History, Geog, Art, Music, DT	Around the World Science, History, Geog, Art, Music, DT
KS1	On the Farm Science, Art, DT	London - Our Capital City Science, Geography, History, RE, Art, DT	Castles Science, History, DT, Art, Geography	The Americas Science, Geography, History, Art	Wonderland Science, Art, DT, Geography	Traditional Tales from Around the World Science, History, DT, Art, Geography
KS1	People Who Help Us Science, PSHE, Art, History	Festivals Science, Geography, RE, Art, History, DT	Frozen Planet Science, History, Geography, Art	Africa Science, History, Geography, DT, Art	Sky High-Space Science, History, Geography, Art, DT	Seaside Science, History, Art, Geography, DT
KS2	Ancient Greece Science, History, SMSC, Art, DT, Geography	Thunder and Lightning Science, Music	Titanic Science, History, Geography, Art	Water Science, Geography, DT, Art	Anglo Saxons Science, History, Geography	Ou dans la monde Science, History, Art
KS2	What's Great About Our Place Science, Geography, History, DT, Art	Illuminations Science, Art, DT	Romans Science, History, Geography	Moving and Growing Science, PSHE	Ground Breaking (Rocks and Soils) Science, Geography	Stone / Iron Age Geography, Science, History, Art
	Wonderful Weather Frozen Planet Sky High Ancient Greece Thunder and Lightning Water Illuminations	Materials Science, DT, Art	World War II Science, History, Geography	The Ancient Egyptians Science, History, Geography	Living Things Science, SRE	Mexico and The Mayans Science, History, Geography, DT
		Lights, Camera, Action Science, Geography, History, Art, DT	Making Waves Science, Geography, Art	Volcanoes and Earthquakes Science, Geography, Art, Mini DP Project - Bread	Extreme Sports Science, Art	Champions of Change (Darwin) Science, Geography, History, Mini DP Project - Enterprise

Green Light Write

Once a week in English lessons the children do a 'Green Light Write'. This is a piece of writing based on some learning that they have done that week. This not only gives us a good opportunity to check the children's understanding of what was covered, but is another chance to overlearn the concepts that are being written about.



Our Lesson Curriculum



This section is going to start with a fundamental truth that might appear painfully obvious. **We embrace, support, endorse and closely follow the National Curriculum.** The content of what we teach is governed and decided by the contents of the National Curriculum, and it remains the single document that will give the greatest clarity to what is taught and when at our school.

Contained within the National Curriculum are all the subject areas we teach. We do not approach all of them in the same way, and use our expertise and experience to ensure we maximise the effectiveness of how we teach all of them.

ENGLISH }
MATHS } Every morning in discrete sessions

PE Discretely taught by our own employed school specialists

French We follow a home written scheme in KS1, and a specialist bought scheme of work in KS2

Computing }
Music } We use a discrete specialist bought scheme across the school

RE Is taught in a short weekly session each week across the school

TOPIC Our fundamental belief is that learning doesn't happen in individual silos, so we have integrated the rest of the curriculum into Topics which both interest and inspire the children. We have carefully planned each Topic, to ensure successful delivery of the entirety of the National Curriculum, as well as providing the children with a good base of general knowledge and a love of learning.



Fundamental Thinking

English is a vitally important subject in the OBPS curriculum. We understand that in order to succeed, both during their time at OBPS, and in the future, children must be secure in their reading and writing skills. We want pupils and staff to be excited by, and enthusiastic about the teaching and learning of English.



Aims/Intent

Our aims for English at OBPS are as follows:

- To help children develop key skills which are necessary to become life-long learners.
- To ensure that all children have access to high quality teaching of reading and writing.
- To inspire a love of reading in our pupils
- To motivate children to have high aspirations in regards to their English skills and abilities.
- For teaching staff to feel empowered and confident to make decisions about their practice.



Impact

The children should understand that English plays a key part in real life settings and that it is fundamental to many areas of their studies. Children should approach their English tasks with confidence and enthusiasm. Children's abilities in English should improve term on term, so they are able to meet the expectations for their year group. Teaching and support staff should have clear impact on progress and learning, analysing and evaluating to identify areas for further development.



caring,



learning,



winning

English (cont)

Implementation

As already made clear, at OBPS we ensure that all pupils receive their entitlement of being taught what the National Curriculum states. We do not follow any "bought in", or structured schemes of work in English, but instead trust our staff to plan and deliver lessons which will ensure progress for their class. They also frequently develop their own resources and plans from scratch. The children take part in daily reading and writing lessons, they also have an adult read to them at the end of every school day. In EYFS and KS1 the children also have daily Phonics sessions.

A guiding principle for our English curriculum is that it is inspired by the learning needs of the children. In order to help teachers identify these needs they use a range of assessment tools. In EYFS and KS1 phonics data is recorded and analysed half termly by teaching staff and senior staff. Tests are also used to inform teachers' assessment and planning. From Reception Spring term to Year Six the children do a termly reading assessment. Again, this data is discussed and used to inform planning and any necessary intervention.

Teachers use a range of teaching strategies, and are encouraged to reflect on this regularly to assess the impact of them. Some key strategies used across the schools include:

- Exposing the children to high quality texts regularly
- Using modelling to demonstrate reading and writing processes
- Providing children with WAGOLLS (what a good one looks like)
- Utilising display space to help support children
- Considering resources to scaffold/support pupils (eg. word banks, planning sheets)

Teachers are supported with their teaching of English in a number of ways at OBPS. Firstly, there is a culture of support amongst the staff, with teachers often sharing and discussing their practice during staff meetings and free times. Secondly, the English Lead is always happy to offer support and help when staff request it. Thirdly, the Head Teacher and Deputy Head give high levels of feedback and support by discussing practice half termly during Professional Development week, and at other times when needed. Staff are also supported with curriculum resources provided on the school hard-drive, and during staff meetings when English is discussed, and writing is moderated.



caring,



learning,



winning

Maths

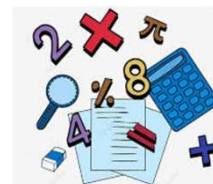
Fundamental Thinking

We believe that all children can do maths. We believe all our pupils have the right to be taught how to become numerate and be empowered through maths. We believe we have the expertise and ability to help all pupils reach their full potential. We want all children to become curious and ask questions, to understand how and why maths works, to understand its relevance, and to become resilient in finding resolutions to challenges involving maths.



Aims / Intent

- To develop children's fluency so that they can solve problems with increasing efficiency.
- To develop children's ability to reason and problem solve in a variety of contexts, applying their mathematical knowledge.
- To support children in becoming confident mathematicians who enjoy maths and are resilient and persevere.
- To support children to move from unconscious incompetency (when initially introduced to a concept) to unconscious competency (when they can undertake a task with confidence) by personalising learning to address the needs of the children.



Impact

The children should find the exploration of mathematics interactive and engaging, with children recognising relevance in the real-world, so that they may retain knowledge and skill. Children ultimately report enjoyment of the subject.

Children should approach mathematical study with confidence, and view tasks and challenges that call for application of varied knowledge across units of work and the selection of multiple skills positively, demonstrating a willingness to collaborate and discuss mathematical thinking.

Children are able to recall facts and procedures, displaying fluency in Maths, and their approach and response to reasoning activities should improve term on term, with the expectation that, by the end of the year, children are happy to use mathematical vocabulary appropriately, to articulate and explain or justify their thinking. They will be able to solve problems, by applying their mathematical skills, persevering in seeking solutions.

Teaching and support staff should have clear impact on progress and learning, analysing, and evaluating to identify areas for further development.



caring,



learning,



winning

Maths (cont)

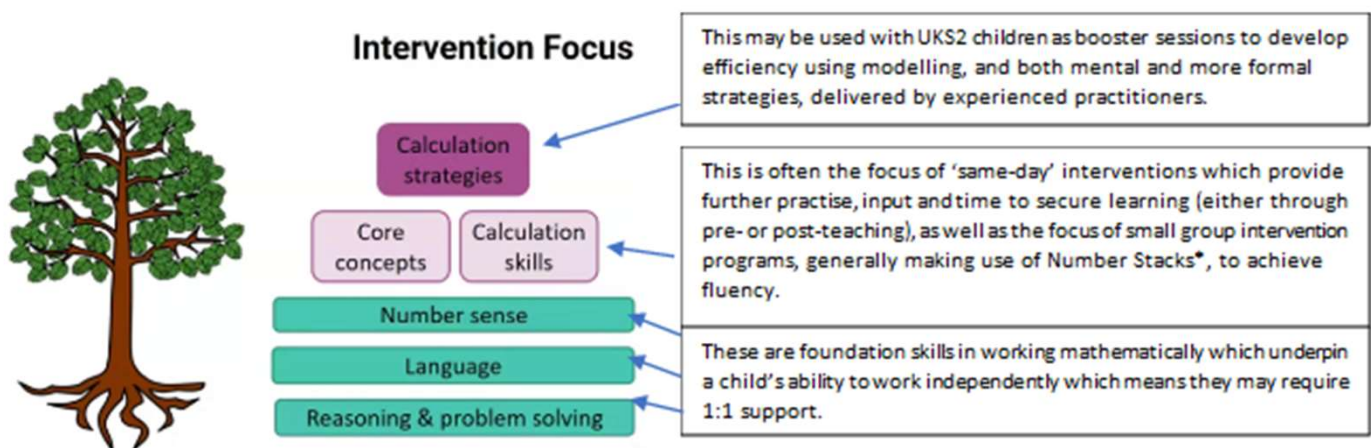
Implementation

As has already been made clear, at OBPS we ensure that all pupils receive their entitlement of being taught what the National Curriculum states. We do not follow any "bought in", or structured schemes of work in maths, but instead trust our staff to plan and deliver lessons which will ensure progress for their class.

As with all lessons, we begin with a 'Green Light Moment' to discuss with the children why they should care about the lesson objective that day (how that area of maths is relevant to real life and to other areas of learning, including future learning), to reflect on what learning they have already encountered in that area (including when appropriate a discussion of mathematical language), and how they will win and be successful.

It is vital that children are mathematically fluent, and, for this reason, lessons begin with starter activities which revisit core concepts or calculation skills and review previous learning. Lessons often have a structure which begins with fluency and subsequently progresses onto reasoning and problem-solving. We recognise that these are important, but not exclusive skills, which need to be developed and therefore opportunities for reasoning and problem-solving are included in many lessons. We interpret these as tasks for which the path for answering is not clearly defined which can encompass a wide range of activities. As these often rely on secure mathematical fluency and tend to have a higher cognitive demand, children tend to demonstrate this ability more once skills become secure, in subsequent lessons, and as the year progresses.

Interventions



caring,



learning,



winning

Foundation Subjects

We made the decision that we wanted to have a **very clear expectation** of what would be covered conceptually in each subject, as well as what we needed each child to achieve by the end of each phase. We also made the brave decision that this was better done **collectively** than by a 'subject leader' model. The examples below each show the key vocabulary, the key concepts, and the way we break the subject down into its different elements. These documents have all been written by **all teaching staff**.

Subject	Geography	Phase	KS1
Key Vocabulary	Locate, compare, similar, difference, key, characteristics, features, country, world, continent Describe, observe, ocean, North Pole, South Pole, beach, cliff, coast, sea, port, harbour, forest, hill, mountain, river, soil, valley, land marks, capital city, UK, city, town, village culture, research, continent, ocean, weather, climate, temperature, record, characteristics, vegetation, season, North, South, East, West, population, symbols, landmarks, grid reference, pollution, environment, litter, recycle, factory, farm, house, office, shop		
Key concepts	Location/ Place Name and locate 7 continents and 5 oceans Locate UK on a map and name the 4 countries and their capital cities and their own locality To know 4 compass points Human/ Physical Geography To sort, identify and compare human and physical features Geography Skills and Fieldwork Identify seasonal weather patterns Identify landmarks on an aerial photograph To use an atlas and world map or globe to find the continents and oceans of the world Describe the key features of a simple map Climate/ Environment To compare hot and cold climates in relation to the North and South Poles and the equator That human activity can affect climate		
Key Experiences	Keeping a weather log/record changes over time Going to the beach (identifying features and changes) Farm field trip (where food comes from) Create own maps (application of skills)		

By the end of Key Stage 1 a child at the expected standard will be able to:

- Name and locate the world's continents and oceans, as well as the countries and capital cities of the UK. They can compare geographical similarities and differences of a country within the UK and a contrasting non-European country. Pupils can understand weather patterns in the UK and hot and cold areas of the world.
- begin to use maps and globes to locate countries, oceans and other physical features. They begin to use and understand simple symbols and keys.
- Use simple compass directions and start to use locational and directional language.
- Carry out fieldwork and make observations when studying the local environment.

Subject	Science	Phase	UKS2																
Key vocabulary	Substantive Knowledge Micro-organism, circulation, evolution, inheritance, offspring, adaptation, source, reflection, voltage, component, circuit, resistance, gravity, force, evaporate Disciplinary Knowledge Variable, data, justify, precise																		
Disciplinary Knowledge		Substantive Knowledge																	
<table><tr><th></th><th>Data Analysis and Explanation</th><th>Scientific Methods, Apparatus and Techniques</th></tr><tr><td>Plan</td><td> - identifying scientific evidence that has been used to support or refute ideas or arguments </td><td> - planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary </td></tr><tr><td>Do</td><td> - They should use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas </td><td> - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - choose the most appropriate equipment to make measurements and explain how to use it accurately </td></tr><tr><td>Record</td><td> - They should use and develop keys and other information records to identify, classify and describe living things and materials </td><td> - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs </td></tr><tr><td>Review</td><td> - using test results to make predictions to set up further comparative and fair tests </td><td> - reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of a degree of trust in results, in oral and written forms such as displays and other presentations </td></tr></table>			Data Analysis and Explanation	Scientific Methods, Apparatus and Techniques	Plan	identifying scientific evidence that has been used to support or refute ideas or arguments	planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary	Do	They should use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas	- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - choose the most appropriate equipment to make measurements and explain how to use it accurately	Record	They should use and develop keys and other information records to identify, classify and describe living things and materials	recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs	Review	using test results to make predictions to set up further comparative and fair tests	reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of a degree of trust in results, in oral and written forms such as displays and other presentations	Physics: Understand space and gravitational effects. How vision and light works. Effects of components in electrical circuits. Explain balanced and unbalanced forces. Biology: Know parts of an eye. Categorise living things and look at life-cycles. Explore micro-organisms. Understand that animals and plants evolve to suit their environment. Know parts of the circulatory system and the heart. Chemistry: Look at properties of materials, including dissolving and separating.		
	Data Analysis and Explanation	Scientific Methods, Apparatus and Techniques																	
Plan	identifying scientific evidence that has been used to support or refute ideas or arguments	planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary																	
Do	They should use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas	- taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - choose the most appropriate equipment to make measurements and explain how to use it accurately																	
Record	They should use and develop keys and other information records to identify, classify and describe living things and materials	recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs																	
Review	using test results to make predictions to set up further comparative and fair tests	reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of a degree of trust in results, in oral and written forms such as displays and other presentations																	
OBPS - SCIENCE Science is... questioning, understanding and explaining the world around us. <table><tr><td>Predict</td><td>Plan</td><td>Investigate</td><td>Experiment</td></tr><tr><td></td><td></td><td></td><td></td></tr><tr><td>Observe</td><td>Record</td><td>Classify</td><td>Conclude</td></tr><tr><td></td><td></td><td></td><td></td></tr></table> Staff throughout the school will also make reference to, and use the terminology on, the Science poster displayed in each room.		Predict	Plan	Investigate	Experiment					Observe	Record	Classify	Conclude						
Predict	Plan	Investigate	Experiment																
Observe	Record	Classify	Conclude																
Assessment. By the end of Key Stage 2 a child at the expected standard will be able to; - Content – Draw on what has previously been learnt to apply concepts and vocabulary surrounding the Earth and Space, properties of materials, living things, evolution and inheritance, light, electricity, forces and animals (including humans). - Working Scientifically – Plan experiments in order to answer their own questions about the world; independently recognising variables, measuring accurately and recording results appropriately. From this, they draw conclusions by identifying patterns and evaluate to inform future experimentation.																			



Foundation Subjects (cont)

We are always aware however that is our professional responsibility to ensure that foundation subjects don't become 'rudderless'. It is also our responsibility to make sure that the work we do in each area remains sharp, focused and we are **looking for ways to improve** it. To achieve this we devised our system of 'No Odd Socks'.



Two teachers are released from teaching to enable them to do a **subject review**. This typically involves looking at work, talking to children and teachers, and looking at what is and is not working so well. They **report their findings** back to staff meetings.

When the **development points** have been agreed the teachers report back to governors what the review found, and what we have agreed to do about it. A governor then comes into school to look at what they have been told, and see whether they can see that in practice.

Our rationale behind this system is quite clear. Every teacher at OBPS is intimately involved in all aspects of the development of our foundation curriculum. This results in **enormous 'buy-in' and understanding**. It also means that every teacher becomes an expert in every subject.

"A rising tide lifts all boats"





Topic



We have carefully co-constructed a series of Topics that each child will study during their time at OBPS. Because of the mixed age classes in Key Stage 1 and Lower Key Stage 2, the topics in those phases are over a two year rolling cycle.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
NUR	<u>Bears</u>	<u>Rhyme Time</u>	<u>Sunshine and Showers</u>	<u>Pets, Vets and Animals</u>	<u>In the Garden</u>	<u>Sailing the High Seas</u>
REC	<u>Marvellous me</u> Science, History, Geog, Art, Music, DT	<u>Traditional Tales</u> Science, History, Geog, Art, Music, DT	<u>Wonderful Weather</u> Science, History, Geog, Art, Music, DT	<u>Amazing Animals</u> Science, History, Geog, Art, Music, DT	<u>Super Heroes</u> Science, History, Geog, Art, Music, DT	<u>Around the World</u> Science, History, Geog, Art, Music, DT
KS1 Yr A	<u>On the Farm</u> Science, Art,DT	<u>London - Our Capital City</u> Science, Geography, History, RE,Art, DT	<u>Castles</u> Science, History, DT, Art, Geography	<u>The Americas</u> Science, Geography, History, Art	<u>Wonderland</u> Science, Art, DT, Geography	<u>Traditional Tales from Around the World</u> Science, History,DT, Art,Geography
KS1 Yr B	<u>People Who Help Us</u> Science, PSHE, Art, History	<u>Festivals</u> Science, Geography, RE,Art,History,DT,	<u>Frozen Planet</u> Science, Geography, History, Art,	<u>Africa</u> Science, History, Geography, Art, DT	<u>Sky High-Space</u> Science,History, Geography,Art,DT	<u>Seaside</u> Science,History,Art, Geography,DT
LKS2 Yr A	<u>Ancient Greece</u> Science, History, SMSC, Art,DT, Geography	<u>Thunder and Lightning</u> Science,Music	<u>Titanic</u> Science, History, Geography, Art	<u>Water</u> Science,Geography, DT, Art	<u>Anglo Saxons</u> Science, History, Geography	<u>Ou dans la monde</u> Science, Geography, DT, Art
LKS2 Yr B	<u>What's Great About Our Place</u> Science, Geography, History, DT, Art	<u>Illuminations</u> Science,Art,DT	<u>Romans</u> Science, History, Geography	<u>Moving and Growing</u> Science, PSHE	<u>Ground Breaking (Rocks and Soils)</u> Science, Geography	<u>Stone /Iron Age</u> Geography, Science, History, Art
Year 5	<u>The Earth and Space</u> Science,Art	<u>Materials</u> Science,DT, Art	<u>World War II</u> Science, History, Geography	<u>The Ancient Egyptians</u> Science, History, Geography	<u>Living Things</u> Science,SRE	<u>Mexico and The Mayans</u> Science,History, Geography,DT
Year 6	<u>Ruthless Rulers</u> Science, History, Art,RE	<u>Lights, Camera, Action</u> Science, Geography, History, Art, DT	<u>Making Waves</u> Science, History Geography, Art	<u>Volcanoes and Earthquakes</u> Science, Geography, Art, Mini DP Project - Bread	<u>Extreme Sports</u> Science,Art	<u>Champions of Change (Darwin)</u> Science, Geography, History, Mini DT Project- Enterprise

As previously explained, we fundamentally believe in our Topic curriculum. However we are keen to ensure that our children are not disadvantaged when they reach high school- so we make sure we sign post children to the academic discipline that they are focussing on each day.

Each of the foundation disciplines is made up of a number of elements. Boards, making these elements clear are on display in each classroom, and the particular aspect of each discipline being studied is made clear each lesson.



caring,



learning,



winning

Topic (cont)

Here are the boards on display in each classroom, explaining the different elements of each foundation subject which is taught through our topics.

OBPS - HISTORY

History is ... *looking backwards in time and learning about, and from, the things that have happened.*

When? Chronology and narrative What happened?	Why? Questioning the past How? What if...?	How do we know? Using sources and recording How do I record what I know?
--	---	---

caring, learning, winning

OBPS - DESIGN TECHNOLOGY

DT is ... *planning, making and improving products to solve problems.*

caring, learning, winning

OBPS - SCIENCE

Science is ... *questioning, understanding and explaining the world around us.*

Predict 	Plan 	Investigate 	Experiment
Observe 	Record 	Classify 	Conclude

caring, learning, winning

OBPS - GEOGRAPHY

Geography is ... *learning about the world- and the people in it- and how they interact with one another.*

 Location and place	 Human and physical features	 Skills and fieldwork	 Climate and environment
-------------------------------	--	---------------------------------	------------------------------------

caring, learning, winning

OBPS - ART

Art is ... *creating meaningful things to look at, using a range of ways, and studying others who have done so.*

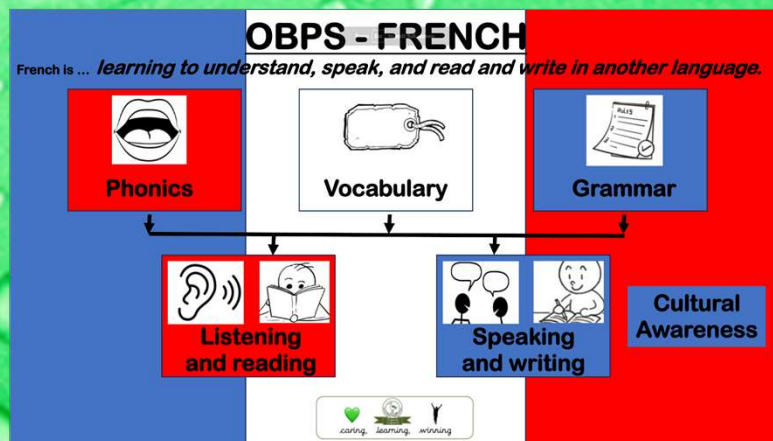
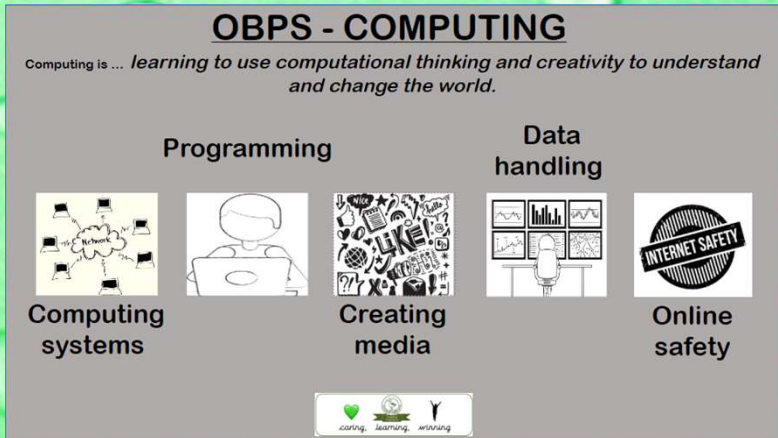
Drawing 	Colour and Shading
Texture and Form 	Studying Art

caring, learning, winning

It's our belief that we allow our children to benefit from the 'best of both worlds'. We ensure the children are not only aware of which academic subject they are studying, but even what aspect of this discipline. However we also have the ability to contextualise this learning within the basis of a topic which both inspires and enthuses.



Other Foundation Subjects



We also like to make use of **external expertise** where appropriate. After internal skills audits revealed we didn't have such strong subject knowledge and skills in some subjects, we extensively researched what was available on the open market.

This searching lead us to KAPOW, who provide resources, and training for teachers to enable them to teach very well put together schemes of work. We trialed this approach with one subject, which proved a huge success. So we bought another two!

These schemes compliment our existing curriculum brilliantly, as in content and delivery they dovetail in with our style perfectly.

And most importantly, our children make great progress.



Assessment

It's all very well having a fantastic curriculum, but it's **essential** that we know how **it's working**, how well the children are doing, and how we can continually improve. Assessment is used at school to answer all of those questions.

Assessment in English/Maths

Everyday our teachers and support staff are assessing how well the children are doing. This is achieved by reading their work, asking them questions, seeing their responses, amongst a myriad of other methods. We call this 'Assessment For Learning'.



Six times each year- at the end of each half term- we do some more **formal assessments** which we **thoroughly benchmark** in maths, reading and writing. These are explained below.

English

Progression in Reading will be assessed through termly tests, listening to children's responses to a text, contributions to discussions, and evaluating their written work. An age-related assessment will be given to parents/carers on reports.

Progression in Writing will be assessed through regular independent writing opportunities which are assessed by the class teacher. A body of evidence of written work will be evaluated and moderated in half termly staff meetings or in staff teams. An age-related assessment will be given to parents/carers on reports.

Maths

Teachers use Assertive Mentoring tests/previous SATs tests on a half-termly basis to inform assessments as well as to inform planning, analysing and identifying gaps.

Regular arithmetic tests further help to inform of the child's numerical fluency and this should be taken into consideration when making assessments (given the higher weighting of 'Number'), as well as to inform future planning.

Six times per year each class teacher then has a meeting with the headteacher to discuss these assessments. And together a plan is formed to maximise the learning for the next half-term.



caring,

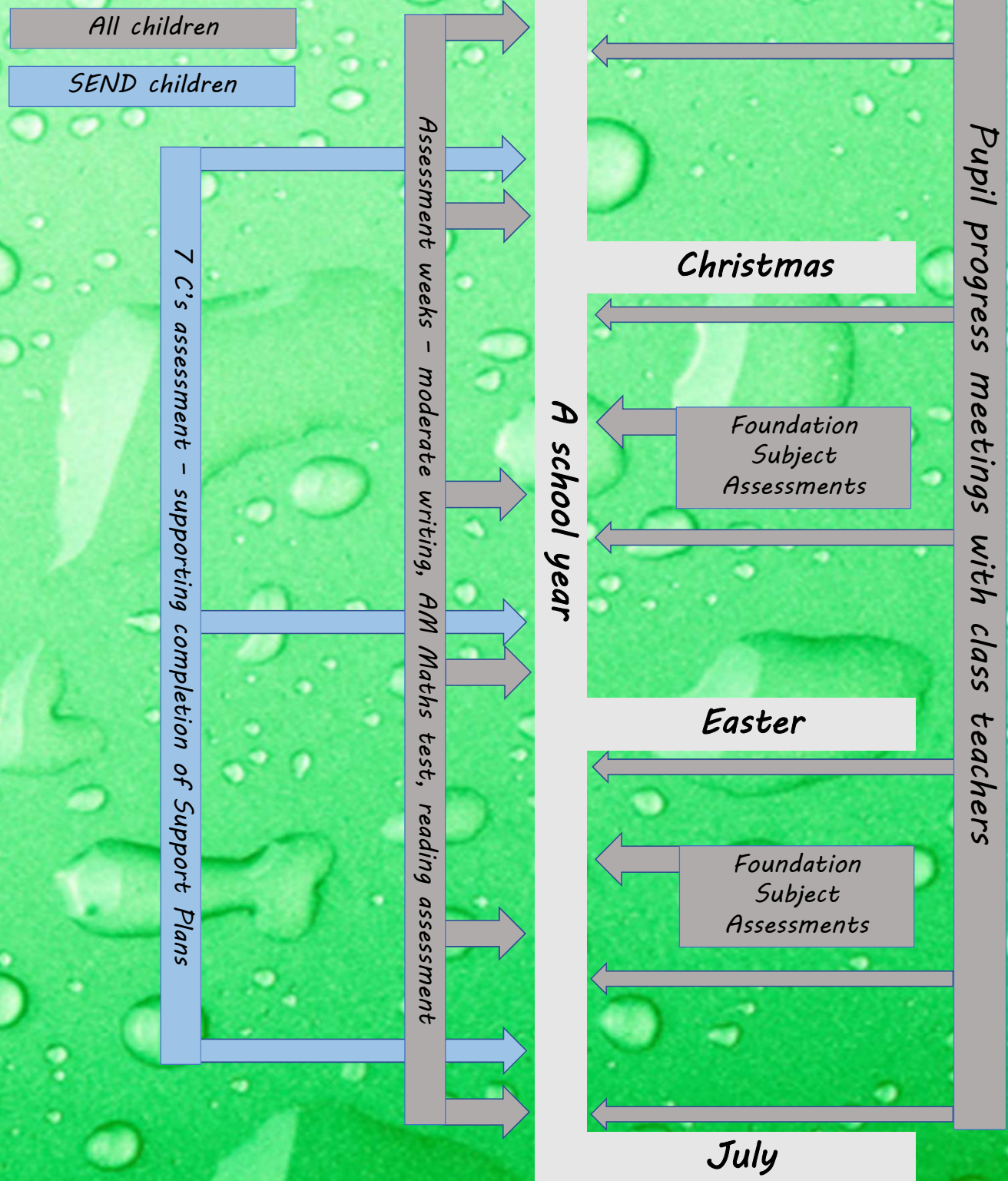


learning,



winning

Assessment Calendar



caring,



learning,



winning

Assessment- Foundation Subjects

We also need to know how well the children are doing in all of the foundation subjects. To achieve this we use a wide range of strategies in the classrooms daily.

vocabulary tests

drawings

pictures

presentations

children's writing

green light
conversations

Double-page spreads

drawings/ sketches

self-evaluation

work produced

discussion

questioning

green light writes

observations

conversations with TA's

topic books



Being involved in shaping the curriculum for pupils of different ages ensures that class teachers are able to link the content being studied to that which pupils have learned in previous years and need to know for their future learning. Knowing this, and through their assessments, teachers are quick to spot any gaps in pupils' knowledge and address misconceptions.

This accumulation of evidence mounts as each year progresses. The teacher uses this information to fine tune their teaching and ensure all the key concepts are covered and understood. At the end of each year we report to parents how their children have done in Topic lessons over the course of the year.



caring,



learning,



winning

Wider Reading

This document is intended to be read as a whistle-stop guide to the curriculum at OBPS. It summarises aspects of the contents of a myriad of other policies and documents.

These include, but are not limited to-

Curriculum Policy – OBPS
English Policy – OBPS
Maths Policy – OBPS
Behaviour Policy – OBPS
Subject Progression Documents – OBPS
Subject Intent Documents – OBPS
Kapow Subject Documents – Kapow
Ofsted Report – OFSTED
Foundation Subject Boards – OBPS
Green Light Write Guide – OBPS
No Odd Socks Proforma – OBPS
Zoneboard – OBPS
Trips and Visits Overview – OBPS
Assembly Yearly Plan – OBPS
RE Policy – OBPS
Primary National Curriculum – DfE



caring,



learning,



winning