



Our Curriculum

This document is a brief overview of our curriculum. Please refer to the detailed systems documents for more information regarding Reading, Writing & Maths and subject statements for how each subject is delivered. Our teaching and learning statement also outlines the engage, develop, innovate, express approach we use for planning.

Our Day

Our doors open at 8.30am and 'Wake up and Shake up' takes place in the school hall. This helps children get energised for the day of learning ahead. Then children go to class for early morning work; this could be corrections from the previous day or a 'word of the day' to help learn new vocabulary. Teachers often use this time for 1:1 support.



Maths is taught discretely every morning and includes a session to develop number fluency and knowledge of tables. Reasoning and problem solving tasks are regularly given in lessons so that we use and apply our learning. Children are encouraged to see links in their learning for example studying perimeter and addition at the same time and multiplication with area. We are developing a mastery approach to maths using White Roses resources and plans. This means that children are not rushed onto 'bigger' numbers or different concepts if they grasp an idea easily. They are given challenges to expand their ability to apply their knowledge in different contexts. This provides a deeper learning experience and helps build number fluency and confidence.

Reading in FS and KS1 follows the '**Letters and Sounds**' programme of synthetic **phonics**, alongside guided reading sessions to develop wider reading skills such as comprehension.



In KS2, daily whole class guided reading lessons based mostly around the class text support pupils to develop their comprehension skills. This includes a session of 'free' reading for pleasure where pupils are encouraged to share books with their peers. Phonics are still taught daily for those who need it. Years 2 - 6 use the Accelerated Reader programme to monitor pupils' reading in and out of school. This programme assesses pupils' comprehension and vocabulary to provide a suitably challenging reading range. Pupils spend 20 minutes per day reading to build their stamina and take a quiz when they have finished a book to ensure that they have understood the contents. This is not a 'reading scheme' as AR uses books from a range of publishers and genre so there is something to interest everyone. Look out for the numbered stickers in the class libraries! Timings for guided reading and AR reading time vary across the schools.



There is a daily Grammar Punctuation and Spelling session which is sometimes incorporated into the English lesson. This allows key skills to be taught which can then be applied across the curriculum. The content of these sessions are drawn from the national curriculum appendix 1. Handwriting practice is provided for those who need it following cursive style where appropriate.

The rest of each day is given over to the wider curriculum and writing activities are embedded into a range of subjects linked to the theme as well as discrete English lessons.

We have daily worship which includes regular input from our local church and faith groups such as the Family Trust help to develop pupils' spiritual, social, moral and cultural awareness and the Christian ethos at Newington. Assemblies are often values based and help to bring the pupils together in a common sense of purpose. We regularly link our assemblies to the various fund raising efforts which are planned monthly throughout the year. In this way, assemblies are used to develop a sense of social responsibility, 'respect' and 'generosity'. Celebration assembly on Friday is a time to reflect on learning and other achievements and be thankful for our successes during the week 'perseverance' and 'flourishing' are key themes during this time.

It's not all Reading, Writing and Maths!



Physical Education across the school is delivered by class teachers and our specialist sports teacher. We have retained our commitment to 2 hrs of sports teaching a week and using our sports fund grant we provide additional opportunities for pupils to compete in local events and access after school sports clubs they would not otherwise be able to travel to. Additional swimming instruction for those pupils who don't quite make 25m in the first set of lessons are provided to ensure all our pupils leave us able to stay safe in the water. Our membership of the local sports partnership affords us high levels of training for all staff and engaging in-house competitions for pupils.

Music We use the 'Music Express' scheme supplemented by specialist music teaching of tuned instruments. In FS and KS1 music focuses on singing and responding to different types of music. Basic percussion instruments are introduced at this stage. In KS2, in Y3 & 4 pupils learn how to read a musical score and play a tuned instrument (currently the ocarina and recorders). In Y5 & Y6, teaching builds on these skills providing opportunities for composition across their year groups as blocked activities linked to topics. Pupils also receive tuition from an external specialist at this point and progress from recorder to clarinet. The school has a strong focus on singing as a positive collective activity. There is a weekly singing assembly alongside normal music lessons. Peripatetic music teachers come in weekly to provide tuition for a range of instruments. We also have guitar lessons at lunchtime.



French is taught by class teachers supported by a native speaker. We aim to cover basic vocabulary, high frequency verbs and key concepts to enable pupils to make rapid progress at secondary school having mastered the basics with us.

Science sits within our themed work wherever possible but we also follow the Kent scheme of work to ensure we cover all the required scientific knowledge and enquiry skills. Science workshops and practical experiments form a core part of science teaching and pupils undertake at least 1 scientific investigation per term, usually involving outdoor learning, data logging technology or unusual materials.



Art & Design and Design Technology take place within our themes. Every class has the opportunity to follow the full design cycle each year and 'make something, for somebody, for some purpose'. This evolves as pupils move through the school with pupils investigating need before they create

products. Workshops with visiting artists and discrete lesson with the class teacher, allow for more in depth study of artistic genre and pupils experience the full range of arts during their time at school. Pupils' sketchbooks travel with them from class to class as they grow up so they are able to see their artistic journey and reflect on how their skills have developed in this medium.

Computing in the federation is exciting! Pupils use our class sets laptops of the ICT suite for all sorts of creative tasks in lessons to support their learning. Pupils also have weekly computing lessons focusing on coding and online-safety to ensure they have the 21st Century skills needed to make the most of the technology at their fingertips. We use 'Purple Mash' to provide a backbone for our delivery of coding. In FS this starts with basic programming to control our families of Beebots, moving onto simple animations and control technology, and finally more refined programming when pupils get the chance to create their own apps in Y6.

Active learning – 'making it real'



'Trips and visitors' form a core part of our curriculum offer and 'learning outside the classroom' is central to how we work. Each theme includes at least one external learning experience and this is planned throughout the year to ensure that pupils get a mix of using the school grounds, outdoor learning in the immediate vicinity, trips to places slightly further afield, a range of visitors into school and online learning through Purple mash. Teachers plan a range of activities which reflect real life situations and provide a context for learning. For example, this could be using area to calculate how many rolls of wall paper are needed in Maths, to writing to a local MP about the plans for local houses. Involving community groups in our learning is a strength of our schools and it is clear that this adds tremendous value to our curriculum.



Life skills and leadership



As part of our wider curriculum our upper key stage pupils follow an enrichment programme to help prepare them for secondary school and greater freedoms. Online-safety and cyber bullying issues are revisited in greater depth through workshops. Bikeability and road safety training (including using seatbelts and safe conduct when walking on roads) build on the scooter training provided to our younger pupils. Basic first aid training from St John's Ambulance also provides them with a crucial life skill.

Christmas and summer productions are highlights and are a chance for pupils to show off the public speaking skills that they develop in class through drama activities and sharing their work. Regular class assemblies from foundation stage upwards provide opportunities for pupils to develop these skills and confidence. Supporting children to use Standard English regardless of accent or dialect is modelled by staff at every opportunity.



Leadership and being a positive role model is part of the wider expectation for our older pupils. This begins in Y5 when they are given the opportunity to help care for the school as part of the grounds team. In Y6 they undertake various duties such as being a house captain, running the tuck shop and 'buddying' our younger pupils. They are also trained as play-leaders 'Legendary Lunchtime Leaders' to develop their leadership skills further. This is well established at Newington and is now being rolled out at Lower Halstow.