

# *Curriculum at Rowner*



## *Curriculum intent*

At Rowner, we have designed our curriculum with the needs of our young people at the centre. As such, all children experience an ambitious, broad and balanced curriculum, which is relevant to their needs. Enquiry led learning journeys are planned around key themes and questions, making meaningful connections between subjects and skills where possible.

We aim to provide challenge, enrichment and equity for all our learners as well as opportunities to develop identity and character. Our children experience engaging learning opportunities and produce high quality outcomes, which we share with our wider school community. Learning is designed to link to our place within the wider world, which gives context to what the children learn and help them become effective global citizens.

At our School, we are committed to developing the whole child, so that they can grow as leaders, learners and citizens. Lessons focus on providing children the knowledge, skills and understanding needed to become healthy adults, both physically, mentally and emotionally. At Rowner we have carefully designed our curriculum so that our young people can not only achieve, but also thrive and succeed in their next stage of education and in their adult lives.

## Implementation

Meaningful links are made between subjects where possible, but where this is not possible subjects are taught regularly (at least once a fortnight).

### **Core curriculum**

English, reading and maths are taught daily by class teachers. (see separate statements for more information)

### **Science**

Science is taught as a discrete subject. Children are given opportunities to work scientifically and carry out investigations and enquiries to further their conceptual understanding. Every opportunity is taken to enrich the learning of science at our school, whether that be with learning outside the classroom, visits or exciting real life experiences. Skills progress through the Key Stage, with many key concepts being taught in lower school and then reinforced and deepened in years 5 and 6.

Every class has a Science display board which is updated with key vocabulary and learning journeys. Knowledge organisers are used in science to help children remember key facts and become more independent learners.

## **Personal Development and Character Development Curriculum**

### **Emotion and well being**

Our well-being curriculum aids pupils with developing an understanding of their emotions, helps them regulate their reactions and gives them the skills to safeguard their well-being in the future. Through developing a shared language and understanding, children will become better communicators and be more able to show empathy for others. Well being lessons are taught weekly and involve a variety of activities such as circle times, role play, picture books and using picture prompts to stimulate discussions.

Every class has a wellbeing display board which is kept updated with the current mood meter words and learning foci.

### **PDL**

In Personal Development Learning (PDL), children are taught the skills needed to be healthy, happy and safe in the ever changing and multicultural world around them. In their weekly PDL lessons, the children explore in detail our fundamental British Values, which underpin our entire curriculum and culture.

## **Commando Joes**

In Commando Joe lessons, inspirational people from past and present lead us through a variety of challenges aimed at developing interpersonal and life skills. These lessons give children the opportunity to develop essential life skills and character traits such as communication, bravery and resilience. Over the year, children have three challenges around people, who link with other curriculum areas they are/have studied. The children's learning is recorded in a year group book.

## **Collective worship**

Everyday, children have the opportunity to spend time thinking and reflecting on ideas which are relevant to their needs in whole, key stage, year group and class assemblies. At these times, we aim to promote the children's spiritual, moral and cultural development, as well as discussing Fundamental British and broadly Christian values, which are also promoted across our entire curriculum. (please see SMSC tree and BV display board for more information)

## **Project Curriculum**

### **Project learning**

At Rowner, our project learning has been tailored to be reflective and relevant to the needs of our children. Through three key themes- Our Story, Their Story and Our Watery World- children explore how their lives fit in with the history and geography of the wider world around them. Knowledge organisers are used to signpost the start of each unit, and hold the key knowledge children need to have available, this enables them to quickly and confidently access key information to support their learning independently. Age appropriate skills, which progress throughout the key stage, are taught through enquiry based lessons and enriched through visitors, trips and interesting artefacts. Meaningful links are made with subjects such as Art, DT, STEM and computing, so that children can apply a variety of skills within a familiar context, helping them to deepen their understanding. Reading, writing and maths are also applied within each unit.

The outcomes of project learning are shared at the end of each term with parents and other stakeholders, giving children the opportunity to show their work with pride.

Every class has a project display board, which is kept updated with key vocabulary and current learning journeys.

### **Art, Computing, DT and STEM**

These subjects are usually incorporated in children's project learning.

In the Art learning, children are given the opportunity to work with a variety of media.

Sketchbooks are used for the starting points of art exploration journeys to enable children to practise and learn new drawing skills, before they go on to develop their expertise with other formal elements of art. We are currently working with the Arts Council on the Artsmark project, to further improve the 'the arts' at RJS and develop partnerships with local artists.

Computing and ICT is often applied through project, science and maths learning. Children are taught skills to help them become proficient in a number of software programs such as word, powerpoint and publisher. E-safety is taught at an age appropriate level from Year 3 to 6, which is also reinforced in the PDL unit 'Keeping ourselves safe' and termly whole school assemblies. Scratch and crumble programs are used to teach programming, and the GFM STEM centre also has many resources, which every year group has the opportunity to use.

Design and technology is taught regularly and compliments the children's project learning. The skills the children learn here are also often applied in STEM projects. Using an enquiry approach, children are encouraged to develop their research and problem solving skills through planning, designing, making and evaluating their learning.

### **French, Music, Outdoor Learning and RE**

These lessons are taught by specialist teachers one afternoon a week and where possible links are made with other subject areas.

Music at RJS is taught in a classroom orchestra, where children regularly get to experience new instruments. We pride ourselves on our aspirational learning attitude and strive to ensure children become familiar with as many different types of music and instruments as possible during their time here. Graphic scores are used in the introduction and embedding of music notation.

In outdoor learning, children have the opportunity to build resilience, bravery, and independence through a variety of engaging, interesting and unusual activities. Children feel more confident and secure being outside, which helps with them making sensible safe choices, whilst becoming more familiar with- and aware of- their local environment.

RE learning follows the Hampshire Agreed Syllabus Living Difference. Learning is guided by key concepts and big ideas. In years 3 and 4, children learn about concepts within Christianity and Hinduism, and in year 5 and 6 children focus on Christianity and Islam. The RE learning cycle begins by breaking down the concept and what it means to them, before evaluating its significance within different faiths.

French is taught through the rising stars program, which uses a multimedia approach to engage children to learn and love modern foreign languages. This is

supplemented by games, songs and lots of opportunities to practise speaking and listening.

## **Physical Education**

PE is taught weekly by class teachers. Children focus on key sports and develop their skills, knowledge and understanding of each of these as they progress through the school. Emphasis is put on the importance of exercise and fitness and competition- whether that be against others or our personal best. Every Year group completes swimming each year to ensure that when children leave our school they are able to keep themselves water safe and swim.

PE skills and knowledge is also applied during outdoor learning and Commando Joe lessons.

## **The Hive**

Children who attend the Hive, experience a broad curriculum personalised around their particular needs. They learn key skills from the core and project curriculum, applied through engaging group topics and independent pupil-led research projects. Running alongside this, are lessons designed to support their social, emotional and mental health needs, which incorporate key aspects of the emotion and well-being curriculum as well as life skills such as shopping, gardening and cooking. This all happens in a safe and supportive small group environment, which has been designed to help the children develop the social and personal skills they need to be successful in their next stage of learning.

## **Assessment**

Teachers use effective formative assessment, such as regular quizzing and questioning, to assess children's understanding. When misconceptions are identified, they are addressed in the lesson through high quality verbal feedback. Skills progressions are used to ensure lessons are pitched appropriately and help with scaffolding support to support pupils make progress where necessary. Subject leaders monitor books and conference pupils regularly, to ensure curriculum coverage and that their subject's non-negotiables are adhered to. This then informs their next steps in their action planning.

The curriculum leader and SLT, work closely with subject leaders, carry out learning walks and perform book looks to ensure standards are consistently high across all subjects and year groups, this is fed back to teachers with next steps to help constantly improve our practise.

## Impact

The impact of the work that we have done on curriculum development at RJS is really pleasing;

- Learning walks have evidenced that children are engaged in their lessons and they report that they enjoy their learning.
- There are clear progressions of skills from year 3 to year 6, which is evident in books and outcomes.
- Key themes and links between subjects are helping children do, learn and remember more through building connections and creating interleaving opportunities
- The introduction of low stakes quizzing and knowledge organisers across different subjects has improved children's basic recall of key facts.
- Many subject leaders have led professional development meetings, helping to improve the subject knowledge of all colleagues and raise the profile of their subjects. This has also led to a consistent approach to teaching curriculum subjects across year groups and the whole school.
- Displays show enrichment opportunities and the pride children take in their learning.
- Sharing events have been well attended, which has increased our parental engagement.