

The Rowner Curriculum

Individual Subjects



Art

In their 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.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.



Character 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.

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.

Relationships and Sex Education (RSE) scheme of work aims to enable children to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others.

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.

Aims Personal, social, health and economic (PSHE) education is an important and necessary part of all pupils' education. All schools should teach PSHE, drawing on good practice. Schools are expected to tailor their local PSHE programme to reflect the needs of their pupils, we expect schools to use their PSHE education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions.



Computing

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 Google docs, slides and sheets. 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 as part of the GFM we have access to the GFM STEM centre and its many resources

Aims

The National Curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.



Design Technology

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

Aims

The National Curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Attainment

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Targets



English

Our English lessons incorporate reading, writing, speaking and listening opportunities. All units build towards a writing outcome. We use a hybrid approach to the teaching of writing with key teaching strategies running through: Alan Peat sentence types allow grammar and punctuation to be taught in context; the majority of our English learning sequences are underpinned by the Bob Cox opening door strategy - this approach focuses on placing high quality literature at the heart of the English curriculum. We take a whole class approach to writing in English lessons. Writing is taught across the curriculum and the texts pupils engage with are linked to their English and wider curriculum learning.

Aims

- To encourage our children to grow and be inspired as writers using some of our greatest writers as models.
- Encourage higher level thinking and discussion through strategies such as the use of a 'big question'
- Allow children time to unpick the tools an author has used for. This allows children to build up a toolkit which they can apply to their own writing.
- We aim high with our questions and examples, with teachers implementing appropriate access strategies so it is accessible to 'the all'.
- Ensure children write with a clear purpose and audience - manipulating their writing based on the needs of the reader across a variety of styles.
- To extend and embed a wide range of vocabulary

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate



English - Reading

At Rowner we believe that high quality reading experiences will lead to a love of reading. We aim to inspire an appreciation of our rich and varied literary heritage and embed the habit of reading widely and often. Reading is at the centre of everything we do, including the wider curriculum where reading is used as a gateway into other learning opportunities. With a common language for reading used across the school setting by both adults and pupils, discussions about reading are rich and purposeful. Not being literate is a barrier to all learning, and one we endeavour to remove for all our children to ensure equity and future learning success.

We take a whole class approach to structured reading lessons. Reading is taught across the curriculum and the texts pupils engage with are linked to their English and wider curriculum learning, as well as some chosen to encourage reading for pleasure. In our reading scrapbooks children are explicitly taught reading strategies alongside national curriculum skills.

Attainment

By the end of each key stage, reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English. They should be able to reflect their understanding of the audience for and purpose of their writing by selecting appropriate vocabulary and grammar, consciously controlling sentence structure in their writing and understand why sentences are constructed as they are. Pupils should understand nuances in vocabulary choice and age-appropriate, academic vocabulary. This involves consolidation, practice and discussion of language.

Targets

Effective readers will...

 <p>Building and Linking</p> <p>Background Knowledge</p> <p>Use our background knowledge and connect to a text</p>	 <p>Predict, ask questions, I wonder... Read on to find out</p>	 <p>Spot those VIP words, phrases and ideas</p>	 <p>Visualise, build pictures in their mind</p>
 <p>Notice a breakdown...</p>	 <p>And repair it</p>	 <p>Think like a detective, look for clues— use inference</p>	 <p>Put it all together and build the GIST</p>



French

French teaching is supported by the Language Angels 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.

Aims

The National Curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence fluency and spontaneity
- finding ways of communicating what they want to say
- can write at varying length, for different purposes and audiences

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.



Geography and History

At King's Academy Rowner, our history and geography 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 place in the world' - children explore how their lives fit in with the history and geography of the wider world around them. 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 where appropriate.

Aims

The National Curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine
- understand the processes that give rise to key physical and human geographical features of the world

The National Curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance
- understand the methods of historical enquiry
- gain historical perspective by placing their growing knowledge into different contexts

Attainment

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Targets



Maths

At King's Academy Rowner, we believe that positive attitudes and a small steps approach, will help all children develop an enjoyment and fascination with maths. In order to provide equity for all our children, number fluency is practised and mastered across the key stage. Alongside this, conceptual understanding is developed through the use of a concrete, pictorial and abstract (CPA) approach. Real life connections are made to contextualise how mathematics is used in the wider world. As well as this, many opportunities to reason and problem solve are provided, to enable children deepen their understanding further.

Aims

The National Curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Attainment Targets

By the end of the key stage.pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.



Music

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The National Curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Attainment

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Targets



PE

Our 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, fitness and competition- whether that be against others or our personal best. Years 4 to 6 completes swimming each year to ensure that when children leave our school they are able to keep themselves water safe and confident.

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

Aims

The National Curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.



RE

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 Buddhism. The RE learning cycle begins by breaking down the concept and what it means to them, before evaluating its significance within different faiths. Finally the children, explore their own response to the big idea.

Aims

The Hampshire 'Living Difference' agreed syllabus aims to ensure that all pupils:

- will develop their dispositions and skills for enquiry further (building on KS1)
- developing a mature understanding of different religious traditions
- should be able to identify and make their own responses to some of the issues that arise in their own and others' lives
- they should be encouraged to develop their ability to ask and pursue more perceptive and complex questions.

Attainment Targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.



Science

A high-quality science education provides the foundations for understanding the world. 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. Children are encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Aims

The National Curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

Attainment

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Targets