



Curriculum Information for Parents / Carers



Moorlands Primary is a fully inclusive school and as our School Motto states **“Every Learner Matters”**. We therefore strongly believe that:

- Every child has the right to a broad, balanced and engaging curriculum which is effectively differentiated to meet their needs, whatever these may be.
- Every child has a right to reach his or her full potential, regardless of additional needs or abilities.
- Every child has the right to feel happy, safe and secure at school.
- Every child has the right to a high quality education that enables them to become confident, successful and enthusiastic learners.

Our Curriculum drivers:

Our Drivers for the curriculum are to ensure that we develop:

- Community
- Responsibility
- Health and Wellbeing
- Diversity and Global Understanding
- Resilience
- Environmental Awareness

We aim to build on these drivers and deliver the curriculum in a way that develops successful, creative and active learners. For more information, this document should be read in conjunction with the Curriculum Drivers document.

What subjects are in the National Curriculum?

The following subjects are covered in the National Curriculum meaning that they must be taught:

- Language and Literacy (English)
- Numeracy and Mathematics (Maths)
- Science
- Art and Design
- Computing
- Design and Technology
- Geography
- History
- Languages (KS2 only)
- Music
- Physical Education



In addition to these subjects we also provide **Religious Education** following the **Local Authority agreed syllabus** and **PSHE and Citizenship Education**. We also hold daily **Collective Worship** with a range of religious and non-religious foci, with opportunities for thoughts and reflection. We promote British Values through many areas of our Curriculum, please refer to the British Values and SMSC report for more information.

Key stage what?

The Primary School is split into what are known as Key Stages. They are as follows:

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| Early Years / Foundation Stage Reception | Key Stage One (lower primary) Years 1 and 2 | Key Stage Two (lower KS2) Years 3 and 4 | Key Stage Two (upper KS2) Years 5 and 6 |
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What do they do in each Year Group?

Each subject has been carefully planned across the school to ensure progression of knowledge and development of skills. We ensure that the children are aware of the specific subject they are currently learning and the skills which that subject comes with. Some subjects are taught in isolation but where possible, subjects are linked to an overarching theme. The themes are Geography or History based. The National Curriculum is met in every year group for both core and foundation subjects.

The Early Years Foundation Stage change their topic half termly. In KS1 and KS2 we cover most themes for a whole term in order to cover it in depth. The overall themes for each year group are as follows:

| | RECEPTION | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|----------------|-----------------------|-----------------|----------------------|-----------------|-------------------------|----------------------|-----------------------|
| AUTUMN TERM | Aliens love Moorlands | Toys/Victorians | Dungeons and Dragons | Volcanoes | Tomb Raiders | Extreme Environments | South America |
| | Santa's transport | | | Romans | | | Maya |
| SPRING TERM | Toy Story | Treasure | Megastructures | The UK | Stone Age to Bronze Age | Ancient Greece | Rule Britannia |
| | Animal Kingdom | | | | | | |
| SUMMER TERM | Superheroes | World Kitchen | Seaside Rescue | Buried Treasure | Raging Rivers | Sea City | Is It Right To Fight? |
| | Julia Donaldson | | | | | | |

Statutory Framework for The Early Years Foundation Stage

This is the statutory document produced by the DfE. The word STATUTORY means that it is a legal requirement – a MUST DO document.

Other documents provide additional guidance on how to effectively meet the statutory requirements.



The **Early Years Foundation Stage Curriculum** sets out seven areas of learning:

(these are the 3 Prime or 'core' areas of learning for the Foundation Stage)*

| Subject | What 'subjects' does it cover? |
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| ✓ Personal, Social and Emotional Development | Relationships, feelings and emotions, behaviour, self-help and independence skills etc. |
| ✓ Communication and Language | Speaking, listening, use of vocabulary etc. |
| ✓ Physical Development | Gross motor skills (big body movements), fine motor skills (small body control) dance, PE etc. |
| ✓ Literacy | Reading, writing, phonics |
| ✓ Mathematics | Number, Calculating, shape, position and movement, data etc. |
| ✓ Understanding of the World | History, Geography, RE, Science, ICT, exploring the environment |
| ✓ Expressive Arts and Design | Art, dance, drama, design technology |



The revised statutory framework identifies 3 PRIME areas of learning that are from birth onwards as:

“crucial for igniting children’s curiosity and enthusiasm for learning and for building their capacity to learn, form relationships and thrive.”

Each of these prime areas links to and supports the other areas meaning all provision in the Foundation stage is cross curricular, practical and play based; with a very strong emphasis on child initiated learning.

Staffs maintain observational records of children’s directed and self-initiated learning to monitor their progress through practical and play based tasks and activities. This is then shared with you according to whether they are emerging, working securely or exceeding ‘age related’ expectations. The Foundation Stage Curriculum is different from that in the rest of the school in order to prepare the children for succeeding in their educational career.

What do they do for each subject?

| Subject | What are the National Curriculum expectations? | What do you do? |
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| English  | <ul style="list-style-type: none"> • Spoken Language • Spelling, vocabulary, grammar, punctuation and glossary • Reading • Writing • <i>Phonics is taught throughout the above identified strands</i> | <p>We teach skills through these areas in a variety of ways. We cover fiction, non-fiction and poetry in every year group; building on the skills they have been previously taught. We do this through 'units of work' which are done throughout the year in small blocks of 1-4 weeks each. Other areas are taught discretely or in isolation as part of everyday practise and children are given targets to ensure their progress. Aspects of isolated and discrete teaching include speaking and listening, grammar and handwriting, for example.</p> |
| Phonics | | <p>At Moorlands, we use the FFT Success for All Phonics programme to teach phonics, which has been validated by the Department of Education and meets all their requirements for the teaching of phonics in schools. Every day your child will have about a 25-minute phonics lesson where they will be taught all the skills they need to use phonics to decode words for reading, and to break words down for spelling. Your child will learn to read and write using phonics because it will be taught systematically. They will learn new skills and then learn to apply them by reading texts before moving on to the next skill.</p> <p>Children are formally assessed at the end of Year One to make sure that their reading ability is age acceptable so that they can apply these strategies in their writing to spell.</p> <p>We use FFT and Bug Club to support our home reading provision.</p> |
| Maths  | <ul style="list-style-type: none"> • Fluency, Reasoning and Problem Solving • Number and Place Value (including + - x ÷ and fractions) • Measurement (mass, capacity, length, time, money) • Statistics (data handling, sorting) • Geometry (properties of shapes, position and direction) | <p>Like English, Maths is taught across a series of units throughout the year. Key skills are built on as children progress through the units and the children have targets to ensure that they continue to make progress. Again, units can vary from 1-4 weeks depending on the needs of the children. There are different aspects of maths covered throughout the year with some aspects being covered more frequently and as part of additional isolated and discreet teaching. Examples of discreet or isolated teaching could include learning times tables or number bonds, which can be worked on in addition to the current unit.</p> <p>We use contexts and practical resources where needed to make the learning more purposeful for the children and use a range of models and images to demonstrate strategies.</p> |

Science



- KS1 cover the following:**
- Working scientifically
 - Living things and their habitats
 - Plants
 - Animals including humans
 - Everyday materials
 - Seasonal changes




- Lower KS2 cover:**
- Working scientifically
 - Living things and their habitats
 - Plants
 - Animals including humans
 - Rocks
 - Light
 - Forces and Magnets
 - States of matter
 - Sound
 - Electricity
 - Seasonal changes



- Upper KS2 cover:**
- Working scientifically
 - Living things and their habitats
 - Animals including humans
 - Properties and changes of materials
 - Earth and Space
 - Forces
 - Evolution and inheritance
 - Light
 - Electricity
 - Sex Education and Puberty
 - Seasonal changes




Where possible, these units will be linked to the general theme or topic that the children might be doing, so that it does not have to be taught as a stand-alone topic and has context and purpose for the children. For example when learning about everyday materials, they could be finding the best material for building a house for the 3 little pigs or the best material to use to keep the dinosaurs dry in the rain!




Again, these units will be taught as part of the whole class topic, wherever possible. An example of this could be designing a torch that could be used when breaking into an Egyptian Tomb or finding out about the different types of rocks when learning about volcanoes.

As children approach the end of KS2, they will learn about Evolution and Inheritance and famous scientists. These are likely to be taught as isolated sessions, if there is not a direct link to the topic. In addition to this Sex and Relationship Education is covered in KS2 and is delivered as stand-alone units linked to the PHSE curriculum. There is a parent workshop which will cover what is taught in these units.

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| <p>Art and Design</p>  | <ul style="list-style-type: none"> • Drawing and sketching • Painting • Sculpture • Collage • Printing • The work of famous artists | <p>We teach specific skills for each of these areas, which are built upon year on year. We identify, for example, what a 'sketcher' or 'sculptor' should be capable of in each year group and teach to those aspects; enabling the contexts to change but their skills to progress.</p> |
| <p>Design and Technology</p>  | <ul style="list-style-type: none"> • Designing • Making • Evaluating • Developing technical knowledge • Cooking and nutrition | <p>The process of designing, making, evaluating and developing technical knowledge is the same throughout both Key Stages with the key skills and the contexts becoming more complex. For example, in KS1 the children might be designing a cage to 'capture' their dragon while KS2 might work on developing a lever and pulley system to raise a bridge for example.</p> <p>Cooking, nutrition and food safety is taught with a focus on healthy eating in KS1 and incorporating this into savoury dishes in KS2.</p> <p>All units are taught using the KAPOW curriculum.</p> |
| <p>Computing</p>  | <p>KS1 cover the following:</p> <ul style="list-style-type: none"> • Understanding algorithms in a simple programming context • Creating and debugging simple programs • Use of a range of technology including digital media • The importance of e-safety <p>KS2 cover the following:</p> <ul style="list-style-type: none"> • Designing and debugging programs • Understanding and correcting algorithms • Use a range of technology including digital media • Use of a range of software • The importance of e-safety. | <p>We teach the importance of e-safety to all children at Moorlands, each year. In this, we cover safe use of the internet and other digital media including tablets and mobile phones.</p> <p>We try to incorporate computing into other areas where possible, such as the use of cameras to take photos, the use of the internet to do research for a specific topic, software to display learning or websites to create and design.</p> <p>We have a range of resources for the children to use to support their learning, including a range of software, cameras, iPads, laptops and desktop computers.</p> <p>Specific computing skills are taught discretely (using the NCEE curriculum) but linked to the topic contexts where possible.</p> |

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| <p>PSHE and Citizenship</p>  | <p>The whole school cover the following areas:</p> <ul style="list-style-type: none"> • Being Me in my World • Celebrating Differences • Dreams and Goals • Healthy Me • Relationships • Changing Me <p>• <i>In addition to this we drive our curriculum with our secrets of Success which we incorporate into all aspects of our Teaching.</i></p> | <p>We use the JIGSAW curriculum for all our PSHE learning. This ensures a consistent approach across the school.</p> <p>Discrete lessons are taught each week to cover the different units.</p> <p>The Changing Me unit also includes Puberty and Sex Education in Upper KS2 linked to the Science Curriculum.</p> |
| <p>History</p>  | <p>KS1 cover:</p> <ul style="list-style-type: none"> • Changes within living memory • Events beyond living memory • Lives of significant individuals • Significant historical events <hr/> <p>KS2 cover:</p> <ul style="list-style-type: none"> • 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 England at the time of Edward the Confessor. • A local history study • A study of an aspect in British History that extends pupils knowledge beyond 1066 • Achievements of the earliest civilisations • Ancient Greece • A non-European society that contrasts with British history | <p>In KS1 we cover:</p> <ul style="list-style-type: none"> • The Great Fire of London • Toys/Victorians • Grace Darling • Guy Fawkes • Life in a castle • <i>There are additional history aspects which are covered as part of each topic, for example learning about Samuel Pepys when studying the Great Fire of London or other aspects that are linked to the topic being studied.</i> <p>In KS2 we cover:</p> <ul style="list-style-type: none"> • Ancient Egyptians • Stone Age / Iron Age / Bronze age • Romans • Ancient Greeks • World War 2 / Battle of Britain • Anglo Saxons / Scots • Vikings • Mayans • Titanic – Local History Study • <i>There are additional history aspects which are covered as part of each topic or cover more than one area.</i> |

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| <p>Geography</p>  | <ul style="list-style-type: none"> • Locational knowledge (e.g. continents and oceans) • Place knowledge (e.g. specific countries and comparisons with the UK) • Human and Physical Geography • Geographical skills and Fieldwork | <p>In KS1 we cover:</p> <ul style="list-style-type: none"> • World continents and contrasting localities • Locating countries that make up the UK • Use of simple maps to find countries, continents and oceans being studied. • Use of simple maps of our school grounds for fieldwork • <i>Where possible, links will be made to provide a context for the learning, for example mapping the layout of life in a castle or how to read a simple treasure map using a key!</i> <p>In KS2 we cover:</p> <ul style="list-style-type: none"> • Volcanoes, rocks and rivers, earthquakes, mountains and the water cycle • Human geography, including types of settlements • A study of South America • A study of different biomes and climate zones • Locating major cities in Europe, around the world and in the UK • Use of increasingly complex maps, atlases and globes • Studies of contrasting localities around the world • Fieldwork • Eight points of a compass |
| <p>Religious Education</p>  | <ul style="list-style-type: none"> • This is delivered following the agreed syllabus for Southampton, Hampshire, Portsmouth and the Isle of Wight “Living Difference”. | <ul style="list-style-type: none"> • KS1: Christian Faith and Hindu Faith • Lower KS2: Christian Faith and Sikh Faith • Upper KS2: Christian Faith and Islamic Faith • <i>Other Religions and Religious Festivals are taught in addition to this, if it is relevant and appropriate to the needs of the children.</i> |
| <p>Collective Worship</p>  | <ul style="list-style-type: none"> • We have a statutory duty to carry out a daily collective worship, which may take place as a class, year group, phase or whole school. | <ul style="list-style-type: none"> • The focus of Collective Worship varies and can be on a religious or non-religious theme. • Where religious, the content each year should be ‘broadly Christian’ in nature as well as celebration of different religious events and celebrations. • Links to our Secrets of Success and PSHE and Citizenship education are also made • There are opportunities for the children to reflect on key themes and concepts at the end of each session. See the Collective Worship policy and long term planning for more information. |

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| <p>Languages</p>  | <ul style="list-style-type: none"> To communicate ideas, facts and feelings in speech and writing, focused on familiar and routine matters, using their knowledge of phonology, grammatical structures and vocabulary. | <p>At Moorlands we teach French as a Modern Foreign Language. They learn this in KS2 enabling them to build on their skills year on year. Where possible, links are made to the general class topic to provide a context; for example learning curriculum vocabulary.</p> <p>All units are taught using the KAPOW curriculum.</p> |
| <p>Music</p>  | <p>KS1 cover:</p> <ul style="list-style-type: none"> Singing Experiment with creating and combining sounds Play tuned and untuned instruments Understanding of a range of types of music, live and recorded. <p>KS2 cover:</p> <ul style="list-style-type: none"> Playing and performing in solo and ensemble contexts Improvise and compose music Use and understand staff and other musical notations Develop and understanding of the history of music | <p>Music is skills based and progresses year on year. Singing features strongly in our curriculum and we partake in various concerts and performances throughout the year, including the Christmas Performance at Southampton Guildhall and Summer 'Big Sings' with local schools.</p> <p>Children learn to play the recorder and are introduced to musical notation.</p> <p>In addition to this, all children have music lessons covering music skills, music appreciation, composition and the history of music and the work of famous musicians.</p> <p>All units are taught using the KAPOW curriculum.</p> |
| <p>Physical Education</p>  | <p>KS1 cover:</p> <ul style="list-style-type: none"> Dance, Gymnastics Games skills <p>KS2 cover:</p> <ul style="list-style-type: none"> Dance, Gymnastics Games (competitive), Athletics Swimming and water safety Outdoor and adventurous activities (e.g. Orienteering) | <p>A coach from Learning Through Sport teaches some of our PE across the school and teachers teach the rest. Children have the opportunity to practice skills, games, gym, dance and athletics through the year.</p> <p>All units are taught using the REAL PE curriculum.</p> <p>In year 5, the children walk to the local swimming pool for lessons.</p> |

Frequently Asked Questions

| Question | Answer |
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| <i>How will I be kept informed of the progress and provision for my child?</i> | <p>We hold parents evenings each term where you are welcome to come and speak to your child's class teacher and find out about their progress. We also provide an end of year report which highlights the overall progress your child has made over the academic year.</p> <p>We provide curriculum newsletters to explain and introduce the learning for each term and what will be covered in all areas of the curriculum. The school website has information on what is taught in each subject across the school. The class pages on the website are also a great place to go for photos, news and learning. We have different assemblies and sessions run by the children for you to join in throughout the year, such as music concerts and plays.</p> <p>We also offer information sessions and workshops around specific subjects so that you are fully aware of what the children will be experiencing and what to expect. Examples of such information sessions include finding out about the Early Years Foundation Stage curriculum, Year 1 phonics screen, Year 2 and 6 SATs information, Stubbington and Sex Education.</p> |
| <i>How will my child be involved and consulted with about their learning and progress?</i> | <p>Each unit will start with the children telling us what they already know. Plans are then amended in light of this to support or challenge learning. We encourage our children to be confident and active learners and to take increasing responsibility for their positive attitude to work. All children are set targets to work towards in English and Maths using a school wide system to ensure consistency between classes.</p> <p>Teachers, middle and senior leaders also regularly carry out pupil interviews with the children and use this information to inform planning, assessment and provision and to ensure that it matches their needs as closely as possible.</p> |
| <i>What do I do if I am unhappy with the provision for my child?</i> | <p>In the first instance, we recommend that you speak to your child's class teacher. If you are not happy with the outcome of this then we ask you to follow the school's agreed complaints procedure. A copy of this can be seen in the school office.</p> |
| <i>How can I help my child?</i> | <p>Supporting the approach that the school takes towards learning is a good place to start. Encouraging your child to be independent, proactive and confident will ensure that they are hearing the same message from all of those involved in their educational provision.</p> |

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| | <p>We offer various practical workshops throughout the year across every class to ensure that you are fully informed of what and how we are teaching specific subjects, as it is important that how we teach in school is mirrored when you support at home; in order to avoid confusion. Some of the workshops we offer include how to support your child with reading, phonics, writing and maths.</p> |
| <p><i>How else can we get involved?</i></p> | <p>We always welcome parents to come in and help out in class. If this is something that may interest you then please let us know and we can arrange an induction for you. If you cannot commit to a regular slot then helping out on 'theme days' and school trips is another way of getting involved.</p> <p>If you would rather support the school without being in class then we have a very active and supportive PTA who we refer to as our 'Friends of Moorlands'. They are heavily involved in arranging extra-curricular and fundraising activities to support the school and provide the best for our children at Moorlands.</p> |