



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 Key drivers:

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

-  Successful learners
-  Creative learners
-  Active learners

These drivers ensure that wherever possible the curriculum is delivered in a way that explores these issues.

For more information on our Key Drivers, this document should be read in conjunction with our Curriculum Overview Document.

Date Agreed: September 2018

Review Date: September 2019

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:

Early Years / Foundation Stage Reception	Key Stage One (lower primary) Years 1 and 2	Key Stage Two (lower KS2) Years 3-4	Key Stage Two (upper KS2) Years 5-6
--	---	---	---

What do they do in each Year Group?

We have a cross curricular, topic based approach to our National Curriculum Provision. This means that wherever possible we link what we are learning in specific subjects to an overall 'theme'. Some subjects are taught in isolation where it does not link to the overall theme. (e.g. Modern Foreign Languages, Music and Religious Education) The National Curriculum is met in every year group for both core and foundation subjects. For the academic year 2014-2015 Years 2 and 6 will follow the previous National Curriculum and commence the current curriculum next academic year (2015-2016) due to the fact that they are in the final year group for their current key stage.

The Early Years Foundation Stage change their topic half termly. In KS1 and KS2 we cover each topic for a whole term in order to cover it in depth and across a range of cross curricular links and projects. The overall topic for each year group are as follows:

	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR6
AUTUMN TERM	Aliens love Moorlands	Jurassic Forest	Dungeons and Dragons	Volcanoes	Tomb Raiders	Grand Designs	Is It Right To Fight?
	Santa's transport						
SPRING TERM	Toy Story	World Kitchen	Megastructures	Bookworms	The Banquet	Extreme Environments	Fair Trade
	Animal Kingdom						
SUMMER TERM	Superheroes	Treasure	Seaside Rescue	Buried Treasure	Raging Rivers	Sea City	Rule Britannia
	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?
✓ 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?
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>We use phonics as a key strategy to teach children to read and write following the agreed 'Letters and Sounds' syllabus from entry into Year R. We use 'Jolly Phonics' to compliment this, which teaches actions to go with each sound taught. Jolly phonics resources are widely available for use at home. 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 Rigby, Rapid Phonics, Phonics and Bug Club schemes to support our reading provision. These are used in conjunction with 'real books' which are colour banded according to their level of difficulty.</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. You are welcome to have a copy of the strategy models as they are very different from the way they used to be taught!</p>


<p>Science</p> 	<p>KS1 cover the following:</p> <ul style="list-style-type: none"> • Working scientifically • Living things and their habitats • Plants • Animals including humans • Everyday materials • Seasonal changes 	<p>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!</p> <p>Seasonal changes are taught at key points throughout the year during our 'Grounds Weeks'. 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.</p> <p>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 Education is covered in Upper KS2 and are delivered as stand-alone units. There is a parent workshop which will cover what is taught in these units.</p>
	<p>Lower KS2 cover:</p> <ul style="list-style-type: none"> • Working scientifically • Living things and their habitats • Plants • Animals including humans • Rocks • Light • Forces and Magnets • States of matter • Sound • Electricity • Seasonal changes 	
	<p>Upper KS2 cover:</p> <ul style="list-style-type: none"> • 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 	

<p>Art and Design</p> 	<ul style="list-style-type: none"> • Drawing and sketching • Painting • Sculpture • Collage • Printing • The work of famous artists 	<p>All of these areas are taught through the theme or topic and are skills based. 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 in doing so 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 links topics where possible, with a focus on healthy eating in KS1 and incorporating this into savoury dishes in KS2.</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 and the use of the internet to do research for a specific topic.</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. Each classroom is also fitted with an Interactive Whiteboard (IWB) and a Visualiser which enlarges what is put under it. (A bit like a digital overhead projector!)</p> <p>Specific computing skills are taught using topic contexts where possible, to make the learning more meaningful for the children.</p>

<p>PSHE and Citizenship</p> 	<ul style="list-style-type: none"> We use our 'Secrets of Success; in addition to the Social Emotional Aspects of Learning (SEAL) materials to support teaching in this area. 	<p>The whole school cover the following areas:</p> <ul style="list-style-type: none"> New beginnings Getting on Going for Goals Feels good to be me Anti-bullying Changes <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>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 Titanic <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 / Bronze age Romans / Local History study Ancient Greeks Early Islam World War 2 / Battle of Britain Anglo Saxons / Scots Vikings <i>There are additional history aspects which are covered as part of each topic or cover more than one area. For example learning about the Romans as part of our local Southampton history.</i>

<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 • 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 topic links will be made to provide a context for the learning, for example showing the route the titanic was due to make 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 and the water cycle • Human geography, including types of settlements • 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 using the eight points of a compass • <i>Some aspects of Geography will be taught in isolation but where possible topic links will be made to provide a context for the learning. An example could be locating different volcanoes around the world or learning about settlements as part of the history of the Anglo-Saxons or Romans.</i>
<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"> • In line with the Agreed Syllabus, we study 3 world religions at Moorlands. Christianity is taught across all year groups with other religions studied as follows: • KS1: Christianity and Hinduism • Lower KS2: Christianity and Sikhism • Upper KS2: Christianity and Judaism • <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> • See the Long Term Curriculum map for RE to see what concepts are covered in all year groups. This can be found on our British Values and SMSC report.

<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.
<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 Italian 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 topic vocabulary.</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. <hr/> <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 Songs' with local schools.</p> <p>In Year 2 children learn to play the recorder and are introduced to musical notation. Children can choose to continue this as part of a club when they enter Year 3. In Year 4, children are offered the opportunity to learn another instrument with peripatetic music teachers. Examples of different instruments we have had in the past include flute, clarinet, violin, guitar, trumpet, French horn and keyboards.</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>

Physical Education 	KS1 cover: <ul style="list-style-type: none"> • Dance, Gymnastics • Games (e.g. tennis, hockey, ball skills) 	<p>The children follow a comprehensive physical education curriculum that builds upon skills year on year.</p> <p>Dance, gymnastics and games are key foci throughout the school and in key stage two the children undertake swimming lessons at a local swimming pool.</p> <p>In addition to this, there are other various opportunities for sport activities throughout the year, such as sporting day, be active a thons, afterschool clubs and tournaments.</p>
	KS2 cover: <ul style="list-style-type: none"> • Dance, Gymnastics • Games (competitive), Athletics • Swimming and water safety • Outdoor and adventurous activities (e.g. Orienteering) 	

Frequently Asked Questions

Question	Answer
<p><i>How will I be kept informed of the progress and provision for my child?</i></p>	<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>In addition to this we hold termly 'galleries' where parents are encouraged to come into class, with their child, to look through their work and see their classroom. This is a very popular and informal opportunity to talk to your child about their learning and ask any questions of the staff.</p> <p>We provide newsletters to explain and introduce each term's topic and what will be covered in other areas of the curriculum and also put information, photos and work on our website and blog which are regularly updated for you to see. We also 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, and Sex Education.</p>
<p><i>How will my child be involved and consulted with about their learning and progress?</i></p>	<p>Where possible, children are encouraged to participate in planning what they would like to learn when they start each new topic. 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>
<p><i>What do I do if I am unhappy with the provision for my child?</i></p>	<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>

<p><i>How can I help my child?</i></p>	<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> <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>
<p><i>How can I find out more about what you do in school?</i></p>	<p>If you have any questions related to the curriculum, please ask! We are happy to explain how and what we deliver as part of the National Curriculum. Throughout the year, we also offer a number of workshops related to specific areas such as maths, where we share with you resources, strategies and top tips for supporting at home – where things may be taught differently from how you were taught. We welcome suggestions for these workshops as we tailor make them to the needs of the class. We also send home regular newsletters which highlight what will be covered across the half term, in all subjects and have parent galleries to share with you their outcomes.</p>