



“Together we can achieve”

Curriculum Intent



Our motto at Ryhill Junior, Infant and Nursery School is ‘**Together we can achieve**’. We aim to inspire children through creativity and the arts, invigorate them through sport, educate them on a healthy lifestyle and provide them with opportunities to develop spiritually, socially and culturally. It is our mission to equip children with the skills they need to realise their full potential. To achieve this, we will work in partnership with parents and the community within a secure and caring environment.

Curriculum Drivers

Our curriculum drivers reflect the traits we would like to see in our pupils, our values as a school and the challenges our pupils face.

- Sport promoting a healthy lifestyle
- Opportunities to develop spiritually, socially and culturally
- Embracing the expressive arts

Skills builder

We believe it is important to build a set of essential skills in order to prepare our children for the future. Our curriculum is built around the following life-long and transferable skills which we feel will allow our children to thrive in college and university as well as in the work place. These are taught through topics but also explicitly in weekly lessons so they can be applied in all subjects:

- Listening
- Speaking
- Problem solving
- Creativity
- Staying positive
- Aiming high
- Leadership
- Team work

Our aim is to deliver a curriculum which is accessible to all and that will maximise the development of every child's ability and academic achievement.

We believe that by focusing on oracy and language development as well as knowledge of the wider world, our children will be ready to successfully meet the challenges of the next stage of their education and their lives. In recognition that many of our pupils' have poor early language acquisition, the importance of vocabulary development throughout school and particularly in the Early Years is a priority.

Early Years

Our curriculum begins in early years. Our Nursery and Reception classes follow the framework laid down in the EYFS statutory framework which aims to support children's development in seven areas of learning and development. The three prime areas are:

- Communication and language
- Physical development
- Personal, social and emotional development

There are also four specific areas through which the prime areas are strengthened and applied:

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

The EYFS is underpinned by the three characteristics of effective learning. These play an explicit part in deciding which learning experiences we provide for our children and how we assess their learning. They are:

- Playing and exploring – engaging
- Active learning – motivation
- Creating and thinking critically – thinking

School Charter

Our school charters have been developed to ensure our children take part in a range of fun and exciting experiences throughout their time with us. We are committed to offering them experiences such as watching live performances, learning basic first aid and creating products to raise money for charity.

Our School Charter NAME: _____

During your time at EYFS, you will have the opportunity to.....

experience live music	have a piece of art work displayed	take part in a public performance	learn to recycle and reduce waste	visit a theatre to watch a live performance
participate in at least five different sports	take part in a disability awareness raising activity	learn basic first aid	learn basic road safety	learn to play an instrument
visit a place of worship	grow, tend and nurture a plant	take part in a residential visit	take part in cycling proficiency	learn the rudiments of a modern foreign language
learn to swim	create and sell something to raise money for charity	receive a special mention in assembly	prepare and cook healthy food	communicate using the latest technologies
experience the past through dress up day	visit a place of further education or workplace	enter a competition	visit a place of historic interest	be an active member of the community

I have achieved 14 things on the charter and gained the silver award and 20 Dojo points

I have achieved 18 things on the charter and gained the gold award and 50 Dojo points

I have achieved 8 things on the charter and gained the bronze award and 10 Dojo points

Our EYFS School Charter NAME: _____

During your time in EYFS, you will have the opportunity to.....

go on a bug hunt	have a piece of art work displayed	take part in a public performance	learn ring games	develop friendships with children and grown ups
learn to share and take turns	get messy with lots of different media	jump in autumn leaves	build a den	splash in puddles
visit a farm to see animals	grow, tend and nurture a plant	take part in the messy rhyme challenge	watch a life cycle	play in snow and catch snowflakes
share your interests and achievements	create and sell something to raise money for charity	receive a special mention in assembly	bake and cook with a grown up	go on a number and letter hunt in the local area
dress up in fancy dress	learn about different cultures from around the world	enter a competition	always be greeted with a smile from a grown up	listen to many stories from different authors and cultures

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Key stage One and Two

All National Curriculum subjects are carefully planned and covered across key stage one and two. We adhere to the statutory content and ensure all children have access to the age appropriate knowledge and skills within it.

We deliver a broad and balanced curriculum based which also incorporates our children's heritage such as our history of mining and we aspire to aim high and achieve such as the likes of the naturalist and explorer Charles Waterton

or the artist and sculptor Henry Moore who were born and raised in Yorkshire. It is exciting, engaging and relevant to the children in our community.

Careful analysis and discussion about our pupils' backgrounds, life experiences and culture has helped us to design a curriculum which celebrates their strengths whilst helping them to overcome the potential barriers to learning.

What makes our curriculum special

Our creative, cross-curricular and topic-based curriculum allows us to encourage children to follow lines of enquiry that appeal to them. Through expert direction and teaching, we endeavour to enable children to experience inspirational learning opportunities which allow them to be challenged and stimulated at all levels. We aim to offer an inclusive curriculum which provides a range of opportunities both during the school day and outside of school. These encourage the children to aim high in sporting events and competitions, community events promoting citizenship, activities such as cooking which promote and foster an understanding of healthy lifestyles, as well as creativity through the arts. It is our firm belief that by specifically teaching our children the skills of speaking, listening, aiming high, teamwork, problem solving, creativity and staying positive they will be well prepared not only for their next stage of learning but also for adulthood.

We have always believed in giving our children first hand learning opportunities so all topics include educational visits or experiences in schools e.g. castle visits, museum visits and trips to the seaside. We have enhanced our curriculum by ensuring our children experience coaching from experts in physical education and sport, music and local artists and authors. Through our skills builder programme, we partner with employers across all industries and sectors to engage effectively with our KS2 children through trips and workshops thus enabling the children to experience and appreciate the skills needed in the workplace. This is also an opportunity to apply the skills they have learned in school.

We value the way in which all our children are unique, and our curriculum promotes respect for the views of each individual child, as well as for people of all cultures. We recognise the multi-cultural, multi-faith and ever-changing nature of the United Kingdom and the vital role we play within the school to promote the fundamental British values. We strengthen the spiritual and moral development of each child, as well as their intellectual and physical growth. We respect each child in our school for who they are, and we treat them with fairness and honesty. We aim to enable each person to be successful, and we provide equal opportunities for all the children in our school.

National Curriculum subjects

More recent developments in our curriculum, have seen the design of clear curriculum intent documentation, mapping out the learning journey in individual subjects and across the curriculum to ensure learning is connected and cumulative. Highly skilled subject leaders have designed progressive curriculum maps which ensure children gain the key knowledge and skills in every subject. Our knowledgeable and skilful teachers ensure that children are able to revisit and retrieve previous learning, which allows them a deeper understanding of the key knowledge and skills within subjects.

Here are the opportunities we aim to provide for our children in each subject and the skills they will develop:

Writing

In Writing, pupils will have the opportunity to:

- Develop their skills as a writer through transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing)
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

Pupils will be able to develop their skills as a writer by:

- Writing for a range of contexts including different purposes and audiences
- Practising writing throughout the school day and across all subjects
- Develop their understanding of different types of punctuation and the impact it has on the reader
- Expressing their own unique ideas through the texts they write
- Choosing the words they write carefully for effect
- Carefully organising their writing

Reading

In reading children will have the opportunity to:

- Access a wide range of books and other reading materials from across a range of genres and authors
- Access books which aid their reading development through a structured, challenging, progressive approach
- Have access to books which are in-line with and which aid in their phonics development through a structured, challenging, progressive approach
- Share books they are reading with adults to allow them to develop their skills as a reader

- Develop their skills as a reader by learning about the skills needed to analyse a text
- Explore and learn about a range of different authors and books that are suitable for their age range
- Enjoy reading for pleasure and see that books can fuel their imaginations and teach them new knowledge
- Access the school library so that they have a say in the books they read and are exposed to a wide variety of books

Pupils will be able to develop their skills as a reader by:

- Reading with an adult in school
- Taking part in Guided Reading sessions
- Having reading skills lessons which teach specific skills linked to reading and the understanding of what has been read. These will specifically cover, retrieval, inference, summarising, word meaning in context, decoding, prediction and will show clear, precise progression as the children move through school.
- Having access to a wide range of books and reading materials and being actively encouraged to explore different genres and authors through a variety of means throughout school
- Having frequent opportunities across the curriculum to share books and discuss them with adults and their peers

Maths

In mathematics, pupils will have the opportunity to:

- Become fluent in the fundamentals of mathematics, through frequent practice with increasingly difficult problems over time
- Develop their understanding of mathematical concepts to be able to recall and apply their knowledge rapidly and accurately to problems
- Reason mathematically by following a line of enquiry, connecting relationships and developing an argument, justification or proof using mathematical language
- Solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering when seeking solutions

Pupils will be able to develop their skills as a mathematician by:

- Understanding mathematical concepts
- Developing a range of skills and using and applying these in mathematics
- Understanding number facts and the number system
- Practising skills as a problem solver and developing an ordered approach to solving problems in a wide range of contexts

- Being an independent thinker who perseveres when faced with challenges and will have a go!
- Learning from their mistakes and seeing these as a positive learning experience
- Reasoning and summarising, make sense of their findings

Science

In science, pupils will have the opportunity to:

- Ask simple questions and recognise that they can be answered in different ways
- Observe closely, using simple equipment
- Perform simple tests
- Identify and classify
- Use their observations and ideas to suggest answers to questions
- Gather and record data to help answer questions

Pupils will be able to develop their skills as scientists by:

- Using their five senses
- Asking and answering questions
- Making predictions about what they think might happen
- Planning and investigating
- Saying why and how things happen
- Using a range of scientific equipment and resources
- Recording their ideas and findings
- Evaluating their own work and say how this can be improved

Art & Design

In art pupils will have the opportunity to learn:

- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques by using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work

Pupils will be able to develop their skills as artists by:

- Looking closely at detail
- Talking about colour, shape, pattern, tone and line
- Using a variety of tools and materials
- Expressing their own ideas and using their imagination
- Creating artwork on large and small scales

- Talking about the work of others including well known artists
- Evaluating their own work and say how this can be improved

Computing

In computing pupils will have the opportunity to:

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

Pupils will be able to develop their skills as computer programmers by:

- Using the internet safely
- Understanding the different uses of technology
- Giving instructions to make things happen
- Being able to predict simple patterns
- Being able to solve simple problems
- Being able to enter, load and save information
- Using the internet to find information

Design and Technology

In design and technology pupils will have the opportunity to learn to:

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Explore and evaluate a range of existing products
- Evaluate their ideas and products against design criteria
- Build structures, exploring how they can be made stronger, stiffer and more stable

- Explore and use mechanisms [for example, levers, sliders, wheels and axles] in their products

Pupils will be able to develop their skills as designers by:

- Creating designs and drawings to show their ideas
- Using a variety of tools and materials
- Using their imagination
- Evaluating, changing and adapting my ideas
- Considering the purpose of their design

Geography

In geography, pupils will have the opportunity to:

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- Use basic geographical vocabulary to refer to key physical features and key human features
- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map
- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

Pupils will be able to develop their skills as geographers by:

- Finding and naming places on a map
- Creating their own map
- Recognising some symbols on a map
- Saying what places are like
- Saying how places are similar or different
- Asking and answering questions
- Knowing about my local area

- Saying how a place has changed over time

History

In history pupils will have the opportunity to learn about:

- Changes within living memory
- Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Aspects of life in different periods
- Significant historical events, people and places in their own locality

Pupils will be able to develop their skills as historians by:

- Asking and answering questions
- Taking into account the views of others
- Researching using a range of sources
- Putting dates and events in chronological order
- Understanding and talking about past and present
- Understanding important events and people

RE

It is our intent for the Religious Education element of our school curriculum to engage, inspire, challenge and encourage pupils, equipping them with the knowledge and skills to answer challenging questions, explore different religious beliefs, values and traditions and develop a more rigorous understanding of the numerous religious traditions, beliefs and practices that are followed in our multi-cultural society. We want them to know how religious education enables them to combat prejudice, preparing them for adult life, employment and life-long learning.

We follow the Wakefield Agreed Syllabus for Religious Education 2018-2023.

In RE, pupils will have the opportunity to:

- explore big questions about life, to find out what people believe and what difference this makes to how they live, so that they can make sense of religion, reflecting on their own ideas and ways of living.
- learn about and from religions and worldviews in local, national and global contexts, to discover, explore and consider different answers to these big questions.
- equip themselves with systematic knowledge and understanding of a range of religions and worldviews, enabling them to develop their ideas, values and identities.
- develop an aptitude for dialogue so that they can participate positively in our society, with its diverse religions and worldviews.

Pupils will be able to develop their skills by:

- understanding beliefs and teachings.
- understanding practices and lifestyles.
- understanding how beliefs are conveyed.
- reflecting
- understanding values

Music

In music pupils will have the opportunity to learn to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and un tuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the interrelated dimensions of music

Pupils will be able to develop their skills as musicians by:

- Listening to a range of musical pieces
- Forming their own opinions
- Reviewing and evaluating
- Creating and composing
- Performing to others
- Using tuned and untuned instruments
- Considering how music makes them feel
- Understanding important events and people

PSHE

Our Personal, Social, Health & Economic (PSHE) education, including statutory Relationships and Health education, and non-statutory sex education, as recommended by the DfE, provides a framework through which key skills, attributes and knowledge can be developed and applied.

The school's PSHE provision supports our aims of developing confident citizens and successful learners who are creative, resourceful and able to identify and solve problems. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. The school has a powerful combination of a planned thematic PSHE program, built around a spiral curriculum of recurring themes, designed to:

- Give pupils the knowledge and develop the self-esteem, confidence and self-awareness to make informed choices and decisions;
- Encourage and support the development of social skills and social awareness;

- Enable pupils to make sense of their own personal and social experiences;
- Promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle;
- Enable effective interpersonal relationships and develop a caring attitude towards others;
- Encourage a caring attitude towards and responsibility for the environment;
- Help our pupils understand and manage their feelings, build resilience and be independent, curious problem solvers;
- Understand how society works and the laws, rights and responsibilities involved.

We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.