



Together we can achieve

Our ACE Curriculum



Ryhill Junior, Infant and Nursery School has a broad and balanced curriculum which places learners at the heart and is driven by the school's vision statement:

“Together we can achieve”

Our intent is to provide our learners with a curriculum that is coherent, well-structured and progressive, based around high quality teaching that allows our children to acquire good subject knowledge and understanding of key concepts, application of skills and development of ambitious vocabulary.

Our ACE curriculum

Our drivers have been chosen to underpin our curriculum. They develop our children as life-long learners and prepare them with the skills they need for life, as well as the skills they need for the workplace:

Achieve

This helps our pupils to build aspirations and know available possibilities for their future lives. We allow children to explore and experience the world around them and make positive decisions which may impact their future lives.

Community

We value the importance of our local community and beyond. We have an important place within our community and believe it is important that our pupils see themselves within a local context and also learn about the local community they live in as well as how this links to the wider world.

Enterprise

We feel that developing children's enterprise skills will help them make a positive contribution to society. By giving children enterprise opportunities, the children can apply the transferable skills learned in the skill builder lessons and projects.

These key drivers have been specifically chosen as they are also key features in the skills builder programme we use throughout school.

Ryhill Junior, Infant and Nursery School has a broad and balanced curriculum which places learners at the heart and is driven by the school's vision statement:

Our intent is to provide our learners with a curriculum that is coherent, well-structured and progressive, based around high quality teaching that allows our children to acquire good subject knowledge and understanding of key concepts, application of skills and development of ambitious vocabulary.

“Together we can achieve”

Our curriculum is ACE! It is driven by the following:

- Achieve**
This helps our pupils to build aspirations and know available possibilities for their future lives.
- Community**
We have an important place within our community and believe it is important that our pupils see themselves within a local context.
- Enterprise**
We feel that developing children's enterprise skills will help them make a positive contribution to society.

LISTENING, SPEAKING, PROBLEM SOLVING, CREATIVITY, STAYING POSITIVE, AIMING HIGH, LEADERSHIP, TEAMWORK

“Our essential skills are taught and applied throughout our ACE curriculum”

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 projects in each year group 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 children in KS2 are also given the opportunity to experience trips to real places of work. The whole school enjoys 'skills builder days' which allow our children to apply the above skills in an exciting context. Opportunities to learn and apply these essential skills are weaved throughout curriculum and appear at all levels of the planning process when delivering our curriculum.

Cultural Capital

We feel it is essential that we prepare our children for future success. We aim to provide them with accumulations of knowledge, behaviours and skills that they can draw upon which demonstrate their cultural awareness. To us, it is about giving children the best possible start to their education, regardless of what experiences they have encountered prior to entering our school.

Open Futures

The 'Open Futures' initiative has been part of our school curriculum for a number of years. Our children develop various skills where learning focuses on encouraging the children to 'learn through doing'. This is encompassed through the strands 'grow it' and 'cook it'. It has been developed to help children discover and develop practical skills to grow our own plants and produce in our school grounds. Our well-equipped kitchen is then used to turn our produce grown in the gardens into delicious meals which the children then eat and enjoy together at the table. The 'cook it' element dovetails into the Design Technology element of the National Curriculum but also gives the children the opportunity to use many essential skills which will prepare them for adult life.

School Charters

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 to develop essential knowledge and prepare them for future success. We are committed to offering them experiences such as watching live performances, learning basic first aid and creating products to raise money for charity.



50 things to do before you're five

50 Things to do before you're five is an initiative promoted by Wakefield LA which we use in our Early Years setting. It provides a local offer to families, guiding them to places to visit, and fun things to do on their doorstep. They are shown how to make best use of their local libraries, museums, parks and wild spaces - helping to promote community cohesion at the same time. We detail opportunities to 'tick off' the activities in school and signpost parents to opportunities outside of school too.



Trips and experiences

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.

We have always believed in giving our children first hand learning opportunities so all year groups include several educational visits or experiences e.g. zoo 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.

Language

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.

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. It is a feature of every unit of work and is explicitly taught in all lessons as well as being explored in homework tasks. We develop vocabulary systematically building on children's current knowledge. We make links between known words and new vocabulary, discussing the meaning of new words. 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.

Early Years

Our curriculum begins in early years. Our Nursery and Reception classes follow the framework laid down in the Revised EYFS statutory framework which aims to support children's development in the 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

We have generated our school expectations for the end of reception to ensure our children are 'Y1 ready'. We also have an EYFS charter which compliments this. It is our promise to our children that we are committed to offering them a range of experiences. Regardless of their backgrounds, they will have a rich early years' experience at Ryhill School.

Key stage One and Two

All National Curriculum subjects, along with their aims and objectives, 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 have implemented a broad and balanced curriculum 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.

We use a variety of published materials to support the delivery of our curriculum so that we have strong links between subjects and units both horizontally and vertically across the year groups. To aid the children to 'know more and remember more' we block teach the teaching of subjects. We build strong links in a systematic, structural way. Some of the themes explored across school are: invasion, inventors, journeys and our local environment. Knowledge taught in one subject is explicitly reinforced and revisited in another subject and in subsequent years. Revisiting ideas and concepts in different, more challenging contexts in later units, using variety of diagnostic assessments are all designed to help pupils remember content and integrate new knowledge into their evolving conceptual framework. Knowledge organisers are used throughout

subject lessons and sent home to help the children remember key knowledge, vocabulary and concepts. End of unit 'show what you know' pieces of writing are produced by the children to showcase their learning and help teachers assess where they are in their learning and the gaps which will need addressing. These, along with questioning the children, will help us measure the impact of learning in each unit of work.

An enquiry approach is used to help the children explore our curriculum, with key questions to start units, to encourage curiosity and deeper thinking, exploration and research, and to combine relevant knowledge with skills. This hopefully mitigates against a didactic approach and encourages teaching and learning to become a joint pupil and teacher 'journey'.

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.

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.

We are proud of our curriculum at Ryhill Junior and Infant School and are committed to assessing, reviewing and adapting it to meet the ever-changing needs of our children.