



## Curriculum

***For all lessons, ask yourself – “why are you teaching this lesson to these children at this time?”***

- If the answer isn't clear or doesn't focus on progress, then is it a worthwhile lesson?

### Phonics

All children are taught phonics using the Read Write Inc scheme – this includes reading, writing and handwriting. Children continue on Read Write Inc until they are proficient independent readers.

### Reading

Children who are still being taught phonics should be given phonics reading books that match the stage they are at.

Once a child can successfully pass a phonics screening check (regardless of age) they start to use Accelerated Reader – they complete an online assessment that determines their starting point, and can then choose to read any book at the appropriate level (completing an online quiz after reading).

All children from Reception to Year 6 have reading time from 8.40 to 9.10 every morning – the majority of children read independently and do Accelerated Reader quizzes, with the teacher supporting either individuals or a group.

### English

The English lesson focuses on the teaching of skills needed for reading and writing –

- Teaching how to read
- Grammar and punctuation
- Spelling
- Handwriting
- Composition of a piece of writing

Teachers must plan lessons that cover all of the National Curriculum objectives by the end of the year – this is done by checking Target Tracker to see what objectives need to be taught and following the progression documents for reading and writing. Lessons should teach skills and allow for practice of skills – they shouldn't just be led by a theme or content.

Further practice of English skills should be planned during Project lessons, where children can demonstrate the skills they have acquired.

### Maths

The maths lesson focuses on teaching full coverage of National Curriculum objectives, using a 'Mastery' approach. This approach means that children are taught a skill or concept and practice this skill in a variety of way (varied fluency) until it is secure.

In addition to the 'numeracy' skills which are the most important, all teachers must also plan time each week for 'Maths Factor' – this is a lesson to teach measurement, shape geometry and basic skills that are needed for life (calendars, timetables, telling the time etc).

In order to decide which mathematical skills need to be taught, teachers should use objectives on Target tracker as a guide.

There are a number of resources in school (books and online resources) to help teachers.

## **Wider Curriculum – Project Work**

The curriculum for science, history, geography, art and design and design technology is covered by following Cornerstones Maestro. This is a web-based resource that includes lesson plans and resources for each subject.

If teachers follow this curriculum and cover all knowledge and skills, each child will have covered all National Curriculum objectives by the end of the Key Stage.

## **Religious Education**

This must be taught every week to all children. We follow the Hartlepool Agreed Syllabus. This can be found on Staff Shared (T drive). All children must also take part in a daily collective worship – this will either be an assembly or a talk in your classroom linked to a theme.

## **Physical Education**

Our aim is for every child to have 2 hours of physical activity each week to build fitness, strength and agility. Lessons are timetabled as slots of either 30 minutes or 1 hour. Teachers may choose to include additional lessons to those timetabled.

The curriculum overview and planning can be found on PE Passport

## **Spanish**

Modern Foreign Languages are compulsory for children in Key Stage 2. Every class has a timetabled 30 minute lesson with Lingotots – they work through a scheme and record in a work book.

Teachers in Key Stage 1 and Early years are encouraged to introduce children to Spanish through videos on Youtube or websites. This will help them to be aware of other languages.

## **PSHE**

PSHE is essential to develop children's resilience and confidence. It should be used to teach children about their feelings and emotions, and also to show children that they can talk to you if they have a problem. This must be timetabled each week, and is often best taught through Circle Time. Resources and the curriculum can be found on Staff Shared (T drive).

## **Mindfulness**

As a school we have a commitment to teaching children how to be more mindful, and how learning to be more mindful ourselves. This aims to improve mental wellbeing and create a calm mind for learning.

Mindfulness lessons happen straight after lunch for all children in school – this can involve colouring, listening to mindful music or meditation. Resources can be found in Staff Shared (T drive).

## **Outdoor Learning / Exploration**

This is a key part of the curriculum at Rossmere. All children should have the opportunity to learn outdoors in a practical way. This can either be done in planned Forest School lessons, use of outdoor classrooms in Early Years and Year 1 or use of the school environment (wildlife area, raised beds or playgrounds in Key Stage 2 or playgrounds in Key Stage 1)

## **Timetabling**

We have recommended timetables that ensure all curriculum areas are covered sufficiently. Teachers should follow these where possible as they have evolved through a year of testing and consultation.

**If any teacher is unsure about the curriculum they should be teaching, or thinks that timetabling could be changed, they are encouraged to discuss this with our Assistant Headteachers who lead on the curriculum.**