

The Roche School

The Roche School Curriculum Policy

This policy is made available to parents, members of the public, staff and management electronically via the school website and in hard copy from the school office.

This policy applies to all pupils at The Roche School.

Definition

At The Roche School, the curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. Education extends beyond the classroom and includes school trips, workshops as well as assemblies and themed events such as Science Week, French Week, Anti-Bullying Week, Shakespeare Week, Poetry Week and Book Week.

Aims & Values

The school is focused on delivering a broad and balanced curriculum, which fosters pupils' enthusiasm for a subject with enriching and engaging learning. Our aim is to produce a love of learning and challenge for its own sake and as a result produce happy, confident children who can live fulfilling lives.

The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives. We value the way in which all children are unique, and our curriculum promotes respect for the views of each individual child as well as for people of all cultures. We value the spiritual and moral development of each person, as well as their intellectual and physical growth.

The Roche School curriculum supports the fundamental British values of democracy, the rule of law, the individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. It is a curriculum that effectively prepares pupils for the transition to secondary education and the opportunities, responsibilities and experiences of future life.

Curriculum Areas & Subjects

The Roche School curriculum is comprised of the following subjects. We seek to develop and encourage the children's understanding and interest in a wide range of studies, human, scientific and artistic:

- English
- Maths
- Science
- History
- Religious Education
- French
- Computing
- PSHE
- Philosophy for Children (Year 5 & 6)
- Music (including individual lessons and choir)

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- Art
- Sport (including gym, dance, field games, swimming club, playground games)
- Spanish (specialist teacher led club)
- Reasoning

Organisation and Planning

The Roche School overview curriculum is set out in Appendix 1.

The following documentation is kept on a shared area of the school computer system to ensure that they are freely available and accessible to all staff at all times:

- Schemes of Work;
- School Policies;
- Long Term Planning;
- Medium Term Planning – produced every half term and contain an overview of topics and learning objectives;
- Assessment Criteria;
- Tracking Information – for staff to check a child’s progress and plan and differentiate accordingly;
- Supporting Documentation for Lessons – resource lists, curriculum overviews, facilities and school trip ideas.

Within all year groups there is a balance of both discrete and cross-curricular planning. Good communication between all members of staff ensures that opportunities for cross-curricular work are optimised and a holistic approach to learning is promoted. Staff meet on a weekly basis and subject co-ordinators and/or specialists in conjunction with relevant teachers, the Deputy Head Teacher and Head Teacher ensure that all Schemes of Work are regularly reviewed, evaluated and updated.

At The Roche School, Literacy and Mathematics for each Year Group from 1 to 6 are taught not in their normal classes but in ‘sets’. The members of each set are closely matched in their level of attainment so that the teaching can be properly adapted to the pupils’ needs and every pupil can take pride and pleasure in their own secure progress. Such grouping is flexible and regularly reviewed and evaluated according to the needs of the children. All other classes are mixed-ability and we believe in the benefits of mixed-ability teaching; careful and flexible grouping is a valuable method of supporting the teaching and learning process and meeting the needs of individual pupils.

Children with Special Educational Needs

The curriculum is designed to provide access and opportunity for all children who attend The Roche School. If necessary, we adapt the curriculum to meet the needs of individual children after the parents of the child have been consulted and advice has been sought from external agencies.

If a child has a special educational need then our school does all it can to meet these individual needs. We comply with the requirements set out in the SEN Code of Practice in providing for children with special needs. Children’s special education needs may be met by the use of intervention groups or one to one support from teaching assistants and teachers. In

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most instances, the class teacher is able to provide resources and educational opportunities, which meet the child's needs within the normal class organisation.

Curriculum Leadership

The Roche School has one or more specialist teachers in the following subjects:

- Art
- Computing
- French & Spanish
- Music
- Physical Education

All other areas of the curriculum are taught by class teachers and supporting teachers (including the Head Teacher, Deputy Head Teacher, Learning Support Teachers, Librarian, SENCO). Curriculum areas are co-ordinated by subject co-ordinators who work closely together. It is the responsibility of the curriculum co-ordinator to monitor the teaching of their curriculum area and:

- Take the lead in policy development and production of schemes of work designed to ensure progression and continuity in their curriculum area throughout the school
- Keep up to date with developments and disseminate information and support colleagues in their planning, teaching, resourcing and assessment of the subject.

Please see Appendix 2 for a list of Curriculum Leaders.

Curriculum Development

The curriculum at The Roche School is reviewed, evaluated and updated on a regular basis. We are committed to providing a curriculum that is in line with the needs of our pupils and national developments and recommendations.

Each subject co-ordinator produces a Curriculum Development Plan at the start of the academic year that clearly sets out areas of development and focus for the year ahead. The plan is regularly reviewed and evaluated by the co-ordinator and the Head Teacher and feeds into the whole school Development Plan.

Each subject is audited on a yearly basis by the subject co-ordinator. The audits are focused on documentation, teaching and learning, assessment, resources, subject leadership and development. In addition, lessons are observed by the SLT, subject co-ordinators and observation feedback feeds the staff appraisal process.

Parents and Carers

Staff are available before and after school to meet with parents/carers to discuss any curriculum related matter. Parents are kept fully informed of the curriculum in the following ways:

- Information letter sent out on a termly basis setting out the topics being covered.

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- A copy of the class timetable is given to parents at the start of the academic year.
- Curriculum Welcome Evening each September, which provides parents with an opportunity to meet with class teachers and learn about the year ahead.
- Written reports in December and July.
- Parents evening in October & March.
- School Website.
- Newsletters – weekly for Reception and monthly for whole school.

Date: January 2016

Review Date: January 2017

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Subject	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	R	<p>See Overview of Set texts poetry and prose English Curriculum document.</p> <p>Teachers use this document in tandem with the National Curriculum Programmes of Study to cover the objectives.</p> <p>For further detail see Medium Term Planning for each set.</p>					
	1						
	2						
	3						
	4						
	5						
	6						
Maths	R	<p>The school follows the National Curriculum objectives outlined by PUMA. These include progressive targets through 4 strands: Number, Measurement, Geometry and Statistics. Teaching aims to increase fluency, problem solving, reasoning and arithmetic from Early Years through to Year 6. In Upper Key Stage 2, the National Curriculum objections are merged with the ISEB Common Entrance objectives to prepare children for the 11+ examinations.</p> <p>See Medium Term Planning for each year group for further detail on termly objectives.</p>					
	1						
	2						
	3						
	4						
	5						
	6						

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Subject	Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Science	R	All About Me- My local environment, how I'm different.	Light and Dark, Forces, Senses.	Our Bodies	Pancake tasting, porridge making,	Planting: planting cress seeds, sunflower seeds, butterfly lifecycle	Floating and sinking, mini beasts,
	1	Using Our Senses	Everyday Materials – identifying and classifying	Everyday Materials - Properties	Our Changing World (OCW) – Sensing Seasons	OCW – Plant Detectives	OCW – Animal Antics
	2	Animals including Humans – Growing up	Healthy Living	Living Things - Habitats	Living Things - Plants	Uses of everyday Materials – Good choices	Uses of everyday Materials – Changing Shape
	3	OCW – Observing plants, regards seed diversity/shape	Rock Detectives	Light – reflection and shadow	Plants – function and structure	Forces and Magnets	Animals including humans - skeleton and muscles
	4	Living things and the environment – Grouping and classification	Animals including humans – teeth, digestive system and food chains	Changing States of Matter	Changing States of Matter, including Water cycle	Sound - Vibrations	Electricity - Circuits
	5	OCW – Living things and their environment. How do plants grow best?	Animals including humans – life cycles	Materials – Properties and changes. Mixtures, changing shape, (non) reversible	Reproduction in Animals and plants	Forces	Earth and Space
	6	Animals including humans - The bodies internal	Animals including humans - Effects of lifestyle choices	Evolution and Inheritance and Adaptation	Light How does light travel?	Electricity Advancing circuits	Living things Classification of specific characteristics/

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	transportation systems					habitats
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History	R			
	1	Ww1 /gunpowder plot	Great fire of London	Shakespeare
	2	Ancient Egypt	Famous People in our Past	Great Plague - London
	3	History of Chocolate	Stone Age	Iron Age
	4	Invaders	History of Art	Famous People
	5	Vikings	Anglo Saxons	Tudors
	6	WWII: Home Front	WWII: Europe and Beyond	The Victorians: The Building of an Empire

Geography	R	My local environment, India and Christmas around the world.	Travel and transport, China, Comic Relief- where in the world does it focus on?	Enviromental care. Holidays around the world.			
	1	mapping /wandsworth in ww1	London as local area	Food from around the world /Brazil and rainforests			
	2	World maps and Local area	Kenya	Island Home-comparison with local area			
	3	India Chocolate (Ghana/Cocoa producing countries)	-	Our Local Area			
	4	Our European Neighbours	Extreme World (Weather around the World and Mapping)	Transport and Local Road Safety			
	5	Water (to include rivers - Wandle)	The Mountain Environment	Investigating a Local Issue			
	6	South Pacific	Passport to Europe	What's in the News? (WWide and local issues)			
Art and D.T.	R	Various collages.	Poppy making, firework pictures and rangoli patterns,	Design a reflective outfit, junk modelling a mode of transport.	Easter cards, Mother's Day Cards, Famr painting.	Still life painting, making a bird feeder, grass heads.	Clay mini beasts, butterfly art, junk modelling mini beasts.

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1	Topic based. Colour and line	Topic based. Colour and line	Turner	Wren	William Morris	Famous artists
2	Topic based. Colour and line.	Topic based. Colour and line.	Topic based. Colour and line.	Topic based. Colour and line.	Topic based. Colour and line.	Topic based. Colour and line.
3	Collage (rangoli/Indian elephants) Reflectors (linked to Science)	Shadow puppets (linked to Science)	Observational drawing	Famous artists: Klimt, Mondrian, Bridget Riley, Paul Klee, Kandinsky	Famous artists continued. Stone Age tools/shelters etc. Making paper	Cave painting Junk modelling – building a village
4	Complimentary, secondary, tertiary, colours, What is colour?	Aboriginlal, emotiv e markmaking and pencil types, paper springs	Original imaginary Chimera's. Do unicorns exist?	Clay modelling	Lino cut design	Reductive printing
5	Seeing is Believing? Art and senses	2 point perspective Architecture. Origami	Architecture and house design	Clay townscapes	Tudor Portraits and pouncing, life drawing	Anamorphic drawing
6	Individual artist project. Canvas. Art History	Individual Canvas work. Contemporary artists research	Car design	Roche School Wacky Races.	Film of Race, editing	Memory piece of Roche School

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PSHE/ Philosophy for Children (Year 5/6)	R	Me and My Relationships	Growing & Changing	Healthy Lifestyle	Keeping Safe	Making a Positive Contribution	Medicine & Drugs
	1	Me and My Relationships	Growing & Changing	Healthy Lifestyle	Keeping Safe	Making a Positive Contribution	Medicine & Drugs
	2	Me and My Relationships	Growing & Changing	Healthy Lifestyle	Keeping Safe	Making a Positive Contribution	Medicine & Drugs
	3	Me and My Relationships	Growing & Changing	Healthy Lifestyle	Keeping Safe	Making a Positive Contribution	Medicine & Drugs
	4	Me and My Relationships	Growing & Changing	Healthy Lifestyle	Keeping Safe	Making a Positive Contribution	Medicine & Drugs
	5	Me and My Relationships	Growing & Changing	Healthy Lifestyle	Keeping Safe	Making a Positive Contribution	Medicine & Drugs
	6	Me and My Relationships	Growing & Changing	Healthy Lifestyle	Keeping Safe	Making a Positive Contribution	Medicine & Drugs

French	R	Greetings – Numbers 1 to 10	Classroom Instructions	Clothes - Weather	Body Parts	At the Seaside	Farmyard Animals
	1	Face and Body Parts	Days of the Week – Jean Petit	Weather and Seasons	Numbers 1 to 20 - Easter	Prepositions – The Hunchback of Notre Dame	Farm and Jungle Animals
	2	Numbers 1 to 31 – Classroom Instructions	Fruit and Opinions	Months, Numbers and Birthdays	Age - Colours	Seasons – Hungry Caterpillar	Alphabet
	3	Introducing yourself	Family	Food and Drinks	Food and Drinks	Healthy and Unhealthy Food –	Food Project

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					Ice Creams	
4	School Objects – Asking Questions – Age	Months, Numbers and Birthdays	Classroom Objects - Colours	Family and Friends	Pets – Describing Yourself	Family, Pets, Character and Descriptions
5	Describing Yourself	Describing your House - Prepositions	Places in Town	Asking and Giving Directions	Opinions on Places in Town	Order Drinks and Snacks
6	My Daily Routine	School Subjects and Opinions	Sports and Games	Hobbies and Musical Instruments	Holiday Activities	Consolidation – Writing Penpal Letter

Music	R	New songs and movement	Nativity songs and carols.	Music and movement with elements of Kodaly.	Using percussion, singing and movement.	Using percussion, singing and movement.	Music and movement with elements of Kodaly.
	1	Assembly songs	Assembly songs and Carols.	Vocal skills, and movement. Kodaly skills and songs.	Vocal skills, and movement. Kodaly skills and songs.	Vocal skills, and movement. Kodaly skills and songs.	Vocal skills, and movement. Kodaly skills and songs.
	2	Singing in rounds, introduction to part singing.	Songs in rounds and Carols.	Introduction to basic rhythms and notation.	Building song repertoire. Recognising instruments.	Young persons guide to the orchestra.	Identifying pitch using so- fa.
	3	Introduction to recorder, music notation and part singing.	Building recorder skills and Carols.	New recorder notes and play songs.	Play songs and recorder skills to include rhythms and technique.	Recorder skills, listening and appreciation. Irish music.	Recorder, singing in rounds and composition using Doh, Re and Mi.
	4	Cats songs.	Cats and Carols	Recorder skills, rhythm and theory.	Recorder skills, rhythm and coordination.	Recorders in parts, general musicianship.	Music appreciation and continued recorder techniques.

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5	Introduction to Ukulele, part singing.	Ukulele skills and Carols.	Ukulele techniques and reading chords from a score.	Continued ukulele and singing techniques and music appreciation.	Ukulele, singing in parts and musicianship skills.	Ukulele, building repertoire and skills. Vocal techniques.
6	Ukulele skills and 3part harmony.	Ukulele skills, 3 part harmony and Carols	Ukulele skills, rhythm and musicianship.	Ukulele, leavers songs and adding chords with keyboards and instruments learnt.	Play songs in parts and good vocal techniques.	Play songs and leavers songs.

P.E	R	Invasion	Invasion	Invasion	Invasion	Strike/Field	Strike/Field
	1	Invasion	Invasion	Invasion	Invasion	Strike/Field	Strike/Field
	2	Invasion	Invasion Sports (Girls – Netball Boys – Football)	Invasion Sports (Girls – Netball Boys – Football)	Invasion Sports (Girls – Netball Boys – Football)	Strike/Field	Strike/Field
	3	Boys – Football Girls – Netball + Football	Boys – Football Girls – Netball + Football	Boys – Rugby Girls – Football + Netball	Boys – Rugby Girls – Football + Netball	Boys – Cricket Girls – Rounders	Boys – Cricket Girls – Rounders
	4	Boys – Football Girls – Netball + Football	Boys – Football Girls – Netball + Football	Boys – Rugby Girls – Football + Netball	Boys – Rugby Girls – Football + Netball	Boys – Cricket Girls – Rounders	Boys – Cricket Girls – Rounders
	5	Boys – Football Girls – Netball + Football	Boys – Football Girls – Netball + Football	Boys – Rugby Girls – Football + Netball	Boys – Rugby Girls – Football + Netball	Boys – Cricket Girls – Rounders	Boys – Cricket Girls – Rounders
	6	Boys – Football Girls – Netball + Football	Boys – Football Girls – Netball + Football	Boys – Rugby Girls – Football + Netball	Boys – Rugby Girls – Football + Netball	Boys – Cricket Girls – Rounders	Boys – Cricket Girls – Rounders

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ICT	1	Loggin on/off	Basic Mouse skills	Mouse skills			
	2	Intro to word processing. Editing: Changing font, font size, colour.	Continue developing skills with regards word processing and editing.	Accessing the internet. Selecting and inserting an image in a piece of text. Cutting and pasting	Condolidating word processing skills. Consolidating editing skills.		
	3	Scratch: Dressing Up, Smoking Car, Music Machine.	Scratch continued.	Touch typing (BBC Dance Mat)	Touch typing (BBC Dance Mat)	Word processing: font, centre, underline, spellcheck, italics, bullet points. Selecting & inserting images.	Powerpoint – applying skills learnt in word processing.
	4	Internet Research	PLAY	Powerpoint	Word Processing	Excel	Scratch
	5	Intro to spreadsheets (Excel)	Excel continued	LOGO	LOGO continued	Scratch	Scratch
	6	Modelling Software-Sketch Up		Social media	E-Safety + Multimedia Software	Data Presentation- Prezi	

R.E.	R	<u>Festivals</u> <ul style="list-style-type: none"> • Different ways we celebrate • Harvest • Guy Fakes, Divali, Christmas Story 	<u>Festivals</u> <ul style="list-style-type: none"> • Different ways we celebrate • Shrove Tuesday, Chinese New Year • Easter 	<u>Festivals</u> <ul style="list-style-type: none"> • Different ways we celebrate • Parents voice: 1 parent from any of the Reception classes to come in each week to talk about their religion/culture.
	1	<u>Judaism</u> <ul style="list-style-type: none"> • Old Testament stories linked to 	<u>Buddhism</u> <ul style="list-style-type: none"> • Origin of Buddhism & main 	<u>Christianity</u> <ul style="list-style-type: none"> • Beliefs & worship.

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	<p>PSHE & morals</p> <p><u>Christianity</u></p> <ul style="list-style-type: none"> The Christmas story – how people celebrate. 	<p>beliefs & practices</p>	<ul style="list-style-type: none"> Belonging. Parables & miracles.
2	<p><u>Judaism</u></p> <ul style="list-style-type: none"> Leaders – Moses (linked to Egyptians), David & Solomon. 	<p><u>Celebrations</u></p> <ul style="list-style-type: none"> Overview of main religions & religious symbols. Teacher to choose different celebrations to focus on. 	<p><u>Sikhism</u></p> <ul style="list-style-type: none"> Origins of Sikhism & main beliefs & practices.
3	<p><u>Hinduism</u></p> <ul style="list-style-type: none"> Origins of Hinduism & main beliefs & practices. 	<p><u>Judaism/Christianity</u></p> <ul style="list-style-type: none"> Recap of Y1 & 2 Jewish stories. Where & how Jews worship. 	<p><u>Islam</u></p> <ul style="list-style-type: none"> Origins of Islam & main beliefs & practices.
4	<p><u>Myths & Legends</u></p> <ul style="list-style-type: none"> Creation myths – stories from religions as well as myths from different cultures. Link to scientific view – Darwin & evolution. Can this be compatible with religion? 	<p><u>Christianity</u></p> <ul style="list-style-type: none"> Life of Jesus (birth, baptism, death & resurrection) – how the church celebrates these events. What happened to Jesus & his followers? Link to current affairs & religious tensions. Why does religion cause problems? Does it have to? 	<p><u>Buddhism</u></p> <ul style="list-style-type: none"> Recap Y1 Buddhism work. Origins of Buddhism & main beliefs & practices. Compare & contrast ideas such as reincarnation with other religious beliefs.
5	<p><u>Islamic Culture</u></p> <ul style="list-style-type: none"> Recap Y3 work Spread & development of Islam 	<p><u>Christianity</u></p> <ul style="list-style-type: none"> Easter – the significance of each part of Easter & how it's celebrated. How religious celebrations influence our society (eg. Easter eggs, Easter bonnets, holidays...) 	<p><u>Philosophy</u></p> <ul style="list-style-type: none"> Introduction to philosophy, looking particularly at Descartes.
6	<p><u>Philosophy & minor religions</u></p> <ul style="list-style-type: none"> Recap of 6 major religions – 	<p><u>Christianity</u></p> <ul style="list-style-type: none"> Development of Christianity – 	<p><u>Topical Religion</u></p> <ul style="list-style-type: none"> Relating news of the world to

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	<p>how they relate to each other.</p> <ul style="list-style-type: none"> Continuing with philosophy – why are there so many religions? Is there one right religion, or are all the same? Are some right, some wrong? Can anyone make up a religion? 	<p>denominations & styles of worship. Is any one right? Are all wrong? Are they the same?</p> <ul style="list-style-type: none"> The influence Christianity has had on our country’s laws, health service etc & culture. Influential people within religion (Christianity & other religions eg. Gandhi) – how can we make a difference? 	<p>R.E looking at issues such as religious conflict (Israel, Iraq) & moral issues (murder, famine) etc.</p> <ul style="list-style-type: none"> Why do these things happen? Where does our sense of right & wrong come from? If there’s a God, why does he let such things happen?
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Subject Area	Subject Co-ordinator
English	Louise Coghlan
Maths	Charlotte Doherty
Science	Theresa Kemball
Humanities	Marian Asadi
RE	Kelda Hunter
PSHE	Emma Getty
Reasoning	Fiona Collingwood
Philosophy	Emma Bloom
Sport	Chris Southey
Music	Katie Woodward
Dance	Lucilla
Art	Susie Prus
ICT	Francis Ellison/Ricki Hamilton