

## **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)

## **The Roche School**

- 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 most

## **The Roche School**

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.
- A copy of the class timetable is given to parents at the start of the academic year.

## **The Roche School**

- 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 whole school.

Date: January 2018

Review Date: January 2019

| Subject        | Year | Autumn 1   | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|----------------|------|--|----------|----------|----------|----------|----------|
| <b>English</b> | 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    |  |          |          |          |          |          |
| <b>Maths</b>   | 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    |  |          |          |          |          |          |

| Subject  | Year | Autumn 1  | Autumn 2  | Spring 1  | Spring 2   | Summer 1   | Summer 2  |
|--|------|---|---|---|--|--|---|
| <b>Science<br/>(Reception - Understanding the World)</b> | R    | All About Me<br>STEM focus  | Light and Dark,<br>Space  | Forces  | Senses - e.g.<br>pancake tasting,<br>porridge making | Planting:<br>planting/growing                            | Life Cycles,<br>Minibeasts -<br>frogs and<br>butterflies  |
|  | 1    | Using Our Senses  | Everyday<br>Materials -<br>identifying and<br>classifying                   | Everyday<br>Materials -<br>Properties   | Our Changing<br>World (OCW) -<br>Sensing Seasons     | OCW - Plant<br>Detectives                                | OCW - Animal<br>Antics  |
|  | 2    | Uses of everyday<br>Materials - Good<br>choices                                 |   | Animals incld<br>Humans - Growing<br>up   |  | Living Things -<br>Habitats                              | Living Things -<br>Plants and life<br>cycles  |
|  | 3    | Forces and<br>Magnets   | Rock  | Light - reflection<br>and shadow  | Play   | Animals including<br>humans -<br>skeleton and<br>muscles | OCW - Observing<br>plants, regards<br>seed<br>diversity/shape<br>Plants - function<br>and structure |
|  | 4    | Living things and<br>the environment -<br>Grouping and<br>classification        | Animals including<br>humans - teeth,<br>digestive system<br>and food chains | Changing States<br>of Matter  | Changing States<br>of Matter, inc<br>Water cycle     | Sound -<br>Vibrations                                    | Electricity -<br>Circuits   |
|  | 5    | OCW - Living<br>things and their<br>environment. How<br>do plants grow<br>best? | Animals including<br>humans - life<br>cycles                                | Materials -<br>Properties and<br>changes.<br>Mixtures,<br>changing shape,<br>(non) reversible | Reproduction in<br>Animals and<br>plants             | Forces   | Earth and Space   |
|  | 6    | Light<br>How does light   | Living Things<br>including animals,   | Hurtful and<br>Helpful Drugs  | Evolution and Inheritance and<br>Adaption            |  | Electricity<br>Advancing  |

|  |  |         |  |   |   |  |
|--|--|---------|--|---|---|--|
|  |  | travel? | plants & humans -<br>The bodies<br>internal<br>transportation<br>systems | humans -<br>Effects of<br>lifestyle choices<br>Classing drugs | -Genes<br>- Mixed breeding/ selective breeding<br>-Darwin | circuits<br>-Series /Parallel<br>- Conductors &<br>insulators<br>- Symbols |
|--|--|---------|--|---|---|--|

|  |   |   |  |  |
|--|---|---|--|--|
| <b>History<br/>(Reception -<br/>Understanding<br/>the World)</b> | R | Guy Fawkes<br>Remembrance Day                         | Shrove Tuesday   | William Shakespeare<br>Living Memory - when I was a baby |
|  | 1 | How are our toys different from<br>those in the past? | The Great Fire of London                                       | Florence Nightingale                                     |
|  | 2 | Ancient Egypt   | Intrepid Explorers:<br>Christopher Columbus/ Neil<br>Armstrong | N/A  |
|  | 3 | Mayans  | Judaism  | Stone Age - Iron Age                                     |
|  | 4 | Anglo Saxons and Scots                                | The Romans   | How life has changed since 1948                          |
|  | 5 | Ancient Greece  | Vikings and Anglo Saxons                                       | The Tudors   |
|  | 6 | WWII: Home Front                                      | WWII: Europe and Beyond  | The Victorians: The Building of an<br>Empire             |

|  |   |   |   |   |
|--|---|---|---|---|
| <b>Geography<br/>(Reception -<br/>Understanding)</b> | R | My local environment, world maps,<br>cultural differences. FOREST SCHOOL  | Travel and transport (see People Who<br>Help Us focus). FOREST SCHOOL | Environmental care. Holidays around the<br>world. FOREST SCHOOL                                   |
|  | 1 | Mapping - linked to ICT   | London as local area  | Food from around the world /Brazil<br>and rainforests   |
|  | 2 | Egyptians (cross-curricular)  | Kenya   | World maps and mapping of Local area  |
|  | 3 | India/ Mayans - The Americas and<br>Chocolate (Ghana/Cocoa producing<br>countries) /Hinduism - Indian sub-<br>continent | Judaism - Middle East map   | Stone Age - Iron Age movement of people<br>climatic changes / Islam -Middle East and<br>world map |
|  | 4 | Our European Neighbours   | Extreme World<br>(Weather around the World and<br>Mapping)            | Transport and Local Road Safety   |

|  |   |   |   |  |   |  |  |
|--|---|---|---|--|---|--|--|
| <b>the World)</b>  |   |   |   |  |   |  |  |
|  | 5 | Water<br>(to include rivers - Wandle)   |   | The Mountain<br>Environment  |   | Investigating a Local Issue  |  |
|  | 6 | South Pacific   |   | Passport to Europe   |   | What's in the News? (WWide and local issues)                                     |  |
| <b>Art and D.T.<br/>(Reception -<br/>Expressive Arts<br/>&amp; Design)</b> | R | Various collages.<br>Making Boats.  | Poppy making,<br>firework pictures<br>and rangoli<br>patterns,          | Design a reflective<br>outfit, junk<br>modelling a mode of<br>transport. | Easter cards,<br>Mother's Day<br>Cards, Still life.                           | Still life painting,<br>bird feeder, grass<br>heads.                             | Clay mini beasts,<br>butterfly art, junk<br>modelling mini<br>beasts.<br>Father's day cards. |
|  | 1 | Painting  | Drawing   | Collage  | 3D  | Painitng   | Textiles   |
|  | 2 | Topic based (The<br>Twits)<br>Colour and line.                                | Topic based<br>(Egyptians)<br>Colour and line.                          | Topic based<br>(African Arts)<br>Colour and line.                        | Topic based<br>(celebratuibs)<br>Colour and line.                             | Topic based<br>(famous artists)<br>Colour and line.                              | Topic based<br>(famous artists)<br>Colour and line.  |
|  | 3 | Collage<br>(rangoli/Indian<br>elephants)<br>Reflectors (linked<br>to Science) | Shadow puppets<br>(linked to Science)                                   | Observational<br>drawing   | Famous artists:<br>Klimt, Mondrian,<br>Bridget Riley, Paul<br>Klee, Kandinsky | Famous artists<br>continued.<br>Stone Age<br>tools/shelters etc.<br>Making paper | Cave painting<br>Weapon making<br>Shelter building   |
|  | 4 | Complimentary,<br>secondary,<br>tertiary, colours,<br>What is colour?         | Aboriginlal,emotive<br>markmaking and<br>pencil types, paper<br>springs | Original imaginary<br>Chimera's. Do<br>unicorns exist?                   | Clay modelling  | Lino cut design  | Reductive printing   |
|  | 5 | Seeing is Believing?<br>Art and senses  | 2 point perspective<br>Architecture.<br>Origami                         | Architecture and<br>house design   | Clay townscapes   | Tudor Portraits and<br>pouncing, life<br>drawing                                 | Anamophic drawing  |
|  | 6 | Individual artist<br>project. Canvas.<br>Art History                          | Individual Canvas<br>work. Contemporary<br>artists research             | Car design   | Roche School<br>Wacky Races.  | Film of Race,<br>editing   | Memory piece of<br>Roche School  |

|   |   |                         |                    |                    |                   |                                |                                |
|---|---|-------------------------|--------------------|--------------------|-------------------|--------------------------------|--------------------------------|
| <b>PSHE/<br/>Philosophy for<br/>Children (Year<br/>5/6)<br/>(Reception -<br/>Physical,<br/>Social,<br/>Emotional<br/>Development)</b> | R | Me and My Relationships | Growing & Changing | Healthy Lifestyle  | Keeping Safe      | Growth mindsets.               | Medicine & Drugs               |
|   | 1 | Me and My Relationships | Growing & Changing | Growth mindsets    | Healthy Lifestyle | Keeping Safe                   | Making a Positive Contribution |
|   | 2 | Me and My Relationships | Growing & Changing | Growth mindsets    | Keeping Safe      | Making a Positive Contribution | Medicine & Drugs               |
|   | 3 | Me and My Relationships | Growing & Changing | Growth mindsets    | Healthy Lifestyle | Keeping Safe                   | Making a Positive Contribution |
|   | 4 | Me and My Relationships | Growing & Changing | Growth mindsets    | Keeping Safe      | Making a Positive Contribution | Medicine & Drugs               |
|   | 5 | Me and My Relationships | Growth mindsets    | Growing & changing | Healthy Lifestyle | Keeping Safe                   | Making a Positive Contribution |
|   | 6 | Me and My Relationships | Growth mindsets    | Growing & changing | Healthy Lifestyle | Keeping Safe                   | Making a Positive Contribution |

|               |   |  |                               |                               |                          |  |  |
|---------------|---|--|-------------------------------|-------------------------------|--------------------------|--|--|
| <b>French</b> | 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 - Ice Creams    | Food Project                             |
|               | 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 |

|              |   |  |                                      |  |  |   |   |
|--------------|---|--|--------------------------------------|--|--|---|---|
| <b>Music</b> | 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 | Y4 Play songs.   | Y4 Play songs and Carols             | Recorder skills, rhythm and theory.                  | Recorder skills, rhythm and coordination.                        | Recorders in parts, general musicianship.                 | Music appreciation and continued recorder techniques.             |
|              | 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               | Ukulele, singing in parts and musicianship skills.        | Ukulele, building repertoire and skills. Vocal techniques.        |

|   |                                   |   |  |   |  |                               |
|---|-----------------------------------|---|--|---|--|-------------------------------|
|   |                                   |   |  | appreciation.   |  |                               |
| 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. |

|                    |   |                      |                                       |   |                                      |                              |                                 |
|--------------------|---|----------------------|---------------------------------------|---|--------------------------------------|------------------------------|---------------------------------|
| <b>P.E + Games</b> | R | Invasion             | Invasion                              | Invasion                                | Invasion                             | Strike/Field                 | Strike/Field                    |
|                    | 1 | Invasion             | Invasion                              | Invasion                                | Invasion                             | Strike/Field                 | Strike/Field                    |
|                    | 2 | Invasion             | Invasion Sports - Netball - Football) | Invasion Sports ( - Netball - Football) | Invasion Sports- Netball - Football) | Strike/Field                 | Strike/Field -Athletics -Tennis |
|                    | 3 | - Football - Netball | - Football - Netball                  | - Rugby - Football + Netball            | - Rugby - Football + Netball         | - Cricket - Rounders         | - Cricket - Rounders -Athletics |
|                    | 4 | - Football - Netball | - Football - Netball                  | - Rugby - Football + Netball            | - Rugby - Football + Netball         | - Cricket - Rounders         | - Cricket - Rounders -Athletics |
|                    | 5 | - Football - Netball | - Football - Netball                  | - Rugby - Football + Netball            | - Rugby - Football + Netball         | - Cricket - Rounders         | - Cricket - Rounders -Athletics |
|                    | 6 | - Football - Netball | - Football - Netball                  | - Rugby - Football + Netball            | - Rugby - Football + Netball         | - Cricket - Rounders -Tennis | - Cricket - Rounders -Tennis    |

|                  |   |                                |   |  |  |           |   |
|------------------|---|--------------------------------|---|--|--|-----------|---|
| <b>COMPUTING</b> | R | Basic Mouse Skills.            | Input skills.   | Uses of ICT.   | Basic Typing.                                      | E-Safety: | Telling a grown up  |
|                  | 1 | Recap input skills.            | Writing and testing algorithms for jam sandwiches.                        | Create an eBook. To create an illustration for a particular purpose. | Retrieval and change of saved illustrations (Tux). | E-Safety: | Telling a grown up  |
|                  | 2 | Touch typing - Typing Club.    | Continue developing skills with regards word processing and some editing. | Programming using Scratch.   | Consolidating word processing skills.              | E-Safety: | Telling a grown up<br>Safe search<br>Uses of devices  |
|                  | 3 | Touch typing .                 | The language of programming.  | Microsoft Publisher.   | Formatting word processed work.                    | E-Safety: | Telling a grown up<br>Use of devices<br>Safe search   |
|                  | 4 | Internet Research and web use. | Hour of code and code combat.   | Powerpoint   | Word Processing                                    | E-Safety: | Telling a grown up<br>Use of devices<br>Safe search<br>Personal devices                                   |
|                  | 5 | Cryptography.                  | Spreadsheets and data presentation.                                       | How The Internet Works   | Code Academy                                       | E-Safety: | Telling a grown up<br>Use of devices<br>Safe search<br>Personal devices<br>Cyber bullying                 |
|                  | 6 | Touchtyping.                   | Microsoft Publisher.  | Movie Maker on iPads.  | Swift Playgrounds on iPads.                        | E-Safety: | Telling a grown up<br>Use of devices<br>Safe search<br>Personal devices<br>Cyber bullying<br>Social media |

|   |   |   |  |  |
|---|---|---|--|--|
| <b>R.E.</b><br><b>(Reception - Understanding the World)</b> | R | <u>Festivals</u> <ul style="list-style-type: none"> <li>• Different ways we celebrate</li> <li>• Harvest</li> <li>• Guy Fakes, Diwali, Christmas Story</li> </ul> | <u>Festivals</u> <ul style="list-style-type: none"> <li>• Different ways we celebrate</li> <li>• Shrove Tuesday, Chinese New Year</li> <li>• Easter</li> </ul> | <u>Festivals</u> <ul style="list-style-type: none"> <li>• Different ways we celebrate</li> <li>• Parents voice: 1 parent from any of the Reception classes to come in each week to talk</li> </ul> |
|---|---|---|--|--|

|   |   |  |  |                               |
|---|---|--|--|-------------------------------|
|   |   |  |  | about their religion/culture. |
| 1 | <u>Judaism</u> <ul style="list-style-type: none"> <li>Old Testament stories linked to PSHE &amp; morals</li> </ul> <u>Christianity</u> <ul style="list-style-type: none"> <li>The Christmas story - how people celebrate.</li> </ul>                            | <u>Buddhism</u> <ul style="list-style-type: none"> <li>Origin of Buddhism &amp; main beliefs &amp; practices</li> </ul>  | <u>Christianity</u> <ul style="list-style-type: none"> <li>Beliefs &amp; worship.</li> <li>Belonging.</li> <li>Parables &amp; miracles.</li> </ul>   |                               |
| 2 | <u>Sikhism</u> <ul style="list-style-type: none"> <li>Origins of Sikhism &amp; main beliefs &amp; practices.</li> </ul>   | <u>Judaism</u> <ul style="list-style-type: none"> <li>Moses, leaders and links to Egypt.</li> </ul>  | <u>Celebrations</u> <ul style="list-style-type: none"> <li>Overview of main religions &amp; religious symbols.</li> <li>Teacher to choose different celebrations to focus on.</li> </ul>   |                               |
| 3 | <u>Hinduism</u> <ul style="list-style-type: none"> <li>Origins of Hinduism &amp; main beliefs &amp; practices.</li> </ul>   | <u>Judaism/Christianity</u> <ul style="list-style-type: none"> <li>Recap of Y1 &amp; 2 Jewish stories.</li> <li>Where &amp; how Jews worship.</li> </ul>   | <u>Islam</u> <ul style="list-style-type: none"> <li>Origins of Islam &amp; main beliefs &amp; practices.</li> </ul>  |                               |
| 4 | <u>Myths &amp; Legends</u> <ul style="list-style-type: none"> <li>Creation myths - stories from religions as well as myths from different cultures.</li> <li>Link to scientific view - Darwin &amp; evolution. Can this be compatible with religion?</li> </ul> | <u>Christianity</u> <ul style="list-style-type: none"> <li>Life of Jesus (birth, baptism, death &amp; resurrection) - how the church celebrates these events.</li> <li>What happened to Jesus &amp; his followers? Link to current affairs &amp; religious tensions. Why does religion cause problems? Does it have to?</li> </ul> | <u>Buddhism</u> <ul style="list-style-type: none"> <li>Recap Y1 Buddhism work.</li> <li>Origins of Buddhism &amp; main beliefs &amp; practices.</li> <li>Compare &amp; contrast ideas such as reincarnation with other religious beliefs.</li> </ul> |                               |
| 5 | <u>Islamic Culture</u> <ul style="list-style-type: none"> <li>Recap Y3 work</li> <li>Spread &amp; development of Islam</li> </ul>   | <u>Christianity</u> <ul style="list-style-type: none"> <li>Easter - the significance of each part of Easter &amp; how it's celebrated.</li> <li>How religious celebrations</li> </ul>  | <u>Philosophy</u> <ul style="list-style-type: none"> <li>Introduction to philosophy, looking particularly at Descartes.</li> </ul>   |                               |

|           |   |   |   |  |
|-----------|---|---|---|--|
|           |   | influence our society (eg. Easter eggs, Easter bonnets, holidays...)  |   |  |
| Reasoning | 6 | <u>Philosophy &amp; minor religions</u> <ul style="list-style-type: none"> <li>Recap of 6 major religions - how they relate to each other.</li> <li>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?</li> </ul> | <u>Christianity</u> <ul style="list-style-type: none"> <li>Development of Christianity - denominations &amp; styles of worship. Is any one right? Are all wrong? Are they the same?</li> <li>The influence Christianity has had on our country's laws, health service etc &amp; culture.</li> <li>Influential people within religion (Christianity &amp; other religions eg. Gandhi) - how can we make a difference?</li> </ul> | <u>Topical Religion</u> <ul style="list-style-type: none"> <li>Relating news of the world to R.E looking at issues such as religious conflict (Israel, Iraq) &amp; moral issues (murder, famine) etc.</li> <li>Why do these things happen? Where does our sense of right &amp; wrong come from? If there's a God, why does he let such things happen?</li> </ul> |
|           | 3 | <u>CGP (CEM edition) NVR</u> <ul style="list-style-type: none"> <li>Work through various question types</li> </ul> <u>CGP (GL edition) VR</u> <ul style="list-style-type: none"> <li>Work through various question types</li> </ul>   | <u>CGP (CEM edition) NVR / Galore Park NVR workbook</u> <ul style="list-style-type: none"> <li>Continue to work through various question types</li> </ul> <u>CGP (CEM edition) VR</u> <ul style="list-style-type: none"> <li>Continue to work through various question types</li> </ul>   | <u>Galore Park NVR workbook</u> <ul style="list-style-type: none"> <li>Continue to work through various question types</li> </ul> <u>Galore Park VR workbook</u> <ul style="list-style-type: none"> <li><u>Work through various question types</u></li> </ul> <u>Scofield and Sims Rapid Reasoning 10 minute tests VR and NVR</u>                                |
|           | 4 | A/A   | A/A   | A/A  |
|           | 5 | A/A <a href="http://www.educationquizzes.co.uk">www.educationquizzes.co.uk</a><br><a href="http://www.visuteach.co.uk">www.visuteach.co.uk</a>  | A/A <a href="http://www.educationquizzes.co.uk">www.educationquizzes.co.uk</a><br><a href="http://www.visuteach.co.uk">www.visuteach.co.uk</a>  | A/A <a href="http://www.educationquizzes.co.uk">www.educationquizzes.co.uk</a><br><a href="http://www.visuteach.co.uk">www.visuteach.co.uk</a>   |
|           | 6 | <u>Galore Park VR and NVR 10 - 12 yrs workbooks</u> <ul style="list-style-type: none"> <li>Revise various question types</li> </ul>   | N/A   | N/A  |

|  |  |  |  |  |
|--|--|--|--|--|
|  |  | <p><u>GL multi choice test papers VR/NVR</u></p> <p><a href="http://www.educationquizzes.co.uk">www.educationquizzes.co.uk</a></p> <p><a href="http://www.visuteach.co.uk">www.visuteach.co.uk</a></p> |  |  |
|--|--|--|--|--|

**The Roche School Curriculum Policy – Appendix 2**

| <b>Subject Area</b>   | <b>Subject Co-ordinator</b>                 |
|-----------------------|---|
| English               | Amy Fraser                                  |
| Maths                 | Charlotte Doherty                           |
| Science               | Theresa Kemball KS1<br>Sayaka Mikoshiba KS2 |
| History               | Alys Gould KS1<br>Christine Zydlo KS2       |
| Geography             | Matthew Everitt                             |
| RE                    | Kelda Hunter                                |
| PSHE                  | Antoinette McQuaid                          |
| Verbal Reasoning      | Fiona Collingwood                           |
| Non- Verbal Reasoning | Ricki Hamilton                              |
| Philosophy            | Emma Bloom                                  |
| Sport                 | Chris Southey                               |
| Music                 | Katie Woodward                              |
| Dance                 | Lucilla Royden                              |
| Art                   | Susie Prus                                  |
| Computing             | Ricki Hamilton                              |
| Phonics               | Emma Getty (Kelda Hunter during maternity)  |