



Curriculum Statement

Our school is built on a foundation of the core British values of democracy, the rule of law, individual liberty, respect and tolerance. These will at all times be addressed directly through lessons and the “acts of worship” programme but they also permeate the whole curriculum. They are the basis of the social, intellectual, emotional, spiritual and moral development of each child. We encourage pupils to consider these values whilst developing knowledge, skills and attitudes that enable them to become reflective learners and grow into responsible citizens equipped to thrive in modern Britain.

Our curriculum is based on the September 2014 National Curriculum for Key Stages 1 & 2 and the Early Years 2021 framework in Reception.

Alongside the National Curriculum, we use the following resources to support our mixed aged teaching:

- for Maths, we use the White Rose Maths year group resources
- for Relationships, Personal, Social Health and Citizenship Education, we use the Gloucestershire Pink Curriculum
- for Religious Education, we follow the Gloucestershire agreed syllabus for RE
- for Modern Foreign Languages we use La Jolie Ronde Spanish
- for Physical Education, we use PE Pal
- for Music, we use Charanga Music

Phonics: From their first day in Reception, children begin Phase Two of our own phonics scheme throughout daily twenty minute sessions. Our scheme is based on ‘Letters and Sounds’. In addition, ‘Read, Write, Inc’ ditties support letter formation in writing.

Reading Scheme: Our school uses the ‘Bug Club’ Reading Scheme to support Early Reading. After Phase 5, we use the ‘Oxford Reading Tree’ and ‘Tree Tops’ reading schemes. For catch-up readers, we use the ‘Phonics Books’ scheme.

For all other subjects, we plan using the Chris Quigley Essentials Curriculum. This is a progressive, skills based curriculum. We use the ‘Milestones’ to ensure children are taught the right skills at the right time. We link these milestones back to the National Curriculum.

Our ambitious, rigorous and well planned curriculum combined with high quality teaching ensures that children are supported to be well rounded, empathetic young people who have a genuine thirst for learning. Children develop a strong sense of moral purpose in addition to a respect for and understanding of people. 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. It also includes the ‘hidden curriculum’, or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

Inclusion - We value the diversity of individuals within the school and believe that every child matters. All children at Rodmarton Primary School are treated fairly regardless of race, gender, religion or abilities. All families are valued within our school. We give our children every opportunity to achieve their personal best and planning is adapted to meet the needs of all groups and abilities. We do this by taking account of our children’s range of life experiences when we are planning for their learning.

Curriculum Aims:

- For every pupil to leave us with a high degree of self-confidence, able to make informed decisions and with a commitment to personal excellence.
- To instil an awareness of community, moral values and spirituality.
- To develop a caring empathy where people behave well and are tolerant of others’ views.
- For every child to achieve and feel positive to move forward to the best of their ability.
- To celebrate success at every opportunity.
- To use the expertise of parents and the wider community.

The school delivers the statutory requirements of the National Curriculum (September 2014) and the following characteristics of good learning:

| Skills | Environment | Attribute |
|---|--|--|
| Enquiry Problem Solving Creative Thinking Information Processing Reasoning Evaluation Communication | Ethos and Values Classroom Routines Physical Environment Use of Technology Resource Rich Sharing and Caring Contributory Displays The Outside Classroom | Self-awareness Managing Feelings Motivation Empathy Social skills Teamwork Confidence Giving |

Art and Design

Art provides children with the opportunity to express themselves imaginatively and creatively, in a way that is unique to us all. It contributes to the development of the whole child emotionally, socially and cognitively. Children learn how to become visual thinkers through drawing, painting, sculpture and other art techniques. We have devised our own, skill based, cross curricular curriculum that engages, inspires and challenges pupils, equipping them with knowledge and skills to experiment, invent and create their own works of art, craft and design. We use progressive skills from The Essential Curriculum by Chris Quigley to support our broad and balanced curriculum which has a 'Masters' focus to inspire our children in their own development of their art skills. In the Foundation Stage and Key Stage One we ensure that creativity is child led within the continuous provision however we enhance the learning by ensuring tools and techniques and regularly rotated, which encourages mark making in 2D and 3D. We use sketch books in Key Stage Two to develop our techniques and to explore new ways of being creative. This builds and develops skills that are then transferred into final pieces, many of which can be found in displays around the school.

Computing

Understanding computing and being a confident user of technology is essential to children's lives at school and home. At Rodmarton, we aim to prepare our children for their future by giving them opportunities to gain knowledge and develop skills that will equip them for an ever-changing digital world. Computing gives children the opportunity to design systems, explore the digital world, solve problems, and understand the endless possibilities of today's computer-based technology.

Our Computing curriculum focuses on the progression of skills in coding, digital literacy, content creation, computer science and online safety to ensure that children become competent in safely using, as well as understanding technology. These strands are revisited repeatedly through a range of themes during children's time in school to ensure the learning is embedded and skills are successfully developed.

Our pupils are given the opportunity to develop their computer skills using a range of IT equipment. We recognise that becoming a confident computer user is about being future proofed and prepared to cope with and embrace the future acceleration of technology. Our intention is that Computing also supports children's creativity and cross curricular learning to engage children and enrich their experiences in school.

Design and Technology

At Rodmarton School, Design and Technology is an inspiring, hands on and practical subject which stimulates creativity and imagination through problem solving. Children produce quality products in a range of contexts which solve relevant and real life problems. Design & Technology incorporates enjoyable learning experiences ranging from food technology and textiles to electronics and construction, drawing on disciplines such as mathematics, science, engineering, computing and art. It encourages children to collaborate, take risks, become resourceful, innovate and show an enterprising spirit. Links are fostered with industry

and the secondary sector to motivate the children in building technical and design skills, encourage thinking about exciting STEM careers and how the children can get involved in these.

English

We follow the ‘Three I Cycle’ for teaching English: Text Immersion, Text Innovation and Text Invention.

Early Reading

Every child begins reading from their first day in Reception. The books they take home match the sounds they have learnt that week, from the phase they are currently working on within their year group. Up until the end of Phase 5, the book scheme followed is ‘Bug Club’. Children in Reception and Key Stage One are also given an opportunity to visit the school library and choose a book to read for pleasure.

As they move onto Phase 6 of their phonics learning, the children begin exploring the Oxford Reading Tree and Treetops book schemes available within our school.

In addition to this, we have the ‘Phonics Books’ scheme available to children in Year 2 and above who need extra support in their staged reading. These books capture the attention of readers in Lower Key Stage Two, but still have the support in place to guide them through their reading.

Reading

After children have completed reading stages 7-15 within our school reading scheme, they become a ‘free reader’. This means they are able to access texts independently from our school library, which is stocked with a variety of rich texts from different genres and text types.

Our children benefit from continued reading provision in class through; the model of our English teaching, class reading books, paired reading and one to one reading experience.

At Rodmarton primary school, children will experience a wide range of authors, genres and text types throughout their learning journey. Enabling children to access rich texts, will encourage them to foster a love of reading, in addition, they will gain inspiration for their creative writing.

All children are given the accessibility tools they need to read texts, and these can be applied in our 'Text Immersion' lessons. When children immerse in a text, they truly understand what they are reading and why it has been written. Our children will study the work of authors and, in turn, become authors themselves.

We also place a strong focus on oral literacy. Throughout their school lives, children at Rodmarton will be given numerous opportunities to perform both in class and to the wider school community.

Writing

After children are immersed in a text, they move onto innovating the work of the author. This is also an opportunity to focus on sentence level skills and teach these implicitly within their written work. The children are given opportunities to take part in shared writing, teacher models and small group exercises.

In addition, children are taught editing skills so they can go back and improve their work independently.

The final stage of our English model is 'Text Invention'. Our children use the wealth of skills gained through immersing and innovating a text, to produce their own independent piece. After editing has taken place, the children publish their 'Invent' pieces in their Publish Books. These very special books begin their journey in Reception and follow the children throughout their whole school life at Rodmarton.

Spelling, Punctuation and Grammar

We teach a new spelling rule explicitly every week, to provide a continuous provision of the skills they have learnt from Reception. In addition to teacher delivery, we use 'Spelling Shed' (an interactive web based Spelling Programme) to encourage all children to learn their spellings in a fun, interesting way at home and in school. We focus on teaching the etymology of spellings, along with the patterns they fit into; this enables children to apply their spelling knowledge to a variety of vocabulary choices in their written work.

When it comes to the technical aspects of writing, we place great importance in ensuring children are not only taught punctuation and grammar skills but, more importantly, how these are used within a piece of writing.

Early Years Foundation Stage

Early childhood is the foundation on which children build the rest of their lives. At Rodmarton Primary School, we greatly value the importance that the EYFS plays in laying secure foundations for future learning and development.

We support all children to become independent learners. We provide a broad and balanced curriculum that enables each child to develop personally, socially, emotionally, physically and creatively.

At Rodmarton Primary School we:

- Provide a happy, safe, stimulating and challenging environment.
- Provide a broad, balanced, relevant and creative curriculum that will set in place firm foundations for further learning and development.
- Use and value what each child can do, assessing their individual needs and helping each child to progress.
- Develop relationships with parents and carers to build a strong partnership in supporting their children.
- Provide a caring and inclusive learning environment which is sensitive to the requirements of the individual child including those who have additional needs.

We recognise that every child is a competent learner who can be resilient, capable, confident and self-assured. We recognise that children develop in individual ways and at varying rates. Children's attitudes and dispositions to learning are influenced by feedback from others; we use praise and encouragement, as well as celebration and rewards, to encourage children to develop a positive attitude to learning.

Geography

The geography curriculum at Rodmarton will build a curiosity and fascination about the world and its people. We teach our children about: people, resources, natural and human environments. Our curriculum encompasses the concepts of: investigating places, patterns and communicating geographically. This is done through a comparison of local, regional and global areas. In addition to this, we study how local areas have changed geographically over periods of time.

We offer a broad geography curriculum which encompasses the diversity of our world. From Early Years, we deliver rich, engaging lessons which build upon key geographical skills, such as: map work, fieldwork and orienteering. Our curriculum gets children to find patterns and relationships independently, which leads to a deep, geographical understanding. Children leave Rodmarton School with a natural curiosity and appreciation for the world around them.

History

At Rodmarton school, our history curriculum spans across the globe. From Early Years, our history curriculum builds a chronological understanding of the passing of time. Our curriculum encompasses the skills of: investigating and interpreting the past, identifying features of the past and understanding how life was different.

We deliver a rich historical curriculum which teaches children about significant figures and events. Through all eras, children use historical enquiry to challenge the importance of events. Children's experiences are enhanced by: fieldtrips, primary resources, and rich learning material. This culminates in a well-rounded knowledge of the world and how we live today.

Mathematics

At Rodmarton Primary School, Mathematics teaches children how to make sense of the world around them through developing their ability to calculate, reason and solve problems. We focus on developing motivated, creative and resilient mathematicians who can confidently apply what they learn. We foster positive attitudes in all learners and promote enjoyment of mathematical learning through practical activity, exploration and discussion.

We use a 3 tiered approach of 'Practise, Apply and Deepen'. Practise and consolidation play a central role to ensure that children's understanding and fluency in maths are developed together. We then challenge our pupils to solve problems through decision-making and reasoning in a range of contexts. We promote independent learning and thinking, with a particular emphasis on developing a deeper understanding of mathematical skills and concepts.

It is important to us that children see the relevance of maths and why it is needed in life. We set our children's learning in context by making the links to real life, and across the curriculum, giving their learning worth. We believe the knowledge, skills and understanding that children gain through mathematics will ensure that they are well prepared for the future and are ready for their working life.

Modern Foreign Languages

The learning of a foreign language provides a valuable educational, social and cultural experience. Children at Rodmarton School begin to formally learn Spanish in Key Stage Two. Pupils develop communication and literacy skills that lay the foundation for future language learning. First and foremost, they develop linguistic competence. We believe that this should be at the heart of language learning, and the end goal should be for our pupils to be able to speak with confidence. Pupils will extend their knowledge of how the language works and explore differences and similarities between Spanish and English.

We aim to ensure that all pupils:

- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- Can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt.
- Discover and develop an appreciation of a range of writing in the language studied.

Music

All pupils are encouraged to become musicians, engage with and enjoy music. We provide a broad and enjoyable experience for children who learn to listen to, appreciate, perform, create, critique and evaluate a variety of pieces of music. Singing is a key vehicle to ensure that all children can engage in making music and performing together. Children support each other and improve their own and others' performances in music lessons but also in vast musical productions and concerts; children experience being a part of something big and wonderful. Every child has the opportunity to play and become a skilled performer.

We use Charanga in our weekly lessons which is a spiral, skill based curriculum that focuses on listening, composing and performing. Each academic year we have specialist ensemble lessons for children in Key Stage Two where we rotate between wind, string and percussion instruments. We also offer peripatetic music lessons to all children who are interested in learning an instrument.

Physical Education

The teaching and learning of PE at Rodmorton School promotes a healthy lifestyle, both physically and mentally through; progressive and ability related activities, diversity in curriculum content, extra-curricular sports clubs, intra and inter competitive opportunities and through healthy living education.

Our PE curriculum is broad, offering a range of activities and building essential movement skills from the Early Years through to Key Stage 2, where game play and a breadth of different sports are played. Our lessons are planned to both encourage and develop participation from all abilities. Through arranged events with our local schools, all children at Rodmorton School experience sport opportunities and competition outside of our school environment.

Our curriculum is enhanced through the offer of outdoor education opportunities such as Forest School, visits to local extreme sports centres and through visits to school from local sport groups providers. Each class takes part in the Daily Mile each afternoon and in addition to this we promote an active lifestyle through the offer of a range of after school clubs.

Personal Social and Health and Citizenship Education

An individual's physical, mental and social attributes affect all aspects of their lives, both as a child and as an adult. At Rodmarton School we fervently believe that the personal, social and health education (PSHCE) of our children underpins all their learning and is central in preparing our children so that they are afforded the greatest opportunity to reach their full potential and become productive and caring citizens living in today's culturally diverse society.

PSHCE enables children to become healthy, confident, independent and responsible members of society. We encourage our children to play a positive role in contributing to the life of the school and the wider community; in so doing we help to develop their sense of self-worth. We teach them how society is organised and governed and about rights and responsibilities. They learn to appreciate what it means to be a positive member of a diverse multicultural society. PSHCE helps children to acquire the skills, knowledge and understanding, attitudes and values, which are necessary to make sense of their life experiences and to feel confident and informed

We develop community within school through structured systems which provide fair process for children. These are well understood by all and promote happiness in school. In everything we do and every interaction we have with our children at Rodmarton School we understand the behaviour, support, tolerance and attitudes we are teaching. We ensure mutual respect at all times and are sensitive to the varying needs of the children in our care.

Religious Education

At Rodmarton we have two primary aims in our vision for RE education. Firstly, explaining challenging questions about the meaning and purpose of life, justice and morality issues and what it means to be human in a safe and non-judgemental environment. Secondly, due to our rural location, we use Religious Education as an opportunity for broadening our pupil's understanding of different people's experience of religious belief and cultural practices in local, national and global contexts. We follow the SACRE agreed syllabus for Gloucestershire, developing our children's understanding of Christianity and subsequently introducing other faiths in an evolving spiral curriculum. We enhance our teaching through creatively incorporating art, music, drama and sport. We also enrich our provision in Religious Education with trips, visitors and opportunities to explore religious artefacts. Our overarching goal is to prepare our children for life in an increasingly diverse and changing world by developing respect and sensitivity towards others and acceptance of other faiths.

Science

At Rodmarton we want children to ask questions about the world they live in and build upon their natural curiosity. Through our teaching we prepare children for life in an increasingly scientific and technological world. Children are encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

At Rodmarton, in conjunction with the aims of the National Curriculum our science curriculum provides opportunities for students to:

- Develop an enthusiasm and enjoyment of scientific learning and discovery
- Gain a deeper understanding and appreciation of the natural world, both from our school grounds and their local environment
- Develop scientific knowledge of biology, chemistry and physics through the topics taught.
- Understand the different types of scientific enquiry and develop the skills needed to deepen their scientific knowledge
- Develop a questioning mentality and provide the skills needed to answer questions independently.
- Nurture an understanding of the importance of science to the local community and world, both today and in the future, i.e. environmental issues
- Promote scientific role models, both living and dead, to encourage high aspirations of what can be achieved.
- Develop communication and social skills by encouraging co-operative learning and discussion
- Develop physical skills through active enquiry
- Develop independence and problem-solving skills
- Feel they are valued as holistic, active learners and empowered with the confidence and self-esteem to make choices and be motivated