

## Our Curriculum Statement

At St John's Highbury Vale we believe that the curriculum should be as broad and balanced as possible, offering children the opportunity to achieve success in many different areas. Although our curriculum adheres to the statutory elements of the National Curriculum 2014, there are other planned opportunities that make up the wider curriculum at our school.

We follow a topic based curriculum, mainly using geography and history as starting points, where skills are taught at every stage. We strive to make learning creative and use a broad range of teaching strategies that take into account the different ways that pupils learn. To ensure that children are at the centre of learning, teachers consult with their classes on what they want to find out and ensure that there is a shared ownership of this.

Pupils at St John's are encouraged to both become independent learners, and to work well collaboratively, enabling them to approach all tasks with resilience and determination.

St Johns Highbury Vale CE Primary School - Long Term Plan

Year	Autumn 1 PHYSICAL GEOGRAPHY Around the World	Autumn 2 HISTORY Ancient civilisations Chronology Black history	Spring 1 HISTORICAL PERIODS	Spring 2 HISTORICAL PERIODS	Summer 1 THE NATURAL WORLD Science Geography	Summer 2 THE NATURAL WORLD Science Geography
FS	All about us	School now and in the past People we know who are from different cultures to our own	Dinosaurs	Our place in space	Our world	Insects
1	London – a local area study	Local events and historical figures Seydou Keita (Nigerian photographer)	Changes within living memory – toys, transport and houses		Growing food	The seaside
2	The UK – small area study	Lives of significant individuals from history (British Monarchs) Mary Seacole (nurse in Crimean war)	The Great fire of London – how has London changed since?		The weather	Chocolate – study of Ghana
3	EUROPE – France	Ancient Britain - Stone age to Iron age Eddie Martin Noble (Windrush)	Invaders and settlers and their battles- Romans, Anglo-saxons and the Scots		Contrasting locality in the UK	
4	THE AMERICAS – Brazil and Guatemala	The Mayan civilisation Martin Luther King and Rosa Parks (human rights activists)	Monarchs through the ages; social changes in Victorian times– Struggles for the kingdom of England from Vikings to 1066; social change in London during the reign of Queen Victoria.		Sustainability	An active planet
5	AFRICA – life in Kenya and Egypt	Ancient Egypt Nelson Mandela and Desmond Tutu (anti-apartheid activists)	World war 2 – the Battle of Britain		Trade and navigating around the globe	
6	ASIA - India	Ancient Greece Mohandas 'Mahatma' Gandhi (freedom fighter)	Ancient Greece – life, legacy and philosophy		Rivers and water	

## Maths Curriculum Statement

At St. John's we aim to create confident mathematicians who are able to manipulate and understand number, applying their knowledge to different problems and contexts. Throughout the year, each class covers the different strands of the Mathematics National Curriculum 2014. (See the chart below.) The children at St. John's Highbury Vale use a range of different manipulatives when learning new concepts. When the children have a good conceptual understanding of the mathematical idea, they move on to pictorial and then written methods of recording their calculations and ideas. We aim to foster a deep understanding of number and every numeracy lesson has an element of mental calculation and of reasoning, be that oral or written, where children are taught to explain, justify and generalise their ideas. We use a number of tools to support Mathematics teaching and learning across the school. Numicon is used, primarily in Reception and Year 1, and children use *Mathletics* both in and out of school to practise their basic skills.

	Number and Place Value	Addition and Subtraction	Multiplication and Division	Measurement	Fractions, Decimals and Percentages	Geometry: Properties of Space	Geometry: Position and Direction	Statistics	Algebra
Year One	7 weeks	10 weeks	4 weeks	11 weeks	2 weeks	3 weeks	2 weeks		
Year Two	Following the old National Curriculum								
Year Three	6 weeks	7 weeks	6 weeks	6 weeks	9 weeks	3 weeks		2 weeks	
Year Four	5 weeks	5 weeks	6 weeks	7 weeks	9 weeks	3 weeks	1 week	3 weeks	
Year Five	5 weeks	5 weeks	6 weeks	7 weeks	8 weeks	3 weeks	2 weeks	3 weeks	
Year Six	Following the old National Curriculum								
Reception	Please see the Curriculum for Reception section								

## Literacy Curriculum Statement

Our approach to teaching literacy across the school is closely linked to our creative curriculum.

### Reception

We relate the Literacy aspects of the children's work to the objectives set out in the Communication and Language and Literacy sections of the Curriculum Guidance for Early Years Foundation Stage, which underpin the curriculum planning for children aged birth to five. In the foundation years the emphasis on the teaching and learning of Literacy is often based on children's first hand experiences. We give all children the opportunity to talk and communicate in a widening range of situations, to respond to adults and to each other, to listen carefully, and to practise and extend their vocabulary and communication skills. They have the opportunity to explore words and texts, to enjoy them, to learn about them, and to use them in various situations.

### Key Stages 1 and 2

We use a range of approaches, including the Primary Framework Document for Literacy as the recommended guidance for implementing the statutory requirements for the teaching and learning of Literacy.

## Reading

### Guided Reading

Children read a variety of texts in small groups to their teacher in school on a weekly basis. Children are grouped for reading according to ability and read at an appropriate level. They are assessed regularly and groupings and colour bands are adjusted when necessary. Guided-reading records are kept for each reading group, in which a learning focus and progress notes are noted.

### Shared Reading

Regular shared reading takes place where pupils are encouraged to listen, discuss, re-enact and develop their own ideas in co-operation with others throughout literacy lessons and the broader curriculum.

## Writing

First hand experiences are provided wherever appropriate to inspire, motivate and improve children's vocabulary and language skills and in turn their writing achievements. Lessons enable children to make progress and develop their knowledge, understanding and skills as they progress from the Foundation Stage throughout the school. Children are given the opportunity to extend their writing and apply their knowledge and skills throughout the whole curriculum.

## **Phonics**

During the Foundation stage we follow the Jolly Phonics scheme in order to teach phonics to early years children. In Key Stage 1 the Letters and Sounds approach to phonics teaching is implemented in both Year 1 and 2. Spelling, grammar and punctuation is then systematically taught across the school as a follow on from phonics.

## **Handwriting**

Handwriting begins in the E. Y. F. S. with mark-making and patterns. All children are given access to a wide range of writing tools and mediums to practise early fine motor skills.

Letter formation and handwriting is taught and modelled throughout school using the Hamilton Handwriting Scheme. Individual letters are taught with flicks that lead onto a cursive script.