



# Believe ~ Learn ~ Grow

## Ridgeway Farm CE Academy Curriculum Map

### Ridgeway Farm CE Academy Curriculum Statement

At Ridgeway Farm CE Academy, we follow the objectives of the National Curriculum 2014 but have designed our own creative and engaging curriculum to meet the needs of all our children, which will stimulate, inspire and raise standards for every child and provide opportunities for rich personal and academic development. Inspiring every child to believe, learn and grow. We aim to provide opportunities for personal and academic development where children consistently make links between new learning and prior areas of study. Our curriculum is designed to take account of the four contexts for learning: Curriculum Areas and Subjects, Cross-Curricular Learning, Spiritual Development and Opportunities for Personal Achievement.

#### Our Curriculum Intentions

- To inspire and enthuse our children.
- To ensure the children have access to a broad and balanced curriculum which develops core knowledge and skills.
- To demonstrate our CE ethos by teaching our children to believe in themselves and develop a love of lifelong learning as we grow together as part of God's family.
- To enable our children to develop learning behaviours which support lifelong learning.
- To ensure our children develop and understanding of their identity and purpose, better understanding their place in the world.
- To develop our children as critical thinkers, empowering them to demonstrate courageous advocacy and develop their spirituality.
- To enable the children to develop language skills, building a rich vocabulary.
- To enable the children to develop their cultural understanding and respect.
- To ensure our children develop healthy lifestyle habits that support positive mental and physical health.
- To ensure children can develop and apply their English and Mathematical knowledge and skills.
- To encourage our children to foster a love of reading for pleasure, as well as reading to inform and explore.
- To develop computing skills that support future life.
- To provide our children with a broad range of new experiences which enrich their knowledge and understanding of the world around them.
- To develop links with the local community and a sense of identity.

#### How do we implement the intentions of our curriculum?

At the core of Ridgeway Farm CE Academy's curriculum is the National Curriculum. We have used this to plan topics, which inspire our children, whilst enabling them to develop key knowledge and skills in a systematic and progressive way. We have considered how our curriculum will be implemented to ensure that this happens.

#### Whole Curriculum Implementation

- Topics/units of work contain a clear learning journey, which enables the children to build on their prior knowledge.
- Connections are made between new learning and prior knowledge. Children are encouraged to look for links which connect their learning experiences.
- Children are provided with the opportunity to apply their maths and English skills across the curriculum.
- The use of pre-teaching enables children access new vocabulary within lessons.
- The children have access to a broad range of experiences, trips and visitors. During the year of 20/21 these experiences will be limited for children due to COVID-19 restrictions and instead staff will include active and engaging activities using the outside area of school, invite visitors in and make best use of technology.
- Learning to Learn behaviours are threaded through the whole curriculum.
- Collective worship enables our children to understand and apply the values of the school
- Skills progressions are used to ensure children the children develop their knowledge and skills in a progressive manner.
- Assessment for learning informs gap filling intervention support to ensure the children have the key building blocks needed to secure age appropriate knowledge and skills.

#### Subject Specific Implementation

- *Writing* – Talk for Writing is used to support the teaching of writing. Children are exposed to high quality texts, which stimulate writing opportunities for a range of audiences and purposes. Grammar is taught and embedded within writing provisions.
- *Reading* – A mix of Whole class and Guided group reading is used to teach reading. 1:1 and small group reading activities are also used. The children develop the knowledge of key reading skills (inference, retrieval, summarising, sequencing, understanding vocabulary, predicting). The children practise the skills across the curriculum. Reading for pleasure is encouraged through the use of our school library, the sharing of class texts at the end of the day, book clubs and recommendations from peers.
- *Phonics* – Letters and sounds is used to support the teaching of phonics. The children progress through the year group appropriate phases. This begins with phase 2 in nursery, progressing through to phase 3 and 4 in reception, finishing with phase 5 in Year 1. Phase 6 is covered through the teaching of spelling in Year 2. The children apply their phonics skills to reading and spelling. Where children have not secured their understanding of phonics by the

end of year 1, intervention support is implemented to ensure that by the end of Key Stage One the children have secured the phonics skills needed. This is continued into Key Stage 2 if still necessary.

- *Spelling* – Spelling patterns and key word lists outlined in the National Curriculum are taught to the children through discrete teaching of spelling and application in English and wider curriculum lessons.
- *Maths* - White Rose Maths is used to support the teaching of maths, enabling the children to develop fluency in concepts before applying this knowledge to reasoning and problem solving activities. Times Table Rockstars is used to enhance children's maths learning outside of the classroom.
- *PE* - The children are able to develop fundamental movement skills through the use of PE Champions. The children are also able to apply their skills to invasion games, gymnastics and net and wall games. Specialist provision has enabled staff to be trained in alternative sports such as fencing, archery, golf and tchoukball.
- *RE* - Understanding Christianity and Discovery RE are used to support the teaching and learning of RE. The children study Christianity for 3 terms of the year and then study a different faith in the other terms.
- *Art and Music* - Our curriculum supports the children in developing healthy lifestyles and supporting positive physical and mental health. This is also supported through PSHE lessons and day-to-day classroom practice. For music, Music Express is used to support the teaching of Music.
- *Computing* Switched on Computing is used to support the teaching of Computing. Lessons are used to focus on the teaching of computing skills, which are then applied in other subjects.
- *Science* is taught following the national curriculum, with progression in working scientifically skills across the school.
- *History* - The use of topics supports the children in developing their chronological understanding through making links with prior knowledge. Progressions of history skills support progression in seven key strands: Chronology, historical enquiry, historical terms, interpretation, continuity and change similarity and difference, cause and consequence and significance.
- *Geography* - The use of topics support the children in understanding their knowledge of place. Progression documents support the learning of knowledge of place, knowledge of patterns and communicating geographical knowledge.
- *PSHE* – Jigsaw is used to support the teaching of PSHE.
- *Modern Foreign Languages* – As a school, we teach Spanish.

#### **What impact do we hope to achieve with our curriculum?**

- We develop life-long learners.
- We develop children's knowledge and skills across all subjects

- The work of our wider curriculum will impact on attainment at the end of each key stage.
- Our children successfully transition into the next stage of their life as learners
- Our children will believe that they can make a difference in our school and wider community and continue to uphold our values in their lives.

### How have we designed our curriculum?

When developing our curriculum, we have considered the following key strands:

- Progression – We have designed a whole school curriculum overview, which ensures the children develop their knowledge and skills in a progressive way. The design of this overview has ensured that children consistently build on prior knowledge and make links in their learning.
- Breadth and depth of experiences – We ensure that our children have access to a wide variety of subjects and experiences. The children are given opportunities to study each curriculum area in depth to build solid knowledge and understanding.
- Support and challenge for all – Differentiation is used across our curriculum to ensure that children of all abilities can access the learning and achieve their full potential. Children are given the opportunity to deepen their knowledge
- Relevance – In curriculum areas, children are given the purpose of what they are learning to support them in understanding why they are learning what they are. Enterprise projects give children the opportunity to place their learning in real life contexts, highlighting the relevance of why they learn what they learn. We have chosen topics which link to our local context and the heritage of our children, as well as some key historical and geographical topics, which provide the children with key knowledge needed for the next stage of their lives.

### **Thematic Curriculum Overview**

At Ridgeway Farm CE Academy, we work on a year cycle of Topics.

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Overarching Termly Christian Value (2 year cycle)</b>	Thankfulness	Trust	Perseverance	Justice	Friendship	Truthfulness
	Generosity	Compassion	Courage	Forgiveness	Service	Respect
<b>Reception</b>	Inspirational Theme: Children	Inspirational Theme: Diversity	Inspirational Theme: Community	Inspirational Theme: Explorers	Inspirational Theme: Creation	Inspirational Theme: Leadership

	All About Me	Celebrations	People Who Help Us	Our Wonderful World	To Infinity & Beyond	Go Green
	What's Special About Me	How do we all celebrate?	Who can we trust to help us?	What makes our world wonderful?	What has changed?	How can I make a difference?
Year 1	Inspirational Theme: Explorers	Inspirational Theme: Community	Inspirational Theme: Diversity	Inspirational Theme: Children	Inspirational Theme: Creation	Inspirational Theme: Leadership
	Exploring the UK (G)	Great Fire of London (H)	Animals (S)	Changes in living memory (H)	Plants (S)	Seaside (G)
	What is the UK?	Why did the great Fire of London spread so far & so fast?	As we grow, do we change?	Did my parents play with the same toys as me?	What do plants need to grow?	Why do we still remember Grace Darling?
Year 2	Inspirational Theme: Community	Inspirational Theme: Explorers	Inspirational Theme: Diversity	Inspirational Theme: Leadership	Inspirational Theme: Creation	Inspirational Theme: Children
	Local Area (G)	Africa (G)	Animals & Habitats (S)	Significant Individuals (H)	Plants (S)	Victorians (H)
	What is special about where I live? (Brunel)	How is Kenya different to Ridgeway?	What does it mean to be alive?	Who were Florence Nightingale and Mary Seacole?	Is a seed the same as a bulb?	What was it like to be a child in the Victorian times?
Year 3	Inspirational Theme: Community	Inspirational Theme: Diversity	Inspirational Theme: Creation	Inspirational Theme: Leadership	Inspirational Theme: Children	Inspirational Theme: Explorers
	Physical and Human differences (G)	Rocks (S)	Volcanoes & Earthquakes (G)	Romans (H)	Animals including humans (S)	Anglo-Saxons (H)
	Would you rather live in Purton or Swindon?	Why are we called the 3 <sup>rd</sup> 'rock' from the Sun?	How are Volcanoes formed?	What did the Romans ever do for me?	Are you really, what you eat?	Why is where we live called England?
Year 4	Inspirational Theme: Children	Inspirational Theme: Diversity	Inspirational Theme: Explorers	Inspirational Theme: Leadership	Inspirational Theme: Creation	Inspirational Theme: Community

	Polar Biomes (G)	Animals (S)	Rivers (G)	Egyptians (H)	Sound (S)	Stone Age to the Iron Age (H)
	How can we look after our planet for the children of the future?	What impact does changes to the environment have on animals?	Do rivers help us to explore?	Who were the leaders of this ancient civilization?	How do we hear and how are sounds made?	How was society and community formed?
Year 5	Inspirational Theme: Explorers	Inspirational Theme: Children	Inspirational Theme: Creation	Inspirational Theme: Community	Inspirational Theme: Diversity	Inspirational Theme: Leadership
	Earth & Space (S)	World War II (H)	Altitude Sickness (G)	Vikings (H)	European region (G)	Ancient Greeks (H)
	Have we really explored space?	Were the children of WWII refugees?	Why are mountains so important?	Did the Vikings use peace or war to settle?	Would you rather live in Wiltshire or Catalonia?	How did the leadership of the Greeks influence the Western World?
Year 6	Inspirational Theme: Community	Inspirational Theme: Diversity	Inspirational Theme: Leadership	Inspirational Theme: Children	Inspirational Theme: Explorers	Inspirational Theme: Creation
	Mexico (G)	Mayans & British History (H)	British history beyond 1066 (H)	Rainforests (G)	Evolution & Inheritance (S)	Animals including humans (S)
	Why is fair trade fair?	How does the way the Mayans lived compare to the way people in Britain were living at the time?	How has the power of the monarchy changed over time?	How can we sustain our world to make a better future?	What does it mean to adapt?	How are we knitted together?