



# Believe ~ Learn ~ Grow

## Ridgeway Farm CE Academy Curriculum Map

### Ridgeway Farm CE Academy Curriculum Framework

At Ridgeway Farm CE Academy, our curriculum is rooted in our Christian vision and shaped by our belief that every child is uniquely created by God, deeply valued, and full of potential. Education is not only about academic achievement, but about the formation of the whole child — body, mind, heart and spirit.

Our curriculum is built on the belief that learning should nurture identity, belonging, purpose and character, as well as knowledge and skill. We seek to develop children who are confident in who they are, compassionate in how they live, and courageous in how they serve others.

Through our **Believe – Learn – Grow** curriculum framework:

#### **Believe**

We begin with identity and vision. Children are taught that they are valued, loved and capable. Our Christian ethos shapes how we see children, learning and the world. We believe in dignity, respect, justice, compassion, service, stewardship and hope. Every child is encouraged to believe in themselves and their God-given potential, knowing they belong to a community rooted in faith, care and trust.

#### **Learn**

We deliver a curriculum that is ambitious, inclusive, knowledge-rich and carefully sequenced. Learning is purposeful, meaningful and connected. Teaching develops curiosity, resilience, critical thinking and wisdom. Faith is not added on to learning — it shapes how learning is designed, delivered and lived. Children are supported to grow academically, socially, emotionally and spiritually through high-quality teaching, relationships and experiences.

#### **Grow**

We seek transformation, not just attainment. Children grow in confidence, character, compassion and courage. They learn to live responsibly, act justly, love generously and serve faithfully. They develop as reflective learners, responsible citizens and compassionate members of their communities, equipped for life, learning and leadership.

Our curriculum forms children who:

- Know they are valued and loved
- Understand their purpose and identity
- Respect others and celebrate difference
- Care for creation and the world around them
- Live with integrity and responsibility
- Act with compassion and courage
- Serve their community
- Seek wisdom and truth
- Believe they can flourish

At Ridgeway Farm CE Academy, faith shapes learning, vision shapes practice, and love shapes community. Our curriculum is not simply Christian in content, but Christian in character, purpose and identity — forming hearts as well as minds, and nurturing children to live well, learn deeply and grow faithfully as part of God's family.

### **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 identify 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.

We use inspirational themes across our curriculum to help our children to link their previous learning with their current learning. Our aim is that our children know more and remember more.



### **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 to access new vocabulary within lessons.
- The children have access to a broad range of experiences, trips and visitors.
- 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 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.
- High-quality curriculum platforms including Oak National Academy, White Rose Maths, Unlocking Letters and Sounds, Kapow, Language Angels, Jigsaw, and Understanding Christianity are used to ensure curriculum coherence, progression, fidelity and high-quality delivery across all subjects.

### Subject Specific Implementation

- *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* – Unlocking Letters and Sounds is used to support the teaching of systematic synthetic phonics. This is delivered with fidelity across EYFS and KS1, beginning in Nursery and progressing through Reception and Year 1. Phase 6 is taught through spelling in Year 2. Children apply their phonics skills to both reading and spelling. Where children have not secured their phonics knowledge by the end of Year 1, targeted intervention is implemented to ensure they develop the decoding skills required by the end of Key Stage 1. This support continues into Key Stage 2 where necessary. Unlocking Letters and Sounds ensures structured progression, consistency, high-quality decoding practice and alignment with statutory phonics expectations.
- *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. Spelling Shed is used to enhance the children’s learning.
- *Maths* - A Teaching for Mastery approach is used to support the teaching of mathematics, underpinned by NCETM and supported by Oak National Academy Maths resources. This ensures a coherent, ambitious and well-sequenced curriculum that develops fluency, reasoning and problem-solving. Children build secure conceptual understanding before applying knowledge through reasoning and problem-solving tasks. Times Tables Rockstars and Numbots are used to support fluency, automaticity and mental recall 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 the Swindon Syllabus for 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 & Design, Design and Technology 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. Kapow is used to support the teaching of these subjects.
- *Computing* Kapow 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. White Rose Science is used to support the teaching of Science.
- *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 supports 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 & RSHE* – Jigsaw is used to support the teaching of PSHE and RSHE.
- *Modern Foreign Languages* – As a school, we teach French. Kapow is used to enhance the children’s learning experience.

#### **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 is beyond our world?	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 are some of the UKs amazing features and landmarks?	Why did the great Fire of London spread so far & so fast?	How are animals different?	How have toys changed?	What do plants need to grow?	What is it like by the coast?
Year 2	Inspirational Theme: Community	Inspirational Theme: Leadership	Inspirational Theme: Diversity	Inspirational Theme: Explorers	Inspirational Theme: Creation	Inspirational Theme: Children
	Local Area (G)	Significant Individual (H)	Animals & Habitats (S)	Africa (G)	Plants (S)	Victorians (H)
	What is special about where I live? (Brunel)	How have Florence Nightingale and Mary Seacole changed our world?	Where do animals live?	How is Nairobi different to Swindon?	Is a seed the same as a bulb?	How did children's lives change because of Queen Victoria?
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)
	What is a settlement?	Are all rocks the same?	Why do we have volcanoes and earthquakes and where do they happen?	Why did the Romans settle in Britain and what was their legacy?	How do our skeleton, muscles and diet work together to keep animals (including humans) healthy and moving?	What was Anglo Saxon Britain like and what was their legacy?
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)	Humans (S)	Stone Age to the Iron Age (H)

	How are Polar Biomes being affected by climate change and what can we do to protect these unique environments for the future?	How and what do we eat?	What are rivers and how are they used?	Who were the leaders of the Egyptians and what were their achievements?	How do we hear and how are sounds made?	How did community develop from the Stone Age to the Iron Age?
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)	Materials (S)	Vikings (H)	European region (G)	Ancient Greeks (H)
	What have we learned from our space explorations?	How were the lives of children affected during WWII? (include evacuee & refugee)	What are the properties of materials and how do they change?	Were the Vikings raiders, traders or something else?	What is life like in the Alps?	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)	Maya & British History (H)	British history beyond 1066 (H)	Rainforests (G)	Evolution & Inheritance (S)	Animals including humans (S)
	How do Mexico and Wiltshire compare?	How did the Maya civilization compare to the Anglo Saxons?	How has the power of the monarchy changed over time?	How are rainforests important to us?	What does it mean to adapt?	How do you keep your heart healthy?