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# **Roman Road Primary School**

## **Curriculum Overview and Rationale**



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## **Curriculum Statement**

We are an inner city school and our children and families are from a diverse range of cultures, religious and ethnic backgrounds. Many of our children are from disadvantaged backgrounds due to socio economic factors with Pupil Premium at 25 % and 16.5% on the SEN Register and 66 % of children speaking English as an additional Language. This means that many of our children start school in our nursery at well below age expected standards. Therefore we have organised our curriculum to close the gap by providing a curriculum which is strong in meeting the Basic Skills of Reading, Writing and Mathematics, in order to give children the best start in life.

We recognise that these core subjects form the basis of all learning. We strive to develop a love of Reading throughout the curriculum and children are taught to read through the Systematic Synthetic Phonics scheme Read Write Inc (RWI). By the end of KS1 children use the Reciprocal reading approach which is a structured approach to teaching reading strategies (questioning, clarifying, summarising and predicting) that students can use to improve their reading comprehension.

Children start the day by reading for pleasure and English lessons are based around a book with high quality text. Children are expected to reflect on their reading by completing their reading journals in KS2. We are so committed to developing the basic skills that we have invested in additional staff to set for English and Maths so that children receive more focussed personalised learning.

Children receive targeted intervention to allow them to make rapid progress from their low starting points so that by the time they leave Year 6 all our KS2 results show that we are in the top 20% of schools for both progress and attainment.

Developing confidence in oracy permeates the curriculum and in order to achieve this children have talk partners to clarify their thinking. We use the approach "If you can't say it then you can't write it" and therefore children express their ideas and thoughts before the writing process.

Language acquisition and the use of correct vocabulary are paramount to developing disciplinary knowledge. We make explicit the vocabulary required for each lesson so that children are able to use it correctly and in context.

We use The White Rose Maths Scheme which is based in educational research and is continually being updated so that our children receive high quality maths teaching including the Concrete Pictorial Abstract (CPA) approach. Teachers plan for Mastery in every lesson so that children gain a deep long term understanding of mathematical skills and concepts through reasoning and application.

We use our mental maths starters for fluency practice in timetables and recalling and revisiting Number Skills. Weekly homework in number also supports this drive to improve fluency. We have specific skills time to develop handwriting, spelling and grammar.

Our curriculum is taught and planned to ensure that all children are supported and challenged by providing differentiated work for our SEN, EAL and G and T children. We use visual, auditory or kinaesthetic learning to support our SEN children by providing a learning space in a designated Communication Room. We have small group work and Interventions to address difficulties early in order to maximise learning.

In the core subjects all staff are aware of the Year Group expectations towards which they work. There are specific age related targets for Maths and Writing.

We provide an inclusive curriculum, which meets the needs and ability of each individual child. We give appropriate and effective attention for the need to develop pupils' substantive knowledge as well as their disciplinary knowledge.

## **Implementation**

Our subject based curriculum is planned around the national curriculum and sequenced so that new knowledge and skills build on what has been taught before. There is a clear progression map for developing pupils' substantive and disciplinary knowledge in the Foundation subjects so that all staff have a shared understanding of the starting point in the learning journey and clear objectives for the end point. Medium term plans in all subjects means that all staff are aware of where learning fits into the broader picture. We focus on transferable skills so that children revisit these skills throughout the year in order to practise and acquire the skills to an excellent level. We use our rigorous assessment system to identify gaps in learning and use these as a focus for future teaching. We currently make links between subjects throughout the year group and have just begun to make links in History and Geography from Year 1 to Year 6 by developing the theme of "Children" and "Explorers".

All our lessons are compiled of composite learning and its components (ie The Learning Objective and the Success Criteria (SC)). The components are made clear in every lesson so that children know what steps they need to take in order to succeed. At the beginning of each lesson teachers activate prior

learning in order to make links with previous learning. In this way knowledge and skills are revisited so that children deepen their learning and make the shift from working to long-term memory. Our curriculum is broad and balanced, yet also contains depth, with enrichment opportunities which our children might not otherwise have, particularly educational visits, sports clubs, history themed days and access to learn a musical instrument. Cross curricular links are made particularly with English and progression has been planned throughout the key stages. We aim to provide opportunities for creativity and challenge in order to inspire future thinkers and problem solvers.

We celebrate our diverse cultures, ethnicities and beliefs through celebrating Black History and performance assemblies of the major faith festivals to which parents are invited. Not only does this provide opportunities for performance but helps highlight our commitment to British Values to create a more harmonious community by showing our parents that we respect all cultures and religions.

We are committed to creating a community that places mutual respect at the heart of all we do. Through our school council children learn about democracy and student voice as one of the British Values as well as being polite, having good manners, showing respect and taking responsibility for their actions. Our children have exceptionally good behaviour as is shown through our positive Behaviour Policy. Our new Jigsaw programme for PSHE encourages our children to develop self esteem and teaches them how to recognise their own feelings, how to manage relationships and how to improve their physical and mental health in order to lead a happy and healthy lifestyle. Through our inclusive and diverse school culture children develop empathy with those children who have a protected characteristic. Children are taught how to stay safe online especially when using ICT as a tool for learning.

We have high expectations and aspirations for all our children and believe that every child should achieve their full potential. We endeavour that they strive for their personal best on their journey "In pursuit of excellence" in order to develop a love of learning which they will have for life. By developing the children's cultural capital we ensure that when they leave us at the end of KS2 they are happy, respectful, confident and resilient learners, and equipped for secondary school ready to move take their place as citizens in the wider world. society career and for life skills.

We recognise that the curriculum is continually evolving in line with new research and teaching methods. Therefore our curriculum is adaptable and developed in consultation with subject leads and staff.

## **Rationale for Art and Design**

### **Intent**

At Roman Road Primary School, we believe that Art is a subject where pupils can be encouraged to be creative and imaginative. This is stimulated through the use of our rich and diverse Medium Term Plan which builds on the children's skills from the previous years. We use the following categories across the year groups to progress the pupils' skills in Art and Design:

- Drawing
- Colour
- Texture/Textiles
- 3D Form
- Printing
- Pattern

At Roman Road Primary School, we introduce Art Units by assessing prior learning by asking "What do I know? What do I want to know? and What I have Learned? (at the end)". We share well-known artists, craft makers and designers to help understand the historical and cultural development of their art forms. This helps pupils to appreciate Art in a different way and use this as inspiration to create their own art pieces. We promote the use of 'storytelling' in Art in order for pupils to explain the artists' intent behind an art piece and encourage our pupils to share how they feel about the art piece.

### **Implementation**

We believe art is its own discipline and therefore introduce Art Units by allowing pupils to explore a variety of materials, tools and techniques related to their topic. Art is taught in three topics over three half terms for an hour each week. Pupils then use these ideas and techniques to experiment with colour, design, texture, form and function in order to create their own designs. In Key Stage 1 (KS1), pupils use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. In Key Stage 2 (KS2), pupils record their observations in their sketch books and use them to review and revisit ideas. The teaching of specific vocabulary related to the art form is taught and used throughout the term in order for the children to be able to discuss and develop their art skills.

We frequently have double lessons in our units which comprise of the 'making' lessons. In these lessons, pupils use their designs and inspiration from artists to create their own art piece. In KS1 pupils develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space using a range of resources and materials across the year. In KS2, they improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials; for example, pencil, charcoal, paint, clay across the year.

At Roman Road Primary School, we believe it is vital for pupils to evaluate their final art pieces. In the evaluation process, pupils discuss the development and journey they have taken to achieve their final work and should be able to explain what they were trying to achieve. In evaluation lessons and throughout the unit, pupils explain their successes and weaknesses so that they are aware of how they can develop and build on these skills and knowledge in the next unit.

### **Impact**

At Roman Road Primary School, teachers and pupils look forward to learning Art and Design. With the Art and Design lead, teachers have meetings to discuss the following unit in order to build on subject knowledge and technical vocabulary. During lessons, teachers have high expectations and allow pupils to improve their enquiry skills and inquisitiveness by appreciating different art work from around the world or from different time periods. Through the units, pupils become confident and proficient in a variety of techniques including drawing, painting, sculpting, as well as other selected craft skills, e.g. collage, printing, weaving and patterns. Pupils are confident in evaluating their work and giving their opinion of their own and other works of art. Pupils show competences in developing their resilience and perseverance by continually analysing and enhancing their work. All pupils in school can speak confidently about their skills and art work and have a love for art which they can take with them throughout their lives.

**KS2:**

**They begin to use a sketchbook to record and explore their ideas. They explore and compare different artists and their techniques. Their art vocabulary is developing further. They observe and record in detail. They use a wider range of materials to express their ideas and improve their expression using pencil, paint, ink and clay. They use different materials and experience different art forms, for example, drawing, painting, printing, sculpture.**

**KS1**

The focus is on exploration using different media. The children observe and record closely at first hand experience including the use of the school grounds. They make portraits and collages using pencils and paint. They look at the art work of different artists. They make sculptures and puppets and evaluate their work.

At Roman Road, Art and Design is taught for one hour each week for three half terms. We follow the National Curriculum Programmes of study.

In each unit there is a balance of Knowledge and skills. Children are encouraged to explore the art of well known artists and observe, compare and evaluate their artwork.

They learn specific vocabulary. They explore different drawing and sketching techniques. They describe and make careful observations and recordings. They use different materials and experience different art forms. They learn about colour, pattern, texture, tone, light, shadow, perspective, line, form and space. They evaluate their work. **Links are made with other subjects and use of ICT is made where appropriate. Assessment is ongoing and a teacher assessment is made at the end of the unit. Children are encouraged to self assess as they work and evaluate their work at the end of a unit.**

## Art and Design

**SEND**

All children can express themselves in any way or form, using a variety of media. They have the space to do this in the Language and Communication Room.

### **Early Years Foundation Stage:**

They have daily creative areas both within and outside the classroom in the out door area. They have the opportunity to explore a wide variety of media, pencils, paints, crayons, chalk, junk modelling in their own way.

Children develop crucial gross and finer motor skills through the use of various resources such as threading, writing tools, cutting tools etc.

Children experiment with colour, design, texture, form and function.

Children use what they have learnt about media and materials in original ways, thinking about uses and purposes.

Children are provided with an art area both indoor and outdoor and variety of art activities are planned out daily.

Children have the opportunity to engage in art, role play, music, drama and design and technology throughout the day both indoor and outdoor.

Children explore a variety of materials, tools and techniques. Children develop crucial gross and finer motor skills through the use of various resources such as threading, writing tools, cutting tools etc.

**Links with other subjects- eg Roman Vase, Saxon jewellery, William Morris - printing Victorians  
We also have an after school art club.**

## **Rationale for Design and Technology**

### **Intent**

At Roman Road Primary School, we believe Design and Technology is a subject where pupils' creativity and innovation is nurtured through design and exploring the world in which we all live and work. This is stimulated through the use of our rich and diverse Medium Term Plan, which builds on what the pupils have been taught previously. Vocabulary is paramount so that pupils can explain and develop their thinking and ideas. Therefore it is taught explicitly throughout the half term theme. We use the following process for each of our units to progress the pupils' skills in Design and Technology:

- Explore
- Design
- Make
- Evaluate

This learning journey is used across the units at our school. In Design and Technology, we develop our pupils' skills and knowledge across a variety of categories such as:

- Structures
- Mechanisms
- Electrical control
- Cooking and Nutrition
- Texture/Textiles
- 

### **Implementation**

DT is taught for three half terms, one hour a week. The units at our school are introduced by exploring existing products. In Key Stage 1 (KS1), pupils safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. At the beginning of a unit of work, teachers assess prior learning by asking pupils to consider "What I know?" and "What do I want to know?" Pupils relate products to what they know already. At the end pupils use self -assessment and ask "What have I learned?" Pupils use what they have learnt about media and materials in original ways, thinking about uses and purposes. In Key Stage 2 (KS2), pupils explore and use research to develop their understanding of existing products; for example, 'mechanisms in a toy' and use technical vocabulary to discuss and explain their analysis. When teaching Cooking and Nutrition, teachers are expected to introduce units by enabling pupils to understand key health and safety practices in the kitchen.

Once pupils have explored mechanisms and control systems, structures, existing products, and understood the rules of quality and health and safety, they move on to designing. In our design lessons, pupils are encouraged to think of an intended purpose/function or audience. In KS1, pupils generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and if appropriate using computing technology. In KS2, pupils use annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computing technology to aid their design process.

We frequently have double lessons in our units which comprise of the 'making' lessons. In these lessons, pupils use their designs and inspiration from existing products to create their own product. Throughout the school, during the 'making' lessons, pupils select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. They also select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

At Roman Road Primary School, we believe it is vital for pupils to evaluate their end products. In the evaluation process, pupils analyse their end product against their own design criteria. These lessons involve pupils being able to confidently describe the processes they undertook using technical vocabulary and are encouraged to think back at their intended audience or intended function/purpose. Using peer evaluation, they consider the views of others to improve their work. By the end of the unit, pupils understand how key events and individuals in design and technology have helped shape the world.

### **Impact**

Design and Technology is often one of our teachers and pupils' favourite subjects. Teachers have meetings with the Design and Technology lead before the units begin to have a conversation about what the journey could look like and how we can implement key vocabulary. Pupils enjoy making decisions for themselves during design and making processes and have fun doing practical work. The exploration and evaluation lessons allow children to see, touch and taste products in order to better understand existing, functional and quality products. Teachers frequently make links to subjects such as Literacy, Mathematics, Science, Art, PSHE and ICT and are encouraged to think about important issues such as sustainability and enterprise during lessons. At Roman

Road Primary School, we provide opportunities for pupils to develop their capability. By combining their design and making skills with knowledge and understanding they learn to create quality products. Pupils are proud of what they can achieve.



**KS2:**

Children begin to research and examine more complex designs using ICT and examining products. They record and design in more detail and can target a particular audience. They select and use a wider range of tools and materials. They make a product and evaluate their ideas and accept constructive feedback from others. They know some key figures in DT who have shaped the world.

Technical knowledge – make structures stronger, Use mechanisms in their design, use electrical systems in their products (link with science),

Use ICT to program, monitor and control products Skills Eg Cutting, shaping, how to join, finishing,

**KS1:**

Children explore and create through practical activities. They discuss their designs verbally and consider who the product is for. They design a plan for their product and then make it by selecting from a range of components.

They build structures, make vehicles and explore mechanisms. They design and make a puppet. They make a fruit salad and a sandwich. They evaluate their product.

Technical knowledge – make structures stronger,

Use mechanisms in their design

Skills eg Cutting, shaping, how to join, finishing,

At Roman Road, Design and Technology is taught for one hour a week for three half terms. Children explore, design, create and evaluate their work. They test and improve their work. They are taught specific technical skills and knowledge and develop their technical vocabulary. They measure accurately. They consider who the product is for and use ICT to enhance their knowledge, understanding and design.

The areas of learning are Mechanics, Structures, Textiles and Food Technology. Food and nutrition also has a strong focus when teaching Science. Assessment is ongoing, children evaluate their work and make modifications, they evaluate their product at the end. Teachers assess the design process.

## Design and Technology

**SEND**

Children are supported in the design process. They handle objects and use kits to make products. They explore and make products to the best of their ability.

**Early Years Foundation Stage:**

Children learn how to manipulate material to achieve a planned effect.

Children learn how to join materials and the best resource to use. Junk modelling (having a variety of different materials including textiles) are always available to encourage children to build with a purpose in mind and explore manipulating and joining a variety of materials.

Children also have access to a variety of building resources such as wooden blocks, poles, planks etc to explore building

Children learn how to handle equipment and tools effectively, including pencils for writing.

Children learn how to safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Children also have lots of opportunities of cooking over the year making sandwiches, rice crispy cakes, decorating cupcake, making fruit smoothie, making vegetable soup etc.

Children explore a variety of materials, tools and techniques

Children develop crucial gross and finer motor skills through the use of various resources such as threading, writing tools, cutting tools etc.

They represent their own ideas, thoughts and feelings through design and technology and art.

**Links with other subjects-  
ICT, Science, Maths, Art**

## Geography Rationale

At Roman Road we aim to provide a curriculum which allows our children to gain a deep knowledge and understanding of the world in which we live, the interdependence of communities and a love of the natural world by developing geographical knowledge and skills based on the local, national, European and international environment. We provide opportunities for all children to experience a wide range of skills including map work, understanding the human and physical environment, and the processes of this, using fieldwork within the school grounds including Forest School (which is currently being developed and embedded into our curriculum), and exploring the local environment and further afield. (Fairplay House).

### Implementation.

We aim for our children to have opportunities to develop their geographical enquiry through a range of skills. We also aim to develop children's vocabulary by teaching the specific vocabulary necessary for the unit and reinforcing it throughout the term. They will have the chance to develop their contextualised knowledge of the human and physical characteristics and the processes that give rise to this through map skills and accessing a range of sources that they will interpret (including maps, diagrams, globes, etc.). In addition, they will be able to use fieldwork to collect and analyse data to deepen their understanding, including opportunities for us to use forest school throughout the curriculum. They will use the school grounds, the local area and educational visits to enrich their learning. Geography is taught once a week, for 1 hour, every other term (alternating with History).

In KS1, the children begin to understand maps and how they function. They then begin to make their own journey sticks in order to create maps. Progress is then developed throughout every year and by year 6, they begin to create more detailed maps using scale and OS symbols.

In year 3, the children are able to study Europe and have a focus on the country of France (French being the language they are taught from Year 4 onwards).

Settlements are explored in year 4 in between the study of Vikings and Anglo-Saxons, so the children can build on their knowledge further.

In Year 5, they begin to identify rivers and trade routes.

In year 5 and 6, we are planning to create new units based around the environment, our impact on it and sustainability.

### Impact.

All children are assessed by their class teachers and the children also assess their own learning. At the start of the unit, they think about what they already know and what they would like to know; at the end of the subject they revisit this and express and analyse what they now know.

By the end of year 6 we aim for our children to be able to think inquisitively about the world around them, and to utilise the geographical skills for enquiry. As a school, we would like for our children to find confidence in understanding the geography of their school grounds, the local area, Europe, nationally and internationally. We want our children to understand the similarities and differences between people, countries and the natural world giving reasoning why, whilst deepening their understanding of the impact this has, e.g. trade. Furthermore, we want our children to be aware of the wonder of the environment and develop their understanding of the impact we are having, in order to be mindful of a sustainable future.

**KS2: Knowledge**

Use maps and globes to locate the continents, oceans and countries. Understand similarities and differences between the UK, Europe and N or S America.

Know physical and human features and how these have changed over time. Eg the water cycle and rivers. Look at types of settlements and land use. Explore trade links.

Begin to know the features of a globe and relate to GMT

**Skills**

Use digimaps, atlases, maps, globes to locate countries.

Use 8 points of a compass

Begin to use 6 figure grid references.

Use OS maps

Begin to draw more accurate maps with a key and scale.

At Roman Road, Geography is taught as an independent subject for three half terms for one hour a week. It is knowledge, understanding and skills based. Each topic starts with the children writing down what they know about the topic and asking three questions about what they want to find out. These are reviewed at the end of the topic as self assessment. Assessment is made of knowledge and skills at the end of each topic by the teacher.

Children learn Geographical vocabulary in context

Themes are Location, Place, Knowledge  
Human and Physical Geography

Geography Skills and Fieldwork

Use of ICT and digimaps

Educational visits eg to Greenwich

**Early Years Foundation Stage:**

- Understanding of the world is all about getting children to make observations of the world around them, natural, man-made, cultural, beliefs, past, present, future.
- They know about similarities and differences between themselves and others, and among families, communities and traditions.
- Children are encouraged to talk about the features of their own immediate environment and how environments might vary from one to another.
- Children can say the type of place where they live and recognise different places like the school and park.

**KS1:**

Knowledge- Children learn about the location in which they live and the UK. They compare life in the UK with life in the Caribbean

Identify human and physical features

Skills-

Identify seasonal and daily weather patterns (link with Science)

Compare similarities and differences of two localities

Use the school locality to make maps

Use maps, atlases, globes, compasses and photos

# Geography

**SEND**

Children with Special Needs take part to the best of their ability and use primary resources as much as possible to enhance learning.

**Links with other subjects**

Science- the weather

The Farm

Educational Visits of local area

English Varmints - The Environment

Anglo- Saxon Settlements

Stories from other cultures / Black History

## **History Rationale**

At Roman Road, we hope to foster a lifelong curiosity of the past by delivering a curriculum which develops the historical knowledge and skills for children to make sense of the past and present. We aim to provide a broad and rich education of the history of Britain and the wider-world, including the impact the world has had on Britain. Our aim is to utilise resources and artefacts to develop historical enquiry and to build on historical vocabulary. Our children will be able to improve their research skills, discovering which information is reliable and relevant, through inference and critical thinking. We would like for our children to be able to see the correlation between cause and effect to see how significant events have changed our world in order to learn from them.

## **Implementation**

At Roman Road, History is taught as its own discipline and links are made with other subjects, particularly English where necessary. We also aim to develop children's vocabulary by teaching the specific vocabulary necessary for the unit and reinforcing it throughout the term. Each lesson has a Learning Objective, broken down into small steps (the Success Criteria), which enables the children to be successful in their learning. The children have opportunities to build upon their learning to develop their understanding of chronology, in order to create a mental timeline of the history of the world. The children are able to revisit and assess what they know to create a coherent narrative. Artefacts are provided for children to enquire and improve their inference skills, promoting an inclusive education to ensure a range of learning styles are available. Our children are presented with a range of sources to analyse and use critical thinking to make judgements and produce their own interpretations. History is taught once a week, for 1 hour, every other term (alternating with geography). Year 1 is a great chance for the children to learn what history is and identify where they belong in history. Whereas in year 2, the children begin to identify significant individuals in history, finding comparisons between them, such as: Florence Nightingale and Mary Seacole and Neil Armstrong and Christopher Columbus. In year 4, the children investigate the Vikings and Anglo-saxons, whilst in year 6 WW2 and post-war Britain is explored. Ancient civilizations, such as the Mayans, Greeks (year 5), Romans and Egyptians (Year 3) are also studied.

## **Impact**

All children are assessed by their class teachers and the children also assess their own learning. At the start of the unit, they think about what they already know and what they would like to know; at the end of the subject they revisit this and express what they now know. Our children will be able to have a broad and balanced understanding of the history of Britain and the wider world. They will be able to give reasoning to the impact significant events, throughout history, have had on Britain. They will be able to place different eras of history chronologically and be able to use strong vocabulary to communicate this. The children will use artefacts to analyse, infer and determine the reliability and usefulness to interpret what they tell us about the past. The children will understand their own history and have a good interpretation of what history means to them. They will be curious to find out more about the past and will always find fascination with what they have found out.

**KS2:****Knowledge**

They learn about the history of Britain in chronological order.

Use of primary resources and secondary resources.

Links are made with research skills.

Non-chronological reports are written and links are made with English.

**Skills**

Ask historical questions and use a range of sources to find the answers.

Compare the past to now.

Use historical vocabulary.

Begin to notice connections and trends over time.

Notice similarities and differences.

Identify causes of events.

Begin to compare different periods of time.

At Roman Road, History is taught as an independent subject for three half terms for one hour a week. It is knowledge, understanding and skills based. In KS2 the periods of History are taught in chronological order. This extends to world history beyond Britain. Each topic starts with the children writing down what they know about the topic and asking three questions about what they want to find out. These are reviewed at the end of the topic as self assessment. Vocabulary is taught in context. Primary and secondary resources are used including use of ICT resources.

They learn and use historical vocabulary. For some topics a link is made with English when children are writing non-chronological reports. Assessment is made of knowledge and skills at the end of each topic. Educational visits are made to enhance learning.

**Early Years Foundation Stage:**

- Children talk about when they were a baby.
- Children talk about past and present events in their own lives and in the lives of family members.
- They know about similarities and differences between themselves and others, and among families, communities and traditions.
- Children learn how they grow and change overtime during the topic on “Growing and changing”
- Children explore and understand past, present and future.
- Children explore past and present vehicles during the “transport” topic.

**KS1:****Knowledge**

Children learn about themselves and how they have changed and about their past and family and changes within living memory.

They look at the local environment and how it is different now from then.

They learn about different historical figures and events.

Use primary and secondary resources including stories.

They learn historical vocabulary

**Skills**

Ask and answer questions, sequencing events

Comparing, what is similar and different?

Begin to place events on a time line.

# History

**SEND**

Children with Special Needs take part to the best of their ability and use primary resources as much as possible to enhance learning.

**Links with other subjects**

**KS1 Toys, Homes long ago Mary Seacole**

**KS2 Stone Age Boy , Romans, Anglo-Saxons Ancient**

**Greece, The Victorians, History of Baghdad**

**Educational Visits**

**Visitors and workshops in school**

## **ICT Roman Road**

### **Rationale**

At Roman Road we aim for Information and Communications Technology to prepare pupils to be confident users of technology in a rapidly changing world. We recognise that Information and Communications Technology is an important tool in both the society we live in and in the world of work. We give our pupils the experience and skills needed to use applications such as Google Apps and Microsoft Office packages in order for them to become familiar and confident when using them.

Our vision is for all learners in our school to become confident users of ICT so that they can develop the skills, knowledge and understanding which enable them to use appropriate ICT resources effectively as powerful tools for learning. We aim for our pupils to be aware of e-safety particularly when using social media apps and know how to keep themselves safe.

### **Implementation**

We follow the Switch On ICT scheme of work. ICT is taught in half termly units.

ICT is taught as a whole class either by the class teacher or by the ICT specialist.

Pupils use ICT tools to find, explore, analyse, exchange and present information responsibly, creatively and with discrimination. They learn how to employ ICT to enable rapid access to ideas and experiences from a wide range of sources.

Pupils are taught the skills necessary to understand how computer language works and its use for coding. They are also taught how to use multimedia apps to design web pages, create and debug programs and be able to edit photos and videos.

ICT is also used outside of the ICT lesson to support learning, particularly for researching topics in the Foundation Subjects and for following individual children's lines of enquiry. Children take their own photos where necessary eg to use in an art lesson.

E-safety is paramount and so is revisited every half term to reinforce its importance to the children.

Assessment of ICT is in line with school policy. The coordinator considers strengths and weaknesses for each class and sets targets for the following term. All children save their work in an individual folder and samples are printed for six different children from each class every term.

### **Impact**

By the end of year 6 we aim for our pupils to be able to use G-suite tools as well as Microsoft applications confidently. They are able to use ICT software and hardware resources appropriately.

They know how to be safe and have a greater awareness in the use of IT both within and out of the classroom.

They know how to use the internet safely and how to deal with any safety issues which arise. They have an interest in ICT and are able to use it effectively for learning and enjoyment; They can speak about their ICT work with the correct terminology. They can use their power of imagination, inventiveness and critical awareness at every opportunity and have a growing understanding of themselves as ICT users.

**KS2:** Children use SCRATCH programming to write algorithms. They make, test and debug more advanced games. They learn how to research and download images to create presentations. They use Isle of Tunes to make a musical tune. They write blogs and use Google Apps to create surveys. Ipad and laptops are a tool to support learning by using them for research, taking photos and recording sketches. They use digimaps for Geography and Mapwork. Mymaths and Literacy Planet are used to support homework. Children in Year 6 are able to move onto programming in Python when they are successful in Scratch.

### **SEND**

The Switch on Scheme of Work is used and work is differentiated. Teachers personalise the learning for children who receive 1:1 support.

### **KS1:**

Children learn how to log on and they learn basic word processing skills. They use algorithms to make beebots move and ipads to take photos.

They use Espresso for coding and begin to use Scratch as they move on to Year 2. They create, play and test simple games. They begin to research using the internet and record information in a word processor.

At Roman Road, ICT is taught specifically for one hour a week but is used throughout the curriculum to support learning. Most classes are taught by an ICT specialist. We follow the Switch On ICT Scheme of Work (by Rising Stars). The coverage includes Coding, Control, Creating Pictures, Giving Instructions, Handling Data, Modelling, Blogging, Word Processing through Microsoft Office, using the Internet and using Google Applications.

Teachers receive training termly for their unit of work by the ICT tutor. ICT safety is paramount and the first lesson of every term is devoted to e-safety. Children learn the correct ICT Vocabulary and links are made with other subjects where possible.

Assessment- Children are able to save their work in their individual folder in the Google Drive. Teacher assessment takes the form of allocating a score for the skill taught in line with the assessment policy.

## **Information and Communication Technology**

**Use of ICT** All teachers have been given the use of individual laptops. The school uses the MLE and Google Drive which was set up for online learning for all pupils during the Lockdown. Teachers use Activ Primary as a platform for teaching. They use ready-made applications and websites to support learning. Teachers sign a Code of Conduct yearly. Parents sign a Code of Conduct regarding e-safety when their child starts the school.

### **E-SAFETY**

Children receive one e-safety lesson termly. They learn how to be safe using the internet and social media, keeping identity secure and private and who to report issues to.

They learn about cyber bullying and how to report issues.

They know what their digital footprint is.

### **Early Years Foundation Stage:**

- Children have the opportunities to explore many ICT equipment such as computers, ipads, beet-bots, voice recorders, microphones and remote controlled cars.
- Children recognise that a range of technology is used in places such as homes and schools.
- They select and use technology for role play, research and activities.

### **Links with other subjects**

We have an ICT club where children use and consolidate the applications that they learn within the curriculum.

## **Mathematics Rationale**

### **Intent**

At Roman Road School we aim for children to appreciate the beauty and power of mathematics and have a sense of enjoyment and curiosity for mathematics. We believe that maths is an essential life skill that is used throughout our daily lives. We aim to provide our children with an exciting and challenging curriculum. We strive to ensure that all children develop a positive attitude towards maths and become confident, life-long mathematicians. At Roman Road we believe that every child is capable of success.

We aim for every child to become fluent in the fundamentals of mathematics, including through varied and frequent practice, so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately. Children will have opportunities to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language. They will be able to solve problems by applying their mathematics to a variety of problems, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

At Roman Road we understand the importance of spoken language across the whole curriculum. The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary and presenting a mathematical justification, argument or proof.

### **Implementation**

Children at Roman Road follow the requirements of the National Curriculum Programmes of Study for Mathematics from years one to six with Foundation Stage following the Early Learning Goals Developmental Matters. Teachers follow The White Rose scheme of work which ensures there is progression from one year to the next. The scheme follows a Concrete Pictorial Abstract (CPA) approach to enable children to gain fluency which allows them to move forward to equip themselves towards mastery. The CPA approach is a system of learning that uses physical and visual aids to build a child's understanding of abstract topics. Building these steps across a lesson can help pupils better understand the relationship between numbers and the real world and therefore helps secure their understanding of the mathematical concept they are learning. Maths at Roman Road is delivered through daily maths lessons and revisited in skills and target activities. Lessons are creative and engaging and we intend for our children to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving problems.

### **Impact**

Due to our excellent teaching, identifying children who have not made progress and addressing these gaps with targets or intervention, our children leave primary school with 97% achieving the expected attainment or above (2022) and progress is in the top 20% nationally.. We believe our children will:

- acquire an enjoyment of Maths,
- develop a positive attitude and a love for Maths,
- demonstrate and use their Maths confidently within their daily lives,
- understand that Maths is a powerful tool for communication,
- have an ability to solve problems, to reason, to think logically and to work systematically and accurately,
- make mathematical links with other areas of the curriculum and become aware of the uses of maths in the wider world,
- develop personal qualities such as perseverance, independent thinking, co-operation and self-confidence.



**KS2:**

- Daily one hour Maths lessons (teaching for mastery) taught in sets except yr 1
- Each child has termly maths targets based on number
- Maths target/skills time twice a week
- Maths homework set once a week (My Maths)
- 'Times to climb' - multiplication and division facts - children are tested weekly
- Yr 4 times tables practice three times a week
- TA personalised learning if necessary
- Yr 6 SATs style teaching

At Roman Road, Maths is taught daily. We follow the National Curriculum from Years 1 to 6 with Foundation Stage following the Early Learning Goals Developmental Matters. Teachers follow a scheme of work to plan on a weekly basis (White Rose). The scheme follows a concrete, pictorial and abstract approach and topics are laid out in blocks to enable children to gain fluency which allows them to move forward to equip themselves towards the mastery. Children are able to develop fluency, reasoning and competence in solving problems. They are also able to apply their mathematical knowledge to science and other subjects. In addition there is also skills/target

## Mathematics

**Early Years Foundation Stage:****Nursery:**

- Daily carpet session
- Maths focused play/activities

**Reception:**

- Daily 30-40 minutes carpet session
- Number, shape & space, measures taught
- Concrete/practical approach
- Ten frame used for number
- Maths homework set weekly
- Individual support given if needed
- Children record work in books in the Spring term

**KS1:**

- Daily one hour Maths lessons taught in classes in year 1 and sets in year 2
- Each child has termly maths targets
- Maths target/skills time twice a week
- Maths homework set once a week
- 'Times to climb' - number bonds/multiplication and division facts - children are tested weekly
- TA personalised learning if necessary

**SEND:**

- Maths intervention year 6 (support and greater depth)
- Maths intervention year 5 (support)
- Maths intervention year 4 (support)
- Times table intervention yr 4 (support)
- Maths intervention year 2 (support)
- Ensure all groups have equal access
- Seek support/advice from specialists outside school to meet the needs of all pupils

## **Modern Foreign Languages Rationale**

### **Intent**

The development of literacy is recognised as one of a child's most significant and important skills in order to achieve academic success. Therefore, we as a school know it is imperative to appreciate the possible advantages that students would develop if provided dual language opportunities and what impact this may have on literacy proficiency. Enthusiasm in learning another language enables children to interpret, create and exchange meaning within and across cultures. We aim for our children to become and grow as global citizens, developing a love of language and culture with skills that will open further opportunities later in life.

### **Implementation**

At Roman Road, French is taught through a self-created syllabus which is directly based on the National Curriculum. We at Roman Road are a multicultural school and appreciate the diversity of language and culture that our pupils bring to our school.

French is taught in Year 4, 5 and 6 (upper Key Stage 2) in order to prepare the children for learning a modern foreign language at secondary school. Our syllabus has been put together to demonstrate a focussed progression on speaking, listening, reading and writing. We follow a progressive curriculum which builds on learning from the year before. The curriculum which has been adopted focusses on knowledge, vocabulary and skills throughout the three years. Vocabulary which is taught in Year 4 would be revisited and built on in Year 5 by being implemented into correct sentence structures/ phrases. Later on in Year 6, the same topics are taught in more detail where children then have the opportunity to begin writing vocabulary correctly, questions and answers and in sentences.

Year 4 have an allocated time of 15 minutes per week in which their focus is primarily on learning everyday vocabulary as well as correct pronunciation and recognising the alphabet. The three terms are split into various topics such as: every greeting, colours, numbers, days of the week, pets and foods. In this year, children have the opportunity to develop their vocabulary and identify links between spelling and sounds. Following on from Year 4, Year 5 have 25 minutes of French per week. Teachers use the vocabulary taught in the previous year as a foundation to build on- by then introducing phrases and sentences which would include the vocabulary. By Year 6, we expect children to have a good bank of vocabulary and some knowledge of how to say common phrases and sentences, as well as answer basic questions. Children have an hour of timetabled lesson dedicated to French. It is used to recap vocabulary from the two previous years, revisit pronunciation and begin to form their own sentences. In Year 6, children will begin to independently write vocabulary, phrases and sentences for a range of topics.

### **Impact**

By the time children leave Roman Road we aim for them to have acquired an appreciation, enjoyment and life-long love of languages. They have developed a confident and positive attitude towards language learning and demonstrate awareness of culture, traditions and languages spoken throughout our school. They are confident in their home language and are proud to be who they are, at the same time appreciating the language and culture of others.

#### **Year 4**

Year 4 have an allocated time of 15 minutes per week in which their focus is primarily on learning everyday vocabulary as well as correct pronunciation and recognising the alphabet. The three terms are split into various topics such as: every greeting, colours, numbers, days of the week, pets and foods. In this year, children have the opportunity to develop their vocabulary and identify links between spelling and sounds.

#### **Year 5**

Following on from year 4, year 5 have 25 minutes of French per week. Teachers use the vocabulary taught in the previous year as a foundation to build on- by then introducing phrases and sentences which would include the vocabulary.

For example, in year 4 children would be taught how to say different fruits and in year 5 they will begin to express sentences such as 'my favourite fruit is a banana.'

#### **Year 6**

By now, we expect children to have a good bank of vocabulary and some knowledge of how to say common phrases and sentences, as well as answer basic questions such as: what day is it today?

Children have an hour of timetabled lesson dedicated to French. It is used to recap vocabulary from the two previous years, revisit pronunciation and begin to form their own sentences.

In year 6, children will begin to independently write vocabulary, phrases and sentences for a range of topics.

At Roman Road, French is taught through a self-created syllabus which is directly based on the National Curriculum. We at Roman Road are a multicultural school and appreciate the diversity of language and culture that our pupils bring to our school.

French is taught in year 4, 5 and 6 (upper Key Stage 2) in order to prepare the children for learning a modern foreign language at secondary school. Our syllabus has been put together to demonstrate a focussed progression on speaking, listening, reading and writing. We follow a progressive curriculum which builds on learning from the year before. Vocabulary which is taught in year 4 would be revisited and built on in year 5 by being implemented into correct sentence structures/ phrases. Later on in year 6, the same topics are taught in more detail where children then have the opportunity to begin writing vocabulary correctly, questions and answers and in sentences.

### **MODERN FOREIGN LANGUAGES FRENCH**

#### **Curriculum Links**

In year 3, one of the Geography unit is focussed on the French culture- in this unit children explore similarities and differences between the UK and France.

In Autumn 2, year 6 learn about the French Christmas traditions and during the Easter period, they have the opportunity to look at the history of Mardi Gras.

#### **Inclusion**

Children who have French knowledge (spoken / written) are given the opportunity to model their fluency. This encourages their peers to adopt the correct pronunciation and helps with spelling patterns. It has been noticed that children who speak other European languages are able to recognise similarities with their own language.

Children who are SEN are fully supported with visual aids and auditory aids throughout lessons.

#### **Enrichment activities**

We have successfully held a French day, where children throughout the school were able to visit a 'French grocery store' to experience French pastries. This is something that we are looking to hold again once COVID restrictions are minimised/ gone.

As part of Roman Road's appreciation of its multicultural intake children are given the opportunity to listen to songs and stories in French.

## **Music Rationale**

At Roman Road School we aim for children to experience a wide variety of music skills including listening and appreciation, playing, composing and performing in a group and individually.

We aim for every child to have the experience of learning a musical instrument in KS2 and to learn musical notation.

We aim to provide a curriculum which progressively develops musical skills, concepts and knowledge and to explore the main elements of music, for example high/low, loud/quiet, long/short, fast/slow, texture, structure, rhythm, beat and melody.

The children develop their musical creativity through practical and exploratory opportunities to develop as performers, song makers, composers, improvisers and listeners. Through weekly lessons, children become confident in their knowledge of music. As they move through the school, the children develop an increasing understanding of the differing styles of music, learning about music across a range of cultures and traditions, including the works of the great composers. Music promotes diversity and is used to express the children's personal, emotional, social and cultural identity. Children not only learn about music but they will develop a love of music, becoming musicians who are able to share and perform using their musical skills. Children are encouraged to work together in the formation of ideas and the presentation of these ideas and to critically reflect on their work and the work of others.

### **Implementation**

Year 1 follows the Oak Academy Music Scheme which follows the National Curriculum and is taught by the class teacher.

As we recognise that not all children will have the opportunity to learn a musical instrument, we employ a specialist music teacher to teach singing and an instrument to children from Year 2 upwards. Therefore Year 2 learn the recorder and Year 3 and Year 4 learn the Ukulele. They progress to learning the guitar in Year 6..

Year 6 learn the guitar in small groups. Children are given the opportunity to listen to music, learn songs and sing along with their instrument. They perform in front of the class with the aim of performing to a wider audience in the future.

We also provide music clubs for children whose parents wish them to take their learning further and encourage children who show a particular talent to take extra lessons.

### **Impact**

By the time our children leave primary school they would have had the experience of learning the recorder, ukulele and guitar. We aim for each child to have a love of music and a positive image of themselves as musicians. They will be able to listen, perform, discuss and respond to a variety of different sounds using musical vocabulary to express their thoughts and ideas. They develop social skills and awareness of each other whilst making music together. Music engages, inspires and challenges.

Through listening to the music of others, and assimilating this into their own ideas, students learn how musical works are created. Through understanding how to evaluate and examine the works of others, students learn to be self-reflective and improve in their own musical creations.

### **Musical Activities throughout the year.**

- Year 1 to Year 5 take part in a class assembly based on one of the world faiths and includes singing and/or dance.
- All children visit the theatre to see a Christmas Pantomime yearly.
- There is a yearly whole school Nativity Production.
- There is a yearly Christmas Performance by the Foundation Stage and Year 1.
- Year 6 visit the theatre yearly as part of their end of year preparation for their performance.
- Year 6 takes part in an end of year Leaver's Production.



### **KS 1:**

It is taught as a whole class through KS1 using the Music Express Scheme.

The scheme provides opportunities for children to:

- sing songs using their voices in different ways.
- listen to a range of music and sounds.
- play tuned and untuned instruments.
- create their own sounds and music and perform these to the class.

At Roman Road, Music is taught through a variety of ways.

We provide whole school music lessons.

We have singing assembly for both KS1 and KS2 that includes music from different traditions and includes different styles. (not during Covid)

Children take part in class assemblies.

In KS2 all children learn an instrument whether in a class or small group setting.

Assessment is a mixture of ongoing class assessment and an end of term teacher assessment.

## **Music**

### **KS 2:**

In KS2 Years 3 to 5 Music is taught as a whole class by a specialist teacher. Children learn the ukulele. Children begin to learn musical notation.

Children have the opportunity to listen to a piece of music at the beginning of every lesson and give their opinion about it.

Year 6 learn to play the guitar in small groups by specialist teachers.

Children develop musical notation.

Children learn the terminology of pitch, duration, dynamics, tempo, timbre, texture, structure.

Children begin to improvise, compose and perform to others.

### **Early Years Foundation Stage:**

- They represent their own ideas, thoughts and feelings through design and technology, art, music, dance and role-play.
- Children explore and observe the sounds that everyday objects make and the sounds around them
- Children explore the sounds that instruments make and how it can be changed
- Children learn how to play a repeating rhythm and make up their own
- Children learn a variety of nursery rhymes
- Children are encouraged to create their own songs
- Children are given lots of opportunities to dance – exploring their ability to make movement to music.

### **SEND:**

- All children regardless of their Special Educational needs take part in music to the best of their abilities.

### **Curriculum Links**

Science: Sound

ICT: Making a musical piece using Isle of tunes.

Ongoing: Listening to music as a stimulus to create a mood.

Listening to music as a calming exercise for mindfulness.

Intent

## **PE INTENT, IMPLEMENTATION AND IMPACT**

### **INTENT**

At Roman Road Primary School, Physical Education (PE) is an integral part of our Curriculum that is inclusive and engages all pupils, in a supportive and challenging environment. We aspire for children to acquire, develop and refine their practical skills and techniques; to further their knowledge and understanding of PE concepts and principles and develop their overall competence, to enjoy, and excel in, a broad range of sports and physical activities. We teach children how to cooperate and collaborate effectively as part of a team and compete appropriately against others, adhering to the principles of fairness, sportsmanship and respect.

We aim to deliver high-quality teaching and learning opportunities which enable all children to succeed; to enjoy their learning; to be resilient and consistently strive to give their best efforts at all times and achieve their potential and personal best.

We understand the importance PE, School Sport and Physical Activity has on children's general health, fitness and mental wellbeing. We provide opportunities for all children to be physically active for sustained periods of time and we teach children the importance of leading healthy, active lives and making informed and appropriate lifestyle choices.

Swimming is an important life skill and therefore each Year 5 class attends a double swimming lesson for half of the academic year as well as continuing with PE.

### **IMPLEMENTATION**

PE at Roman Road Primary School provides challenging and enjoyable learning through a range of sporting activities including; Invasion Games, Net & Wall Games, Striking and Field Games, Gymnastics, Dance, Outdoor & Adventure Activities and Swimming. Children participate in one double PE lesson each week. It includes an indoor session and an outdoor session.

The Long Term PE Curriculum Overview sets out the PE Units/Activities which are to be taught each half term throughout the year and ensures that the requirements of the National Curriculum are fully met. We use and adapt the J and C Scheme of Learning to ensure planning, content and delivery is age appropriate. This scheme ensures lessons, year on year, are progressive. We assess children each term with a bespoke assessment package, which tracks progress throughout the year. All children are taught by a qualified PE specialist

### **IMPACT**

At Roman Road Primary School, we ensure that our PE curriculum is inclusive and progressive and allows all children the opportunity to acquire and develop fundamental knowledge, understanding, skills and techniques and apply these to a wide variety of different sports and activities. PE lessons are fun, enjoyable and challenging and all children can achieve, to the best of their ability, in a supportive, safe and stimulating environment. Our pupils are physically active, and this has a positive impact on their learning in the classroom. Children understand how to lead a healthy lifestyle and understand the importance of regular exercise and activity for their physical and mental wellbeing. We aspire for all children to enjoy PE and develop a love of sport and physical activity, which hopefully becomes part of their future life outside of Primary School. Children have opportunities to participate in sport after school.

### **KS1:**

At KS1 the children focus on the ABC of PE – Agility, Balance and Coordination and begin to apply these in a range of activities.

They focus on individual skills and participate in team games. They learn the importance of safely warming up and cooling down as well as using equipment correctly.

The PE themes are Net and Wall Games, Invasion, Athletics, Striking and field games, Gym and Movement. The focus is on developing individual skills with the correct techniques.

### **KS2**

At KS2 pupils should continue to apply and develop a broader range of skills, focusing on good technique, fair sportsmanship and developing understanding of the rules and etiquette of team games.

Children learn to be aware of space learning how to attack and defend whilst communicating, collaborating and competing with each other.

They experience gymnastics, dance, games, athletics, swimming (in Year 5) and outdoor and adventurous activities (in year 6 at Fairplay House).

They are introduced to Tag Rugby, Hockey, Tennis, Handball, Cricket and Rounders as well as Football, Basketball, Netball, Gymnastics, Dance and Athletics.

At Roman Road, PE is taught for 2 hours a week on one afternoon. We employ two PE coaches and children have an indoor and outdoor session. They are taught Athletics, Dance, Games, Gymnastics and Swimming.

PE develops the children's knowledge, skills and understanding, so that they can perform with increasing competence and confidence in a range of physical activities.

In PE we aim to develop a range of physical skills, stamina and strength, and an appreciation of fair play, honest competition and good sportsmanship. Children learn how to cooperate with each other and work successfully in pairs, groups and teams.

We aim to develop physical and mental coordination, self-control and confidence and aim to motivate each child so that they retain a lifelong interest in PE and living a healthy lifestyle.

We follow the J and C Academy PE Scheme of work and progression of skills is built into this. PE is assessed termly in line with the school policy.

## **PHYSICAL EDUCATION**

SEND – SEN children take part as best as they can with other children of similar abilities or 1:1 with their allocated TA support.

### **Early Years Foundation Stage:**

#### **Nursery:**

#### **Reception:**

Children become aware of space and obstacles safely, with consideration for themselves and others. They demonstrate strength, balance and coordination when playing.

They move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

They use the outdoor area to experience riding the bicycles. They experience the adventure trail in the KS2 playground.

We are becoming part of the Forest School Initiative.

#### **Links with other subjects**

Lunchtime Clubs are provided and children who lack confidence or lack social skills are offered a place to help improve this.

After School Sports Clubs are provided to which G and T children are invited.

Educational Visits – Year 6 go to Fairplay House. Forest School is being developed in the school.

Links are made with Science as children experience exercise and what happens to our heart when we exercise and know the benefits of exercise and healthy eating.



## **PSHE Rationale.**

### **Intent**

Roman Road's PSHE Scheme of Work aims to equip children with essential skills for life. It aims to develop the whole child through carefully planned and resourced lessons that develop the knowledge, skills and attributes children need to protect and enhance their wellbeing. Through these lessons, children will learn how to stay safe and healthy, build and maintain successful relationships and become active citizens, responsibly participating in society around them. Successful PSHE curriculum coverage is a vital tool in preparing children for life in society now and in the future. Children are encouraged to take part in class discussion to develop Emotional Literacy in order to recognise, express and regulate how they are feeling. Lessons aim to cover a wide range of the social and emotional aspects of learning, enabling children to develop their identity and self-esteem as active, confident citizens. The themes and topics support social, moral, spiritual and cultural development and provide children with protective teaching on essential safeguarding issues, developing the knowledge of when and how children can ask for help.

### **Implementation**

Our PSHE/Jigsaw Scheme of Work is designed to be taught in thematic units consisting of six lessons, with supporting materials including a Planning Overview, assessment statements, Learning Journey Record and display materials. Lessons signpost key words, building a rich vocabulary to develop understanding. PSHE units are designed for delivery in a creative manner, using many approaches such as role play, discussion and games in groupings of various sizes. These activities enable children to build confidence and resilience. SEALS assemblies are taught every week and these are also linked to weekly Circle Time sessions.

Assessment for learning opportunities are built into each lesson and enhanced by the Learning Journey Records included in each unit, which enable self-evaluation and reflective learning and allow teachers to evaluate and assess progress. Each lesson begins with a discussion of children's existing knowledge and experience, providing an opportunity for baseline assessment. Each lesson ends with an opportunity to consolidate and reflect upon learning. The following year, the topics are revisited at a greater depth or with a different slant in order to ensure progression and development.

### **Impact**

Our PSHE scheme of works provides children with an effective curriculum for wellbeing. Children are enabled to develop the vocabulary and confidence needed to clearly articulate their thoughts and feelings in a climate of openness, trust and respect, and know when and how they can seek the support of others. They will apply their understanding of society to their interactions within communities, from the classroom to the wider community of which they are a part. The PSHE Scheme of Work supports the active development of a school culture that prioritises physical and mental health and wellbeing, providing children with skills to evaluate and understand their own wellbeing needs, practise self-care and contribute positively to the wellbeing of those around them.

Successful PSHE education can have a positive impact on the whole child, including their academic development and progress, by mitigating any social and emotional barriers to learning and building confidence and self-esteem. Evidence suggests that successful PSHE education also helps disadvantaged and vulnerable children achieve to a greater extent by raising aspirations and empowering them with skills to overcome barriers they face. By the end of KS2 all children have developed the knowledge, skills and attributes they need to succeed at secondary school and in the wider world as they are happy confident children, ready to face the challenges ahead.

**Sex and Relationships Education** The school is following the Newham Agreed Guidelines for SRE. It is faith sensitive. The scheme was introduced last year after parent consultation. Every year Parents are invited to read the scheme and then have the right to withdraw their child for the Sex Education lessons.

#### **KS2: Knowledge**

Know the British values and apply them in their lives

Anti-bullying and peer pressure  
Recognising risky, physical and online danger, what to do in risky situations and where to seek help

The dangers of drugs e-safety

#### **Skills**

How to maintain emotional well being.

How to manage conflict

The importance of self respect and how this links to their happiness

Discussion

Express opinions

Respecting others' opinions

Personal, Social, Health Education and Citizenship contributes to Roman Road Primary School's curriculum by teaching pupils the skills, knowledge and understanding to lead confident, healthy and independent lives and to become informed active and responsible citizens.

Children are encouraged to take part in class discussion to develop Emotional Literacy in order to recognise, express and regulate how they are feeling. They are taught the fundamental building blocks of positive relationships with family, friends and other adults. Teaching and learning will be underpinned by tolerance and acceptance of all relationships in accordance with the Equalities Act. PSHE and Citizenship is taught throughout the curriculum and beyond, including fund- raising, participating in themed weeks such as Anti-Bullying Week. We have created our own scheme of Work which follows the National Curriculum Guidance including the new RSHE requirements. We follow the SEALS Assembly programme and this is followed up by a weekly Circle Time.

Assessment is through teacher assessment.

## **PSHE and SRE**

#### **SEND**

We are an inclusive school and teachers recognise that the protected groups could be more vulnerable to bullying and peer pressure. Our scheme has been planned with this in mind so that all children learn how to manage and protect themselves as set out in the SEN code of practice.

#### **Early Years Foundation Stage:**

Children learn about keeping healthy by eating the right food and by doing exercise. They talk about ways to keep healthy and safe. They learn about basic hygiene like keeping clean and washing their hands. Children learn the importance of healthy eating and develop the ability to talk about what keeps us healthy.

Children learn and develop basic hygiene and how to take care of themselves including how to feed self and get changed independently.

Children learn how to use and transport tools and equipment safely

In both Nursery and Reception, children participate in PE lessons

Children learn about how to take care of their environment

Children represent people and experience different roles through role-play

#### **Links with other subjects**

**PSHE runs throughout our curriculum. Children are taught to do the best they can (In pursuit of Excellence). They are taught the British Values of Responsibility, Respect and Tolerance which permeates our school.**

**PSHE links with English** empathising with the characters and how to deal with real life situations.

In RE children recognise and celebrate diversity between religions by identifying similarities and differences in order to deepen their spiritual, moral, social and cultural development.

**Prior to Covid we had visitors in school to talk to the children about the police**

**Fire safety and a guide dog for the blind.**

**We are going to introduce First Aid this year.**

#### **KS1:**

#### **Knowledge**

Why rules are important

Who we are and recognising and respecting diversity

Responsibility for the environment

Doing your best

Anti-bullying

#### **Skills**

Discussion Express opinions Respecting others' opinions Know how to be safe online

Recognise dangers and where to get help.

To form and maintain positive and healthy relationships

## **Religious Education Rationale**

At Roman Road School we value the religious diversity of all our children. We aim for all pupils to develop a sense of personal identity and where they belong in the world in terms of faith, culture and community. We celebrate our similarities and differences by teaching children respect, sensitivity and understanding throughout the curriculum but particularly Religious Education.

The RE Curriculum makes a significant contribution to pupils' spiritual, moral, social and cultural education by developing awareness of fundamental questions of life, responding to such questions with reference to religions and beliefs and reflecting on their own beliefs, values and experiences. Spiritually pupils are allowed to reflect on their inner self and the world around them, developing a sense of wonder and awe in our world and community. Morally they explore personal values in relation to oneself, others and the world. They explore human rights and responsibilities. They explore the concepts of good and evil, and right and wrong as well as exploring the concept of justice and its implications for society.

They develop their social skills by understanding the significance of belonging to a group and learning that they are an equal, valued member of their community. They listen to the views and beliefs of class members with different faiths in a respectable manner.

They develop their cultural awareness by encouraging respect and sensitivity to the feelings and beliefs of others. We encourage respect for people of all backgrounds regardless of their differences and embrace expressions of cultural and religious identity.

These permeate throughout the curriculum but particularly through English and our Jigsaw PSHE Curriculum.

### **Implementation**

Children have an RE lesson for one hour a week. They also learn about one religious festival in detail per year. Each class performs a festival assembly to which parents are invited.

We follow the Newham Agreed Syllabus (2020) and develop substantive knowledge about the major faiths - Christianity, Islam, Hinduism, Judaism, Sikhism and Buddhism, as well as exploring Humanist and secular views. Each lesson follows a particular discipline eg philosophy, debating so that teachers are aware of the skills they are teaching. Prior learning is addressed at the beginning of each topic as part of children's self evaluation (What I know, What I would like to know and What I have learned).

The Newham Curriculum is inclusive as it has been designed for all Newham pupils, both those with a faith and those without, as all pupils have the opportunity to think about where their views and values come from and be able to talk about and discuss their ideas in a reasoned and informed manner.

We also aim to develop children's vocabulary by teaching the specific vocabulary necessary for the unit and reinforcing it throughout the term. Children learn about major leaders, beliefs, rituals, places of worship, ceremonies and customs associated with each religion through videos, discussion and examining religious artefacts and images. They identify their own religion and are encouraged to compare it with another. They compare different religions and find similarities and differences between religions. They learn how a religion influences the life of a believer. They learn about different signs and symbols and their meaning. Children are encouraged to talk about their religious customs and celebrations during RE lessons in order to reaffirm and encourage them to reflect, question, examine, interpret, imagine and find insight for their lives. They are also encouraged and supported in their personal search for meaning and purpose.

### **Impact**

Children have an assessment task at the end of each half term where they are able to reflect on their learning and consolidate what they have learnt. Teachers assess the knowledge and skills they have taught using the school assessment system. The coordinator sets targets in response to the strengths and weaknesses of the class. By the time children leave Roman Road our children have a positive self image of who they are and where they belong in the world in which they live. They have the ability to reflect on, analyse and evaluate their beliefs, values and practices and other world views and communicate their responses clearly. We expect children to show respect towards other people who hold views and beliefs different from their own, and have the necessary skills to make reasoned and informed judgements about religious and moral issues with reference to the teachings of the main religions and beliefs represented in the world.

## **KS2: Key Questions**

**Year 3 How are symbols and sayings important in religion?**

**Year 4 What is special to me and the people in my community?**

**Year 5 How do beliefs influence actions?**

**Year 6 How important are the similarities and differences between and within religions?**

Pupils:

Ask questions, investigate, describe, explain, interpret, compare, identify beliefs, analyse, appreciate, evaluate synthesise

Learn about and understand a range of religions and worldviews,

Express ideas and insights about the nature, significance and impact of religions and worldviews,

LKS2 Recognise diversity within and between religions

UKS2 recognise connection between beliefs and actions and how culture affects how people practice their religion.

They are gaining a wider religious vocabulary and using ICT for research about religions.

At Roman Road, RE is taught by following the Newham Agreed Syllabus. We have a strong focus on respect for all faiths and children being able to talk about their own religion. Each year group has a key question which is explored in 6 themes, one per term. A key feature of our school is our school assemblies. Each class studies one of the major religions and then through speaking and listening, they perform their assembly to the school and their parents. Religious Artefacts and ICT are all used to enhance learning. There is an Assessment Task in Week 6 and from this the teachers can assess the children's learning and complete the Steps to Progression checklist for each child.

**COLLECTIVE WORSHIP** is held daily through whole school and class assemblies. They promote the spiritual, moral, social and cultural development of all pupils.

We promote **BRITISH VALUES** through the curriculum and through assemblies by teaching about responsibility, democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

## **Religious Education**

### **SEND**

Children are encouraged to take part to the best of their ability and suitable activities are provided by the teacher. Artefacts are used as a first hand resource.

### **Early Years Foundation Stage:**

Getting children to make observations of the world around them, , cultural, beliefs, past, present, future.

They know about similarities and differences between themselves and others, and among families, communities and traditions.

Children are encouraged to understand that others are different to them and hold different ideas and beliefs – children develop this during our topic on “Myself”

Children are taught about the different religious festivals and encouraged to make similarities and differences. Children are also encouraged to understand that beliefs differ between them and others.

We celebrate different festivals as they occur during the year during our “Festival” topic through story books and visitors.

Children learn about people who help us within our community during “People who help us” topic.

### **Links with other subjects- PSHE**

**English and stories with morals and issues.**

**RE Activities throughout the year.**

Year 1 to Year 5 take part in a class assembly based on one of the world faiths and includes singing and/or dance.

There is a yearly whole school Nativity Production.

Year 6 visit the local church to sing Christmas Carols.

Year 1 attend a Christmas Experience in the local church.

Year 4 attend an Easter Experience workshop at a local church.

We have a close link with the Christian organisation Faith in Schools who come in to do workshops with each class from Nursery to Year 6.

### **KS1:**

**Key Questions:**

**Year 1 What does it mean to belong?**

**Year 2 Can stories change people?**

Focus at KS1 is identity, asking questions, express their ideas, develop awareness of themselves and others. Know that some stories, people, places and times and values are special to them and to others. Begin to learn religious vocabulary.

Use artefacts to find out about different religions.

## **Reading Rationale**

### **INTENT:**

At Roman Road Primary School, our aim is to enable every child to become a reader, regardless of their needs. We believe in giving our children the best start by creating a secure foundation in reading. We believe that creating good readers is crucial to the progress our children make across the curriculum. We ensure that every child is given the opportunity to access reading early, in order to create lifelong enthusiastic readers which is the foundation for greater depth learners.

We foster a reading culture in which children are encouraged to read widely and for pleasure. The majority of our children will be able to read fluently and with fidelity, in all areas of the curriculum and they can draw on their knowledge of quality texts we provide, to further their passion for reading and writing.

We believe that with the right teaching and support that every child in our school can be a reader.

### **IMPLEMENTATION:**

Early reading –Phonics

We know that the teaching of early reading is essential for children to develop competence, fluency and fidelity when decoding and recognising familiar and unfamiliar words. Our children start off with word reading (phonics).

Our school uses a systematic synthetic phonics programme (Read Write Inc) that is designed to teach children to read and write.

This method of teaching reading, focuses on the link between sounds and the letter or groups of letters. Words are read by blending letters so that children learn to link sounds with individual letters and phonemes. This knowledge is taught and consolidated daily.

Our teaching is structured and there is clear progression. Our children enjoy a daily RWI 30 minutes' session focusing only on the reading element of the programme.

In Reception, KS1 and in KS2 children new to English, and SEND children are grouped according to their phonic ability in order to help us to focus the teaching and ensure children learn to read quickly. Children who are new to the school take an RWI assessment in order to assess their needs and group accordingly.

Children are assessed every 6 to 8 weeks in order to effectively support their different needs. These assessments, helps us to quickly move them to another group if they are progressing faster than their peers. Those children who struggle are provided with one to one tutoring so that they keep up.

We address the needs of the lowest attaining group in year 1 by providing them daily one to one tutoring per child for 10 minutes.

### **Reading in KS1 and KS2**

In KS1 (Year 2), children who have completed the RWI phonics programme, move on to daily guided RWI reading comprehension programme.

Years 3 to 5 have daily guided reading sessions (35minutes) Using an adapted form of the Bug Club Comprehension programme which supports developing children's deep comprehension skills through spoken and written activities that are linked to key comprehension strategies. The teacher focusses on a reciprocal approach based on the scheme. Each guided reading lesson focuses on a key reading skill that the teacher explicitly discusses and models to the children in their class.

Guided reading also provides an opportunity to hear the children read aloud, not just to teach comprehension. Children in Year 6 do a daily guided comprehension sessions (45minutes)

Children who are not yet reading independently in KS2 are placed into a "fluency group" to enable them to develop these core skills before beginning the reading comprehension programme.

We provide the following reading catch up intervention for those children that need extra support such as:

One to one phonics (p.m.)

ECAR strategies (Year 1)

Wave 3 (Year 3 phonic/reading)

Dyslexia programme – (elements - reading, phonics, comprehension in years 2 -6)

Small group reading interventions in the afternoon in Years 2 – 6

Greater Depth intervention in Year 6 (higher-level readers)

Our English lessons are book based and provide opportunities for whole class/set reading in the first week of each unit.

We strongly believe in the importance of reading and having a lifelong love of books. We see the need for our children to have regular opportunities for reading for pleasure. In each class children read for pleasure for at least 10 to 15 minutes daily (KS1: 8:45 – 9:00, KS2: 8:35 – 8: 45)

Across the school, children take home reading books at least once a week. Parents in EYFS and KS1 are expected to write comments in their child's reading record, to show that they are reading daily and as a way of home/school communication.

In KS2, children are expected to gradually take more responsibility and record their own books and responses to books.

In Reception, KS1 and the lowest attaining groups in KS2 we provide children with access to 1:1 reading with an adult – once a week.

Children visit our local library in preparation for the reading summer challenge. Each class has an allocated time in the school library in which to learn library skills. We promote reading by celebrating World Book Day.

## **Impact**

The teaching of reading is monitored through learning walks book/lesson plan monitoring and lesson observations.

Termly formative reading comprehension assessments are carried out in Years 1 -6. Attainment and progress is recorded to inform SLT and teachers of which children are on track, based on their prior attainment, as well as identifying gaps in learning and actions and targets to put in place. Children who are not making progress are identified and individual targets are set for them during Pupil Progress Meetings.

Our goal is that as early as EYFS, children are reading confidently, fluently and with good understanding. Our children are avid readers who can and will apply their reading ability across the curriculum and beyond. By the end of KS2 all our children are consistently achieving at least, expected standard in reading unless their SEND needs significantly affects their reading development. 95% of children leave with Reading attainment at or above the expected standard and progress is in the top 20% This shows that our children have the necessary lifelong reading skills and comprehension which is necessary for secondary school as well as reading for pleasure.

### KS2:

- Daily Structured Guided reading (35mins) (Pearson's Bug Club) in years 3 to 5
- Year 6 guided comprehension (45mins) daily
- Specific reading skill taught during guided reading and whole class/set shared reading in English lessons.
- Children take home interesting and challenging books.
- Fluency group in Year 3 when needed
- Reading aloud/shared reading/ Partner reading
- 1:1 reading to an adult (struggling readers)
- RWI phonics for struggling readers and children New to English

Written comprehension - once a week (Years 3 - 5)

Morning reading for pleasure (15mins each day)

Library visit - focus on library skills

At Roman Road, Reading is taught through not only systematic phonics and guided reading, but directly through the teaching of English and indirectly through other curriculum areas such as History Geography, RE etc.

Our English curriculum is 'Book Based' meaning each unit of work is a two to three weeks' cycle. Even though the outcome of each unit is writing, the first week of each unit of work, is mostly reading activities that allows reading skills to be modelled explicitly. To further develop and apply reading skills taught, children complete a comprehension activity once a week.

## Reading

### Early Years Foundation Stage:

#### **Nursery:**

- Children read a sound over two days
- Shared story/story time session twice a day.
- A weekly core book linked to lesson plan.
- Children recognise different element of a book

#### **Reception:**

- Daily 30minutes systematic synthetic phonics sessions (RWI)]
- Read aloud/Story time
- Whole class shared reading
- Children take home a book (one that matches their phonics ability so that they are able to decode to read by themselves and a reading scheme book.)
- 1:1 reading to an adult
- Book Bag Books to take home to read.

Children take home common exception words to read

### KS1:

- children are assessed and put in small groups according to their phonics ability and they receive daily 30 minutes systematic synthetic phonics sessions - RWI
- whole class shared reading during English lessons where they are taught different reading skills
- Reading comprehension (Year 2) for those children off the phonics programme.
- 1:1 sharing a book with an adult (1x a week)
- Common exception words sent home for children to read and learn how to spell.
- Children take home 2 books (one that matches their phonics ability)
- Library visit - to develop library skills
- Book week
- Reading for pleasure every morning (15)

### **SEND: Reading intervention programmes**

Interventions

: ECAR (Year 1)

Wave 3 (Year 3 phonic/reading)

Dyslexia programme - (elements reading, phonics, comprehension in years 2 -6)

Catch up reading intervention groups in Years 2 - 6

Greater Depth intervention in Year 6 (higher level readers)

## **Science Curriculum - Intent**

At Roman Road Primary School children develop a sense of excitement and curiosity about the world through hands on scientific enquiry. They are encouraged to understand how key knowledge and concepts can be used to explain what is occurring, predict how things will behave, and analyse causes. This understanding is consolidated through their appreciation of Science in the real world.

Science is continually developing our lives and we want our children to have the tools and skills necessary to be fully equipped to live their lives in this ever changing world.

In teaching Science we are developing the disciplinary skills of:

- a positive attitude towards Science and an awareness of its fascination;
- an understanding of Science through a process of enquiry and investigation;
- confidence and competence in scientific knowledge, concepts and skills;
- an ability to reason, predict, think logically and to work systematically and accurately;
- an ability to communicate scientifically using the correct vocabulary.;
- being able to interpret and analyse the results of an enquiry or investigation;
- the initiative to work both independently and in co-operation with others;
- the ability and meaning to use and apply science across the curriculum and real life.

## **Implementation**

Teachers at our school strive to create positive attitudes to science learning within their lessons. High expectations are set which are reinforced so that children are capable of achieving these expectations.

Our whole school approach to the teaching and learning of Science is as follows:

- Science is planned by following a clear scheme of work which follows the National Curriculum. Science is taught progressively so Upper KS2 builds on Lower KS2; Lower KS2 builds on KS1.
- Planning involves teachers creating engaging lessons, involving high-quality resources to aid understanding of conceptual knowledge. Teachers highlight key questioning to test and develop a greater depth of conceptual knowledge. Teachers model using key skills and create opportunities for the children to practise applying the skills in the lesson.
- Lessons are led by the Learning Objective which is broken down into smaller steps which we call the Success Criteria.
- Tasks are designed to provide appropriate challenge to all learners, in line with the school's commitment to inclusion. Personalised learning is noted to take into account the children with additional needs including EAL and G and T.
- Children are given many opportunities to explore and investigate. They are encouraged to ask their own questions, research and find or discover the answers. Key vocabulary is developed and children are encouraged to use key vocabulary in their talking and recording. Children are encouraged to share their predictions, questions and findings with their peers.
- Prior learning is addressed at the beginning of each topic as part of children's self evaluation (What I know, What I would like to Know and What I have Learned). This ensures that teaching is informed by the children's starting points and is a teacher assessment of prior learning that takes account of pupil voice and children's interests as a hook to teaching the National Curriculum.
- "Working Scientifically" skills are embedded into lessons to ensure that skills are systematically developed throughout the children's school career and new vocabulary and challenging concepts are introduced through direct teaching. This is developed through the years, in-keeping with the topics.
- We also aim to develop children's vocabulary by teaching the specific vocabulary necessary for the unit and reinforcing it throughout the term.
- Our annual Science day/ week allows all pupils to come off-timetable, to provide broader provision, create awe and wonder and a love for science. It allows children to develop a better understanding of Science in the real world and also how aspects of science were discovered. Science lessons make use of outdoor learning where possible- Children are encouraged to use the school farm and the Implementation of Forest



School will allow children to reinforce learning in a practical way. In Year 1, 3 and 5 they have a unit of work which focuses on using the outdoor area.

- Each year group is responsible for a Science display in the corridor which is refreshed annually. This gives children a chance to showcase their work and learning to the school and gives the children a sense of pride and ownership.
- Attainment is assessed each half-term and strengths and weaknesses are identified and addressed in future lessons.

### **Impact**

We know our children are developing in Science because they are able to tell you the key facts they have learnt and how they have learnt it. They can evaluate their investigations and suggest improvements. They can make links to prior learning and say how their knowledge and learning has changed over time. They are making connections of their learning to the real world. They use scientific vocabulary correctly.

### Lower KS 2:

Pupils work practically to widen their scientific view of the world around them. Pupils ask their own questions about what they want to find out. They make simple fair tests, compare, observe, gather, record and interpret data. They make simple conclusions and use scientific language to discuss and record what they have found out.

They learn about Animals and Humans, Food and Nutrition, Plants and Habitats. Through learning about Rocks, States of Matter, Forces, Sound, Electricity and Light, they develop their ideas about functions, relationships and interactions, cause and effect.

Upper KS2 They plan enquiries where they control variables and use scientific equipment accurately. Make comparative and fair tests, record in a variety of ways, make predictions, test again if necessary, make conclusions, identify causal relationships, explain ideas. They learn about Forces, Earth and Space, Light and Sound, Properties and Changes in Materials and Life Cycles. Pupils encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates eg Darwin's Theory. They begin to recognise that scientific ideas change and develop over time.

### KS1:

Most learning is through the use of first hand practical experiences particularly using the Visual and Kinaesthetic learning. The school grounds are used where possible, especially the use of our farm to identify and classify natural plants and animals. They observe closely and gather and record data. Secondary sources, such as books, photographs and videos are used when children are researching a particular topic eg animals or plants. Children are encouraged to be curious and ask questions about what they notice both in the natural and constructed world. They begin to use types of different scientific enquiry with support to answer their own questions. They begin to use scientific vocabulary to explain their ideas.

At Roman Road, Science is taught for one afternoon a week. The focus is on gaining Scientific knowledge and understanding through scientific enquiry and developing scientific skills. The first hour focusses on asking questions, exploration, prediction, scientific investigation, including lines of enquiry, testing hypotheses and observation and recording. This is where language is developed and key skills are modelled. The second hour is used to analyse and interpret results and record findings including drawing and labelling diagrams, recording results in a graph and making a conclusion.

Biology, Physics and Chemistry are taught in topics. There is a focus on scientific vocabulary. Children talk and discuss the vocabulary. They are encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes. Each year group follows the NC in 6 topics, one of which is a reinforcement of one of the topics by developing outdoor learning. It is progressive Uks2 builds on LKS2 and this builds on KS1 which builds on the Foundation stage.

## Science

**SEND and EAL** All children regardless of their Special Educational needs take part in Science to the best of their abilities through first quality teaching.

### Early Years Foundation Stage:

children to make observations of the world around them, children to make comparison by identifying similarities and differences between materials and living things.

talk about the features of their own immediate environment and how environments might vary from one to another.

make observations of animals and plants and explain why some things occur, and talk about changes.

learn how they grow and change overtime during our topic on "Growing and changing"

learn about how plants grow and what plants to help them grow during our topic on "Growing and changing"

learn how to take care of their environment

visit our forest area near the green way entrance in school for first-hand observation of their natural environment and mini-beast hunt.

plant their own seed and have their own garden centre in the nursery playground.

Caterpillars and ladybirds are purchased so children can have first-hand observation of the life cycle of insects and how insects grow and change.

We have our own gardening centre in Nursery playground that children visit and help maintain.

### **Curriculum Links**

They apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data, measuring and reading scales. Link with Geography with weather, environment (and upcoming Forest School). Links with English skills looking at method/instructions, predicting, comparing and describing.

### **SCIENCE Week**

## Writing Rationale

### Intent

At Roman Road School, we believe that Writing is an integral part of education and we recognize that reading and writing are intrinsically linked. We provide a high quality, challenging and motivational writing curriculum that is based on high quality texts which form the basis of English lessons. Children read, listen, discuss and communicate written ideas for a variety of contexts, audiences and purposes. Tasks are designed to provide appropriate challenge to all learners, in line with the school's commitment to inclusion. Teachers plan for personalised learning so that all tasks are designed to match the needs of all children including children with SEN, EAL and G and T. We intend for all pupils to experience an inspiring, language-rich and motivational English Curriculum. We aim to provide a positive culture of writing, for a variety of purposes and audiences and across all subjects within our broad curriculum. Particular units of work have a direct subject link particularly History and Science in order to develop a particular purpose, vocabulary and context for writing. Children use discussion in order to learn and explain their understanding and ideas. They become competent in the arts of speaking and listening through making formal presentations and participating in debates.

### Implementation

All children are given the opportunity to immerse themselves in a wide variety of texts from a range of different genres and cultures. Through shared texts and explicit teaching, they will experience a wide range of vocabulary, giving them the understanding and power of language that they need to flourish. They are exposed to a rich and varied literary heritage and children use talk partners to express their ideas. Teachers model writing in a variety of genres so that children know what text features they need to include in their writing. They follow the process of planning, writing and editing their work

RWI and Phonics are taught in the Foundation Stage and KS1. English is taught every day for one hour to develop reading, speaking, listening, editing and writing. We follow the range of writing purposes and genres outlined by the National Curriculum 2014 in KS1 and KS2.

The length of a writing unit is three weeks. It is based around a high quality book based text. The first week focuses on reading, the second week is focusing on oracy and developing ideas and the third week puts all of the learning together to produce a piece of writing. At the end of each unit there is a writing assessment based on the genre that has been studied.

We believe that children learn best when:

- Teachers provide a balance and variety of activities
- Teachers use a range of teaching strategies to engage and motivate the children including: Whole class; One-to-one; Ability and friendship groups; Setting; Paired work; In-class support and withdrawal support.
- Clear Learning Objectives are set for each session which are broken down into smaller steps known as the success criteria. These are shared with the children.
- Teachers differentiate according to the needs of the pupils.
- Writing is taught by applying grammar skills through shared, guided and modelled writing.
- Starters are interactive and often link with the main lesson. A wide vocabulary and an understanding of grammar and linguistic conventions for reading, writing and spoken language are taught.
- Spelling and handwriting in line with the National curriculum is taught in line with the child's needs.
- Children use Assessment for Learning to evaluate their understanding and to inform the teacher of the child's progress each lesson.
- Marking and teacher assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment.
- Writing progress is monitored termly and children who are not making progress are set targets for the following term. Class targets are also set to address weaknesses.
- Data driven intervention programs are used for targeted support.
- ICT is used where it enhances, extends and complements English teaching and learning.
- Additional adults are used to support English lessons. They work under the guidance of the teacher with small groups of children or individuals.

### Impact

Through the monitoring of writing by lesson observations, learning walks, planning and book monitoring, it is clear to see the high quality of writing throughout the school. At the end of each unit of work, children are assessed using an adapted version of AP Literacy Year Group writing levels. Children are making very good progress. They are tracked and individual targets are set for children who are not making progress. By the end of Year 6 all children (except those with specific SEND) achieve the Expected Level or above.

Children in Year 6 are equipped with the English skills they need to succeed at secondary school when they leave us. This is reflected in our end of KS2 assessments for 2022, with attainment in writing being 92% which is significantly above the national average and in the top 20% of all schools.

Children are able to speak and write fluently and are able to communicate their ideas effectively in a range of contexts and with a developed awareness of purpose and audience. They have a love of writing and vocabulary not only in English, but across the curriculum.

### **KS1 and KS2:**

Book based

Focus on a genre every 3 weeks

Modelling

Shared writing

Independent writing

Planning, drafting, editing and redrafting work

Writing for a real purpose and an audience

Extended writing assessment at the end of a 3 week block.

Role play

Talk partners

Speaking and listening

Discussion and debate

Sentence construction

Sequencing

Use of a stimulus / hook for writing

Use of writing frames, sentence starters

Character study

Vocabulary given for support

Grammar starters often within context of writing

Punctuation taught through grammar and editing

Encouraged to take risks

EAL students encouraged to write in own language

Use of EAL code

Support for learning in other curriculum areas (eg tables, charts, diagrams for labelling)

Exposure to writing fiction, non-fiction and poetry.

In addition KS1 through RWI

**Complete a sentence:** children hold the beginning of a sentence while composing and writing the last word.

**Hold a sentence:** children develop the ability to 'hold' a whole sentence before writing it down so that children practise encoding and secretariat skills e.g spelling and leaving spaces between words.

**Build a sentence:** children build a picture that includes and shows the meaning of a given word in a sentence before writing it down.

**Picture prints composition:** children write a composition using pictures/frames/charts and apply vocabulary, sentences structure and ideas developed throughout the week.

At Roman Road, Writing is taught directly through the daily teaching of English and is used through all curriculum areas such as History Geography, RE etc. Our English curriculum is 'Book Based' meaning each unit of work is a two to three weeks cycle. The first week of each unit of work focusses on reading activities and speaking and listening. The second week develops this and includes drama and oracy, paired talk, examination of the text and character work.

The outcome of the third week is a piece of assessed writing in the third week of the unit focussing on one of the genres eg narrative, poetry, discussion, playscripts, description, diary, recount. We assess writing using Year group objectives and the children are tracked termly. Diagnostic marking takes place every 1 in 3 pieces of work. Each English lesson starts with a grammar or spelling focus. Handwriting is taught weekly and spellings are given weekly.

## Writing

### **SEND:**

Children are taught in a small group setting of 12 children and first quality teaching is provided by a teacher and support given in class by TA

### **Intervention:**

Year 5 Writing, Grammar and Comprehension.

Year 6 Writing, Grammar and Comprehension.

EAL children in the early stages are taught in a C set and are supported in a small group setting of 12 children by the teacher and TA.

### **Handwriting**

We follow the Nelson Handwriting scheme weekly. Children are taught the correct cursive join from Year 2 upwards if they are ready. Children are allowed to use a handwriting pen from KS2 upwards if they have developed a fluent cursive style. Extra practice is given for homework.

### **Early Years Foundation Stage:**

#### **Nursery:**

Writing emerging out of child initiated play and adult directed activities.

#### **Reception:**

Mark making using a variety of writing utensils

Writing on a variety of paper

Using chalk, paintbrush in the playground

Role play

Spell cvc words

Write letters correctly using RWI

Retell a story

Write own name, captions and lists

Retell a story in the correct sequence

Write for a range of purposes eg shopping list, letters

Begin to write a sentence with a capital letter

### **Spelling and Grammar**

SPaG is taught daily as part of the English lesson. As far as possible grammar is taught within the context of the writing genre being taught, through direct teaching, modelling and then independent work.

In KS1 we teach spelling through these activities:

**Fred Rhythms:** to learn to spell words children, identify any potential problem grapheme in the word.

**Fred Fingers:** children practice saying the sounds and spelling - remembering the problem grapheme without looking at the word.

They also carry out a spelling check to practise spelling words with the tricky grapheme and take a spelling test each lesson.

Common exception words are sent home for children to read and learn how to spell.

In KS2 children are taught to recognise common graphemes. They identify common exceptions to the rule and use mnemonics to aid with spelling. They use the Spelling Bee programme.

Children use dictionaries and thesauruses in guided reading to learn new vocabulary. Children are sent home spellings to learn weekly.

This document outlines how EYFS is delivered at Roman Road Primary School.

We view our children as autonomous learners and hold a strong belief that children learn best when they are given appropriate opportunities to have ownership over their own learning in a safe environment that allows responsibilities, errors, decisions and choices to be made. Our curriculum is very play based and we provide our children with many opportunities to play throughout the day. Through play, our children explore and develop learning experiences which help them make sense of their world.

We are committed to ensuring every child meets the requirements as outlined in the development matters and this is what we offer our children for each area of learning:

#### Communication and Language

At Roman Road, we believe the child's voice should be at the centre of our EYFS curriculum. Language is the foundation for success in all areas. We encourage talk throughout the day through:

- ❖ Giving children a voice to develop the confidence to use their own voice through circle time and carpet sessions.
- ❖ Child initiated play throughout the day to encourage opportunities of role play, peer talk and adult interaction.
- ❖ Continuous modelling of good talk and exposure to new vocabulary.
- ❖ Story time—engaging in fiction and non-fiction books.
- ❖ Discussions
- ❖ Songs
- ❖ Games – Listening and attention games
- ❖ Encouraging children to greet and use their manners.
- ❖ We have small world out for children to explore every day to encourage language and communication.

#### Personal, Social and Emotional Development

- ❖ Child initiated play throughout the day to encourage children to develop essential social, emotional and problem solving skills.
- ❖ Emotion week topic when children first start.
- ❖ All about me topic covered in the first weeks of starting school.
- ❖ Mindfulness – whole class mindfulness with calm music at the beginning of each carpet session for 2 minutes.
- ❖ Group games to encourage turn taking, following instructions, team work, collaborative work and expressing emotions.
- ❖ Story-time – children are encouraged to
- ❖ Emotions cards are displayed in class that children can access and use to talk about.
- ❖ We encourage children to share and talk about how they feel with peers and thereby learn how to resolve conflict as well as identify their peer's emotions.
- ❖ Encouraging children to use their manners with each other as well as adults.
- ❖ Role-playing – children learn through their own role-play. Adults also role play scenarios of conflict and children are encouraged to help adults to solve the situation.
- ❖ Keeping healthy lesson.
- ❖ Fruit time – c children are encouraged to eat fruit and drink milk.

#### Physical Development

- ❖ PE Lessons once a week
- ❖ Outdoor play
- ❖ We have many resources that encourage the development gross motor skills such as bikes, climbing frame, stepping stones, sand and water resources.
- ❖ We have many resources that encourage the development of fine motor skills such as threading, small constructions, tweezers, chalks, paintbrushes etc
- ❖ Daily access to construction resources and material to develop gross, fine and coordination control.
- ❖ Daily mark making time with whiteboard and pens – children in nursery have mark making sessions with whiteboards and pens. Whilst in Reception, children sit with their white board and pens every morning during registration to encourage mark making.
- ❖ Adult focus pencil control sessions – explicit teaching of how to hold pencil and make various marks and shapes.
- ❖ Encouraging mark making in different areas around the classroom and outdoor – such as writing in role-play areas, in sand and water areas, chalk on the ground etc
- ❖ We have a Creative area and writing area to help develop fine motor skills
- ❖ Talking about healthy eating, brushing teeth

#### Nursery Topics

Term	Topics
Autumn 1	Marvellous ME
Autumn 2	My Senses
Spring 1	Transport around ME
Spring 2	My World Grows
Summer 1	Minibeasts
Summer 2	Traditional Tales

#### Reception Topics

Term	Topics
Autumn 1	Marvellous ME
Autumn 2	Our World
Spring 1	The Animal World and Senses
Spring 2	Changes Around ME
Summer 1	Traditional Tales
Summer 2	Julia Donaldson



# EYFS



## The child is the curriculum and play is the highest form of research...

#### Arts and Design

- ❖ There is a creative area in every classroom and outdoor so children have daily access to creative activities.
- ❖ There is a role play area in every classroom. Our role play areas get arranged as different things every term, such as shop, home, vet, hairdresser, train station etc – this will relate to the topic being covered and we also ask children what they would like.
- ❖ We teach our core books through role-play, particularly during our traditional tales' topic.
- ❖ Adults role-play alongside children during child initiated play.
- ❖ There is a constructive area in every classroom and outdoor.
- ❖ Instruments are always available both indoor and outdoor for children to explore music.
- ❖ Children have weekly cutting and sticking, playdough, painting and junk modelling activities.
- ❖ Two to three times a day, children are encouraged to carry out a cutting and sticking activity to develop fine motor skills.
- ❖ Children also experience clay and cooking.
- ❖ We have small world out for children to explore every day.
- ❖ Shape resources.
- ❖ Music is played daily and children are encouraged to listen or dance.

#### Understanding of the World

- ❖ All our topics encourage children to develop an understanding of the world.
- ❖ We learn about the country, culture and language of all children in our class.
- ❖ We celebrate all religious celebration and festivals.
- ❖ We encourage children to talk about families.
- ❖ We have started to cover RE in Nursery and Reception once a week.
- ❖ Children are encouraged to share and learn about their differences.
- ❖ We observe the weather and calendar during every registration.
- ❖ We have a forest area within our school and children regularly visit the forest for various activities.

#### Math

- ❖ More focus on number understanding and recognitions
- ❖ Every classroom and outdoor has a math area where children are set math challenges.
- ❖ Exposure to numbers around the classroom and outdoor.
- ❖ Bring numbers and counting into every opportunity such as play, role-play etc.
- ❖ Ten frame
- ❖ Numicon
- ❖ Fingers and objects
- ❖ Talking and questioning around numbers.
- ❖ Songs
- ❖ Math games
- ❖ Role-play – every day scenarios that children can relate to.
- ❖ Linking math to topic so children find math more exciting and it is all coherent.
- ❖ White Rose – whole school use white rose and early years will begin to introduce and apply it.
- ❖ Weekly math homework are given in both nursery and reception to encourage consolidation at home.

#### Literacy

##### Reading:

- ❖ Book corners are in every classroom and outdoors where children have access to many different types of non-fiction and fiction books.
- ❖ More focus on word reading and sentence level reading.
- ❖ Daily RWI in both Nursery and Reception.
- ❖ We have story time twice a day.
- ❖ Both Nursery and reception cover traditional tales as a topic.
- ❖ Reception have writing books and are encouraged to do at least two pieces of work per week.
- ❖ We have a core book every week and base our learning around this.
- ❖ Lots of exposure to non-fiction books around topics.
- ❖ Weekly reading and writing homework are given in both nursery and reception to encourage consolidation at home.
- ❖ Recalling stories through role-play
- ❖ Lots of opportunities to talk about stories, vocabulary and writing.
- ❖ Books in different areas around the classroom such as writing area, role-play etc.
- ❖ Lots of exposure to print and words around the classroom.

##### Writing:

- ❖ Writing areas are in every classroom and outdoor so children can have the opportunity to freely mark make during their child initiated play.
- ❖ More focus on pencil control – letter formation in nursery so when children come into Reception they will be more confident and competent.
- ❖ More focus on word level reading and understanding simple sentences with comprehension in reception.
- ❖ Daily RWI in both Nursery and Reception.
- ❖ Adult focus pencil control sessions – explicit teaching of how to hold a pencil and make different marks and shapes.
- ❖ We have many resources that encourage the development of fine motor skills such as threading, small constructions, tweezers, chalks, paintbrushes etc
- ❖ Daily mark making time with whiteboard and pens – children in nursery have mark making sessions with whiteboards and pens. Whilst in Reception, children sit with their white board and pens every morning during registration to encourage mark making.
- ❖ Chosen topic that children show more interest in.

#### Forest School

We are currently under the process of becoming a Forest School. Two members of the early years' team are training to become Forest School Leaders and developing a forest area within our school to carry out regular Forest School sessions. This programme will help develop many essential skills such as problem solving, creativity, gross and fine motor skills, positive self-image, self-confidence, high self-esteem, ability to focus and concentrate, independent learners, develop a respect for nature and sustainability and most important support children's well-being.