

Soudley School's curriculum overview

Updated Jan 2024

Mathematics

The school embraces a 'Teaching for Mastery' approach and uses Can Do and Primary Stars in KS1 and Can Do Maths scheme in KS2. Typically, this means that one key learning point is taught each session per year group and everyone masters that key learning. It is intended that everyone in a year group participates in the key learning point and that all children are learning together.

Five Essentials for a CanDoMaths Classroom

C	Convince <i>Convincing, justifying and explaining to others. The answer is only the beginning.</i>
A	Apply <i>Applying to different contexts, solving problems and making connections.</i>
N	Not <i>Understanding what it's 'not' as well as what it is.</i>
D	Draw <i>Drawing the concept to 'see' structures and relationships.</i>
O	Ok <i>It's OK not to be able to do it.....yet. It's OK to make mistakes.</i>

We foster positive 'can do' attitudes, believe all children can achieve in mathematics, and teach for secure and deep understanding of mathematical concepts. We use mistakes and misconceptions as an essential part of learning and provide challenge through rich and sophisticated problems before acceleration through new content. This is a 'growth mindset' approach, based on the excellent work and research by Carol Dweck. It is applicable across our whole curriculum. Find out more here:

[Carol Dweck: A Summary of The Two Mindsets \(fs.blog\)](#)

We aim for all pupils to:

- Become fluent in the fundamentals of mathematics so that they develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Solve problems by applying their mathematics to a variety of problems with increasing sophistication, including in unfamiliar contexts and to model real-life scenarios.
- Reason mathematically by following a line of enquiry and develop and present a justification, argument or proof using mathematical language.

- Have an appreciation of number and number operations which enables mental calculations and written procedures to be performed efficiently, fluently and accurately.

We deliver a mastery approach, developing a focus on Representation and Structure. [Click here to see the maths taught in each year group.](#)

There are also mathematical fluency lessons where children learn number facts, table facts and make connections between facts they know. Soudley School engages in the GLOW Maths Hub for Gloucestershire.

English

Reading in Reception and Key Stage 1

The school uses the Essential Letters and Sounds (ESL) scheme. This is a rigorous approach for the teaching of reading, phonics and spelling (as set out in the National Curriculum English Appendix 1).

Essential Letters and Sounds is a phonics programme in which individual letters or letter sounds are 'blended' to form groups of letters or sounds, and those groups are then blended to form complete words.

Children throughout Reception and Key Stage 1 take part in a daily phonics session. These focus on developing reading, writing and speaking and listening skills. The Essential Letters and Sounds programme is divided into six phases, with each phase building on the skills and knowledge of previous learning. Children are also taught to read and spell 'harder to read words' – words with spellings that are unusual. These include the words 'to', 'was', 'said' and 'the'. 'Harder to read' words are ones that we can't sound out– so these words just need to be remembered. The phonic reading books that children bring home are closely matched to the sequence of teaching.

Children's reading comprehension skills are developed in KS1, in readiness for Reading Dogs and VIPERS approach in KS2 (see below).

Reading in Key Stage 2

Reading at Key Stage Two is taught through guided reading, text-led literacy units and the Reading Dogs and VIPERS approach. VIPERS is an acronym to aid the recall of the 6 reading domains as part of the UK's reading curriculum. They are the key areas which we feel children need to know and understand in order to improve their comprehension of texts.

VIPERS stands for:

Vocabulary

Inference

Prediction

Explanation

Retrieval

Sequence or Summarise

The 6 domains focus on the comprehension aspect of reading and not the mechanics: decoding, fluency, prosody etc. As such, VIPERS is not a reading scheme but rather a method of ensuring that teachers ask, and students are familiar with, a range of questions. They allow the teacher to track the type of questions asked and the children's responses to these which allows for targeted questioning afterwards.

The following activities also feature in our reading curriculum:

- Reading across the curriculum
- Home reading-children are expected to read at least 4 times a week out of school and support is provided to those who find this hard. 'Home' reading should be recorded in the children's reading diary/record/journal
- Homework –tasks are set in line with the theme and will often feature elements of reading often in the form of research
- Hearing individual children read
- Interventions and support groups
- Tests and comprehension tasks

Writing

We use Integra's documents for writing assessment and progress. Each class has high expectations and non-negotiables for writing that the children are expected to apply to any written work.

These are set out in a progressive way dependent on age and each teacher will ensure that the class are aware of these and are reminded frequently of these.

These are accessible to the children and adults so that they can be referenced and will be selected to help improve the quality of the child's written work.

The writing process is generally taught through text-based literacy units and where appropriate follows a sequence of:

Introduction/immersion – children get to know texts of the given genre and identify the features, language type, useful words and phrases, suitable punctuation and grammar, structure etc.

Initial writing – this may be independent, modelled, guided or shared. Children will be encouraged to check and improve their work (using purple polishing pens' to edit). Feedback is provided, which may be based on developing different parts of the text.

Further activities-with appropriate feedback, to support greater understanding of the genre. These may feature punctuation, grammar, spelling elements and development of vocabulary.

Final write – perhaps used as an assessment piece, this may be displayed or published. This could be aimed at a specific audience or for an explicit purpose.

The phases above may be supported with reading texts, theme related work, IT, trips, visitors or other stimuli.

Grammar and Punctuation

These elements are taught in discrete lessons as well as through reading/literacy sessions. [Click here to see the National Curriculum content.](#) Our Integra documents detail the expectations for each year group too. Teachers plan the respective year group contact as they see fit in line with their reading and writing sequences.

Spelling

ESL is the basis for the teaching of early spelling. This means that Reception, Year 1 and those Year 2 children who are working through the program will have a series of words to learn that use a particular phoneme or sound e.g. 'oa' as in goat, boat, coat.

From Year 2, teachers teach spelling supported by 'No Nonsense Spelling' and using the identified spellings from the relevant National Curriculum appendix. In addition, spelling work may be tied into the reading activities and writing tasks. Children will be provided with lists and tests given in line with classroom arrangements, but it is the explicit teaching of spellings and the clear expectation that this teaching will be used.

Speaking and Listening

Children are given opportunities to develop speaking and listening skills through a whole range of activities and contexts:

- Free play
- Structured play
- Role play
- Problem solving
- Investigations
- Group activities
- Debates
- Presentations
- Assemblies

The children are encouraged to speak and listen for a range of purposes and be guided in correct codes and registers. Knowledge is built on language and the children will be exposed to wide, varied and challenging vocabulary which will feature common words and how to use these; less common words which have a more mature or appropriate synonym; technical language specific to certain subjects or contexts and meta-cognitive language and ideas such as comparing, analysing or extrapolating.

Staff make every effort to model good speaking and listening skills. Whenever suitable, children will be expected to speak in sentences that are correctly formed (for example '...may I...?' rather than '...can I...?').

Science

EYFS

Children in Early Years at Soudley start developing their scientific thinking within 'Understanding the World':

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Children will be able to explore and ask their own scientific questions and start to record their ideas.

Key stages 1 and 2

The school follows the National Curriculum Programmes of Study:

The aims of the national curriculum for science are that learners:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

At Soudley, science is taught on a two year rolling programme in each class. At KS1, most of the science will be focused on biology and chemistry. From Lower KS2, physics will join the biology and chemistry topics. For some topics there will be specific links with geography, design & technology and mathematics.

'Working Scientifically' is woven into the schemes of work. Children will learn to use the five types of scientific investigation and will develop their skills in planning investigations; recording and analysing data with increasing accuracy; reporting their findings in a range of formats; and evaluating their work. It is intended that all learners, including those with EHCPs or on SEN Support, will participate in the same activities; provision will be made where needed to enable individuals to be included.

Teachers will use recommended resources and activities from a range of reliable sources including:

- Association for Science Education (ASE) - <https://www.ase.org.uk>
- British Science Association - <https://www.britishscienceweek.org/>
- Ogden Trust (Physics) - <https://www.ogdentrust.com/>

- Primary Science Teaching Trust - <https://pstt.org.uk/>
- Science and Engineering Education Research and Innovation Hub - <https://seerih-innovations.org>
- STEM – <https://www.stem.org.uk/> Practical work will follow health and safety guidance from CLEAPSS and the ASE publication 'B

Art and Design

At Soudley Primary School we believe art engages, inspires and challenges our children enabling them to be creative, inventive, resilient and reflective.

As they move through the EYFS, KS1 and KS2 the children will develop the knowledge and skills they require to express themselves through their own works of art. They will encounter art through designated art lessons and in cross curricular ways. We provide Kapow's scheme of work and resources. This provides rich information about a range of artists, a range of resources and ideas.

The children will explore art across time and cultures and through the work of male and female artists. The local environment will be used as a stimulus for creativity, for example The Sculpture Trail, as a place to create art; and as a source of materials and resources to make art. We will engage with local artists and craftspeople welcoming them into our community of learners to share and inspire.

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Design and Technology

D&T is a foundation subject and is linked in with topics, where appropriate. Teachers will also carry out a D&T unit (non-cooking) on one other occasion and undertake food related technology on at least two other occasions across the year. D&T features materials and activities outlined in the National Curriculum. Children's work is celebrated as an end product of the design process.

Computing

Teach Computing is the scheme used at Soudley and computing is taught across the year. There are 3 areas within the subject – computer science, information technology and digital literacy.

The sessions focus on programming. A range of coding and programming software and APPs are used to support children's programming skills at an age appropriate level e.g. Beebots in EYFS, WeDo Lego programming kits in KS2. Children create their own programs and understand programs rather than just using them. Through this our children will develop their use of computational language and logical thinking.

Other elements of the computing curriculum, such as digital literacy and IT skills are taught across the year within each class. Children are taught the skills needed to find information and to communicate information. In KS2 children will be taught to use search technologies

effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

E-safety forms a fundamental part of our Computing curriculum and is discussed as part of day to day technology use in the classroom, through PSHE/SCARF sessions and discrete lessons. Children also have access to technology to support and enhance their learning in other subject areas.

Geography

Geography is taught across the year and is organised into a two year rolling programme in KS1 and a four year rolling programme in KS2. Children develop their use of geographical vocabulary at an age appropriate level. They improve their geographical understanding at both a local and global level and increase their understanding of human and physical features.

Through '[Foresters' Forest](#)' we enhance our children's understanding of the social, cultural and historical elements of the forest in which we live. We use our immediate local area to engage in fieldwork activities and also fieldwork further afield. For example, when visiting the coastline as a comparison to the forest.

Digital technology will be used to enhance geography learning for example using Google Earth to explore aerial perspectives or using digital mapping. Rights Respecting will be further explored from a geographical perspective for example when learning about access to education, water or healthcare. Global learning will be embedded in the teaching of geography and we will encourage our children to think about the lives of other children in the world. Some of the geography curriculum will be taught as part of longitudinal learning for example in KS1 when learning about weather patterns.

Religious Education

Religious Education is in accordance with [Gloucestershire's Agreed Syllabus 2017- 2022](#). This provides a broad and balanced programme of RE.

The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.

The Local Agreed Syllabus for RE requires all pupils to investigate:

- the beliefs and practices of religions and other world views, including:
 - o Beliefs and authority: core beliefs and concepts; sources of authority including written traditions and leaders
 - o Worship and spirituality: how individuals and communities express belief, commitment and emotion.

- how religions and other world views address questions of meaning, purpose and value, including:
 - o The nature of religion and belief and its key concepts
 - o Ultimate questions of belonging, meaning, purpose and truth.
- how religions and other world views influence morality, identity and diversity, including:
 - o Moral decisions: teachings of religions and other world views on moral and ethical questions, evaluation, reflection and critical responses
 - o Identity and diversity: diversity among and within religions and other world views; individual and community responses to difference and shared human values.

Collective Worship and Values

Each term there is a whole school focus on key values eg respect, tolerance. Pupils are given the opportunity to reflect on what these values mean through assemblies, displays and links made during classroom work. Where possible, pupils are given the opportunity to engage in practical expression of these values. The children gather weekly for Celebration Assembly and for Collective Worship, alongside Key Stage an/or class reflection sessions. Assemblies provide a strong moral foundation for our school community, where diversity and difference is valued. Celebration Assemblies share children's talents both in and out of school. Parents have the right to withdraw their child from assembly for religious reasons and if you wish to exercise this right please notify the school.

History

History is a foundation subject and we have developed a rolling programme due to our mixed year classes. A high-quality history education helps children gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching equips children to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Learning about history also helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

When they leave Soudley School, we would like our children to have:

- An excellent knowledge and understanding of people, events, and contexts from a range of historical periods and of historical concepts (eg propaganda) and processes.
- The ability to think critically about history and communicate ideas confidently in styles appropriate to a range of audiences.
- The ability to consistently support, evaluate and challenge their own and others' views using detailed, appropriate and accurate historical evidence derived from a range of sources.

- A respect for historical evidence and the ability to make robust and critical use of it to support their explanations and judgments

Music

We follow the Charanga scheme of work, which ensures progression and provides a wealth of styles of music. This enables our children to:

- Have had every opportunity to understand the universal language of music and that it is one of the highest forms of creativity
- Have a very good awareness and appreciation of different musical traditions and genres associated with their locality and contrasting localities.
- Have developed an immersive and rapidly widening repertoire of songs and musical experiences from which they have opportunities to create imaginative, fluent and distinctive compositions and performance work (...immerse, innovate and invent)
- Have the ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- Have a musical understanding and knowledge of music, including developing levels of technical expertise.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- A commitment to a diverse range of musical activities and have learnt to sing on their own and with others

Physical Education (PE)

Each class has a weekly PE session with our sports coach from Progressive Sports, who implements a detailed scheme of work throughout the school.

Children also access swimming, sports based or outdoor and adventurous residential trips. Aerobic activity is also undertaken frequently in the form of the Daily Mile or other activities led by staff from each class.

The school enters into a range of sporting activities offered through the local school sports partnership and events with other schools. Also, from time to time the school organises sporting events and runs after school sports clubs. The school provides a variety of equipment and built structures to encourage active play at break and lunchtimes. In the Early Years, provision is made for outside physical activity both within the outdoor classroom area and on the playground.

Personal, Social and Health Education (PSHE)

'SCARF' is a comprehensive scheme of learning from Early Years to Year 6 and follows a mindfulness approach. It integrates PSHE with emotional literacy, social skills and spiritual development as our Spiritual, Moral, Social and Cultural education (SMSC). We are fortunate

to be on a pilot for 'myhappyminds' which is a wellbeing scheme of work throughout the school. We have engaged in Rights Respecting, too to give our children more opportunities to learn about the wider world, their rights and to take on leadership roles.

With a strong emphasis on emotional literacy, building a resilience and nurturing mental and physical health. SMSC development opportunities are mapped throughout. All of these pieces of learning are brought together to form a cohesive picture, helping children to know and value who they are and understand how they relate to other people in the world. This comprehensive programme gives children relevant learning experiences to help them navigate their world and to develop positive relationships with themselves and others.

Our lessons develop mindfulness empowering children to manage their own emotions and behaviour improving relationships and increasing concentration. Jigsaw fulfils Government guidance and statutory status. British Values: SCARF contributes, as a good PSHE programme should, to the British Values agenda very significantly, both through the direct teaching of information and through the experiential learning children will enjoy.

French

At Soudley School we aim to give all KS2 children the opportunity to learn French as a modern foreign language, not just in preparation for learning modern foreign languages at secondary school but also to prepare them for life as an adult in a world where many languages are spoken, by opening their minds to the value of language learning.

Learning French can really help children to learn other languages and it also can help with their English because of knowledge of root words and grammar. Children learn mainly through a range of fun and practical activities, such as songs, dances, games, and role play to act out common situations such as shopping, going to a cafe, meeting people etc. Through this they will learn a range of useful vocabulary and the Twinkl scheme of work is utilised.

Children will also learn, as they develop through the school and through their language learning, some simple written as well as spoken French. By the time they leave Soudley School, children should be confident to speak in French, using a range of basic vocabulary and simple grammatical structures, and be able to write some simple sentences in French.