

Nettleham Church of England (Voluntary Aided) Junior School

Curriculum

Our School Vision

As a Christian school we believe that every member of our community should feel wonderful, amazing, loved, valued and unique, because God made us that way. We encourage all our children to achieve the highest possible standards and develop skills to be lifelong learners. Our school values are: Trust, Humility, Thankfulness, Koinonia, Friendship and Endurance.

Our Curriculum Vision

Our curriculum is rooted in our school's Christian identity and reflects our values and vision. Thorough academic learning is balanced and enriched by a wide variety of creative, sporting and musical experiences. We aspire to give all our pupils the opportunities, skills and knowledge to have the best possible chance in life.



Rationale

Intent

The Church family is at the heart of our curriculum and our curriculum is taught in such a way as to reflect our values and vision. Our curriculum is based on the principles of balance, coherence and relevance. The curriculum is infused with a well thought-out variety of academic challenges balanced with an array of creative, musical and sporting enrichment opportunities whilst also nurturing personal development. Spiritual, moral, social, cultural development, along with physical and mental wellbeing, underpins all our work. These elements have been carefully considered in designing a broad, balanced and ambitious curriculum for all, which gives children the knowledge to succeed and the skills to become lifelong learners, whichever path they take. We have an aspiration for our children to be successful, independent, resilient, proactive learners, well rounded, passionate pupils so they develop the skills, knowledge and understanding that will set them in good stead for future learning and to give them the best possible chance in life. This is provided in a safe atmosphere of mutual trust, respect and support. We strive to be an inspiring learning community for all which reflect the school and village locality, heritage and community.

Implementation

Pupils learn best when they are happy, confident and interested. They are supported and challenged by staff through a variety of teaching methods to make connections between different subjects and link this to their own life experiences and prior knowledge. In this way knowledge is retained and learning becomes secure and embedded. Misconceptions are closely monitored and children receive effective and timely feedback. Children are encouraged to take responsibility for their own learning and identify their own mistakes, rectifying them where possible and appropriate.

Staff have excellent subject knowledge, which is constantly being developed, and they use this effectively to motivate all children. They ensure that the learning environment is attractive, stimulating and conducive to the development of knowledge, skills and concepts.

The curriculum is thoroughly enriched with a broad range and variety of trips, visitors and engaging experiences both within lessons, throughout the day and extra-curricular activities to enhance pupil provision. Pupils are regularly encouraged to explore their creativity and imagination through diverse music, sports and art projects and experiences.

Formative and summative assessment are regularly used to inform teacher judgements of attainment and progress allowing staff to identify any gaps and provide suitable levels of intervention, support and challenge. Results are tracked and monitored through our own assessment system and then analysed by subject leaders and senior leaders. All subjects have clearly mapped out skills and knowledge progressions, so prior knowledge is effectively built upon. Marking and feedback is used effectively to further learning, set targets, praise, inform planning, correct misunderstanding, assess, recognise success and showing children next steps to improve through reflecting on comments and personal goal setting.

The whole school family work hard to motivate and inspire our pupils to prepare them for the world they live in today and for life.

Impact

As a result of our broad and rich curriculum, pupils develop detailed knowledge and skills across a range of subjects, recalling and retaining facts and ideas appropriately, and, as a result, achieve well. Where relevant, this is reflected in national test results, where children meet government age related expectations. All pupils read competently and fluently to gain knowledge, understanding and for pleasure. Pupils are given the necessary skills and values to be ready for both the next stage of their education and for their future lives in the wider world. We instil all our pupils with good morals and values to enable them to become tolerant and compassionate individuals.

The effectiveness of our curriculum design is regularly monitored and evaluated by leaders, and adjusted if necessary to ensure the best possible outcomes for all our pupils.



Grammar

Overriding concept of Resilience – persevering when things are difficult

	Year 3	Year 4	Year 5	Year 6
Knowledge Progression				
Word	<p>To understand the function of verbs in sentences</p> <ul style="list-style-type: none"> • Noticing that sentences cannot make sense without them • Identify the verb(s) in a sentence <p>To understand the term noun and use appropriately. To understand that common nouns are names of objects and that proper nouns name particular people, places etc.</p> <ul style="list-style-type: none"> • Identify nouns in shared reading and own writing • Pick out proper nouns and capitalise in own writing. • Discuss proper nouns as they occur across the curriculum, e.g. rivers and counties • Introduce the term 'noun phrase' e.g. the blue butterfly <p>To use the term adjective appropriately and to understand the function of adjectives in sentences through:</p> <ul style="list-style-type: none"> • Identifying adjectives in shared reading and own writing • Understanding that adjectives describe nouns and identifying in a sentence which 	<p>To continually revise and develop knowledge of word classes (verbs, nouns, adverbs, adjectives, prepositions etc)</p> <p>To introduce the term "determiner"</p> <p>To be aware of the use of standard English e.g. I was, we were etc.</p> <p>To identify determiners and look at where they appear in sentences.</p>	<p>To continually revise and extend knowledge of word classes (verbs, nouns, adverbs, adjectives, prepositions, determiners, pronouns etc.)</p> <p>To understand the basic conventions of standard English and consider when and why standard English is used:</p> <ul style="list-style-type: none"> • Agreement between nouns and verbs • Consistency of tense and subject • Avoidance of non-standard dialect words unless in dialogue <p>Convert nouns and or adjectives to verbs using suffixes: -ate, -ise, -ify e.g. note to notify</p>	<p>To use and identify synonyms (similar) and antonyms (opposite).</p> <p>To understand the term 'adverbial' (an adverb or adverb phrase) and be aware that they can be used to start a sentence e.g. During the afternoon...</p> <p>To understand the function of a determiner and how they are used to 'limit' nouns. To be aware of the articles: a, an, and, the.</p> <p>To be confident in using language of word classes learned in previous years</p>

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	<p>adjective relates to which noun</p> <ul style="list-style-type: none"> Forming adjectives using suffixes such as -ful, -less e.g. helpful/helpless <p>To develop a basic understanding of adverbs through their knowledge of verbs:</p> <p>To extend knowledge and understanding of pluralisation:</p> <ul style="list-style-type: none"> To understand terms plural and singular Recognising the use of singular and plural forms (regular and irregular) in speech and through shared writing <p>noticing which nouns can be pluralised and which cannot, e.g. trousers, rain, deer</p>			
Sentence	<ul style="list-style-type: none"> To understand that adverbs give more information about verbs (focus on adverbs of manner) To look at how common adverbs (of manner) are often formed by adding the ly suffix to adjectives e.g. careful- carefully <p>To use subordinating conjunctions (when, before, because, if, after, while etc.) to form complex sentences and to use co-ordinating conjunctions (but, and, or) to make compound sentences. To introduce the term</p>	<p>To expand noun phrases e.g. the teacher to: the strict maths teacher with curly hair</p> <p>To extend knowledge and understanding of adverbs :</p> <ul style="list-style-type: none"> To understand and use the term "adverb" to include not just adverbs of manner (how - quietly, hesitantly), but also adverbs relating to time (later, soon, earlier, yesterday, now, last year), place (here, there) and frequency (often, never, rarely, regularly) 	<p>To use the term "preposition" appropriately and to understand the function of prepositions in sentences.</p> <p>Introduce the term relative pronoun: who, which, where, when, whose, that.</p> <p>Use these to form relative clauses eg The boat, which was old and battered, had been on the beach for years. The relative pronoun can be omitted e.g. The boat, old and battered, had been on the beach for years.</p>	<p>To understand and use the terms "active" and "passive" when referring to verbs, and to be able to apply their knowledge in their own writing</p> <ul style="list-style-type: none"> Transforming a sentence from active to passive and vice-versa To note and discuss how changes from active to passive affect the word order and sense of a sentence and to consider how the passive voice can conceal the agent of a sentence, e.g. The window was

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	<p>subordinate clause. To begin to use the term preposition in terms of position (under, below, on) and time (during).</p>	<ul style="list-style-type: none"> • Introduce the phrase fronted adverbials (adverbs or adverb phrases that come at the beginning of a sentence). <p>Introduce the idea of using a comma after a fronted adverbial e.g. Later that day, the children went to the pool.</p> <p>Use the term clause as appropriate.</p> <ul style="list-style-type: none"> • Main clause (can stand alone as a sentence e.g. The man was angry.) • Subordinate clause (cannot stand alone - needs to be attached to a main clause e.g. because he had banged his elbow.) • BOTH TYPES OF CLAUSE HAVE A VERB (a phrase has no verb e.g. The hairy beast under the table) <p>To identify and use categories of sentence: statement, command, exclamation and question.</p>	<p>Indicate degrees of possibility using adverbs (perhaps, surely, maybe, certainly) or modal verbs: might, should, will, must</p> <p>To investigate clauses through:</p> <ul style="list-style-type: none"> • Identifying the main clause in a long sentence • Investigating sentences which contain more than one clause • Understand how clauses are connected (e.g. combining 3 short sentences into 1) • To use conjunctions to link clauses within sentences and to link sentences in longer texts • To be aware of subordinate clauses and relative clauses 	<p>broken...</p> <p>To identify, understand and form complex sentences and be able to identify main and subordinate clauses</p> <p>To understand the difference between a phrase and a clause.</p> <p>To understand the difference between a phrase and a clause.</p> <p>To be able to deliberately use combinations of different kinds of sentences for effect.</p> <p>To be aware that there are different kinds of phrases e.g.</p> <ul style="list-style-type: none"> • Noun phrases – battered, old shoes • Prepositional phrases – beside the gate
Text	<p>To develop consistent use of present and past tenses in own writing. To use the progressive forms of verbs to mark actions in progress (present and past tense) she is running, he was shouting and to use</p>	<p>To understand and use the term "tense" in relation to verbs</p> <ul style="list-style-type: none"> • To know that tense refers to time <p>To know that one test of whether a word is a verb is whether or not its tense can be changed</p>	<p>Build cohesion within paragraphs (then, after, firstly and use of pronouns)</p> <p>Link ideas across paragraphs: 'as I stated earlier', 'secondly', 'another point that I would like to make'</p> <p>To explore</p>	<p>To understand the term "impersonal voice" and to be able to write in this style e.g. when writing a science investigation</p> <p>To understand features of formal and informal language:</p>

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	<p>the present perfect form of verbs as well as the simple past (He has gone out to play contrasted with he went out to play)</p> <p>To introduce paragraphs as a way to group related material and also headings and sub-headings to aid presentation.</p>	<p>To use the term “pronoun” appropriately and to understand the function of pronouns in sentences through:</p> <ul style="list-style-type: none"> • Noticing in speech and reading how they stand in place of nouns; • Substituting pronouns for common and proper nouns in own writing to avoid repetition; • Distinguishing personal pronouns, e.g. I, you, him, it and possessive pronouns, e.g. my, yours, hers; <p>Use paragraphs to organise ideas around a theme.</p>	<p>ambiguities that can arise e.g. through signs and headlines: “police shot man with knife”</p>	<ul style="list-style-type: none"> • Use of question tags: He’s your friend isn’t he? • Recognise subjunctive forms that may be used in very formal writing, e.g. I wish it were summer. <p>If Roger were an honest spy, he would not reveal the atomic secret.</p> <p>To use a wider range of cohesive devices to link ideas across paragraphs e.g. On the other hand ... As I have previously mentioned ... However, ... As a consequence</p>
Punctuation	<p>To secure knowledge of full stops, question marks and exclamation marks in reading and to understand their purpose and use appropriately in own writing.</p> <p>To understand the function of commas in lists and to attempt to use in own work.</p> <p>To understand the basic conventions of speech punctuation through:</p> <ul style="list-style-type: none"> • identifying speech marks (inverted commas) in reading • beginning to use speech marks in own writing • using capital letters to mark the start of direct speech • to use the term 	<p>Using apostrophes to mark singular and plural possession (the girl’s name, the girls’ names)</p>	<p>To use the conventions of speech, punctuating accurately and starting a new line for a different speaker.</p> <p>To understand the difference between direct and reported speech (e.g. She said, “ I am going.”” and She said she was going</p> <p>Discussing contexts and reasons for using particular forms and their effects</p> <ul style="list-style-type: none"> • Transforming direct into reported speech and vice versa, noting changes in punctuation and words that have to be changed or added 	<p>To use the colon to introduce a list, give explanation or suggest options.</p> <p>To use semi-colon and dash to mark the boundary between independent clauses.</p> <p>To use semi-colons within complicated lists.</p> <p>To use hyphens to avoid ambiguity: man eating shark versus man-eating shark</p>

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	<p>“speech marks” and “inverted commas”</p> <ul style="list-style-type: none"> to start to understand the term “direct speech” as repeating the exact words spoken <p>Use the apostrophe correctly in contractions to signify missing letters (omission) and to mark singular possession e.g. the boy's bike</p>		<p>Use brackets, dashes or commas to indicate parenthesis.</p> <p>Use commas to clarify meaning, mark off opening phrases or avoid ambiguity.</p>	
Terminology	<p>preposition, conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter</p> <p>vowel, vowel letter</p> <p>inverted commas (or ‘speech marks’)</p>	<p>determiner</p> <p>pronoun, possessive pronoun</p> <p>adverbial</p>	<p>modal verb, relative pronoun</p> <p>relative clause</p> <p>parenthesis, bracket, dash</p> <p>cohesion, ambiguity</p>	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>

