

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.



PE

Concept links are blue, value links are in purple.

Type of skill/ knowledge	Year 3	Year 4	Year 5	Year 6
Developing and Applying Movement Skills	<p>Can show different speeds & rhythm of running</p> <p>Can take off and land with different jump combinations</p> <p>Can throw underarm and overarm</p> <p>Can pass and move to retain possession Combine movement types into a movement pattern to music</p> <p>Combine movement type into a sequence using both floor and apparatus</p> <p>Complete an orienteering course Complete a basic outdoor problem solving challenge</p> <p>Use ICT to improve your own and others performance</p>	<p>Can sprint to show speed</p> <p>Can jump to increase distance</p> <p>Can jump to increase height</p> <p>Can field from a hit ball – from directly in front to either side , chasing after the ball</p> <p>Can ‘rally’ and pass in sequence to maintain possession or advantage</p> <p>Choreograph & Combine movement types into a movement pattern to music</p> <p>Choreograph & Combine movement type into a sequence using both floor and apparatus</p> <p>Use ICT to analyse and improve your own performance</p>	<p>Can jump to receive a ball</p> <p>Can dodge, mark, feint, turn</p> <p>Can demonstrate a range of purposeful and accurate passing, receiving, striking, dribbling and shooting skills when kicking, directing with hands or using an implement</p> <p>Can field from a rolling ball – from directly in front 3, to either side 4, chasing after the ball</p> <p>Show specific attacking skills to create space</p> <p>Show specific defending skills to mark a player or reduce space</p> <p>Can plan, perform and evaluate a sequence of movements to music, on the floor and/or apparatus</p> <p>Use ICT to analyse and improve your own and others performance</p>	<p>Can throw using the 3 different types of throw</p> <p>Can pace to run distance</p> <p>Play in a range of small sided games and make effective choices about when, how, where to move, pass and receive</p> <p>Use basic performance data to improve your own and others performance</p> <p>Devise and complete your own orienteering course</p>
Understanding and Applying Principles of Movement		<p>Know how to jump for height and when it is required in different activities</p> <p>Know how to jump for distance and when it is required in different activities</p> <p>Understand principles of take-off and landing in jumps in a variety of activity areas</p> <p>Understand specific attacking skills to create space</p> <p>Understand specific defending skills to mark a player or reduce space</p> <p>Know how to adapt movements, pass, travel of object etc</p> <p>Understand basic water dynamics for buoyancy and efficient movement through water</p> <p>Know and understand basic survival techniques in water</p>	<p>Understanding the principles of pacing to run a distance</p> <p>Well-being/Responsibility/Resilience – Ensuring maximum efficiency of movement through mental control.</p> <p>Know and understand the positions they play in</p> <p>Responsibility – Taking responsibility for performing our own roles within a team to the best of our ability.</p> <p>Perform dances using a range of movement patterns and dynamics</p> <p>Perform sequences using all the fundamental movement categories and using all principles of movement</p>	<p>Know how to change speed, level, pathway, curve and spin of your body and in manipulating an object and the science related to these principles</p> <p>Know the right action to choose at the right time related to a specific scenario</p> <p>Know how a particular movement or action can be adapted to suit different activities</p> <p>Well-being – Using the body efficiently and effectively to achieve specific goals.</p> <p>Apply rule and regulations</p> <p>Know and understand the principles of striking & fielding and invasion games</p> <p>Know and understand basic survival techniques for the outdoors</p> <p>Well-being – being able to maintain good physical and mental health in potentially challenging circumstances.</p> <p>Know and understand how to plan problem solving, tactics & strategies, game play/plan, performance</p>
Personal Fitness & Healthy, Active Lifestyles	<p>Can continuously run for over 8 minutes</p> <p>Resilience/Endurance – continuing a physical activity past the point you would</p>	<p>Can run continuously for over 12 minutes</p> <p>Resilience/Endurance – continuing a physical activity past the point you would</p>	<p>Can learn whilst moving for 40 minutes through vigorous physical activity without a break</p> <p>Resilience/Endurance –</p>	<p>Can run continuously for over 20 mins</p> <p>Resilience/Endurance – continuing a physical activity past the point you would</p>

	Year 3	Year 4	Year 5	Year 6
	normally stop.	normally stop. Can hold a tuck shape on feet with a firm base, strong core and clear shape for over 1 minute. Resilience/ Endurance - Maintaining a position over a set period of time. Know how to keep myself safe and others safe in different environments and using a variety of equipment. Well-being/Community - Knowing how to maintain both personal good health and the good health of others in a variety of physical activities. Know how to ensure safety from sun burn and dehydration Well-being – Knowing how to maintain good health when active outside in sunny weather.	continuing a physical activity past the point you would normally stop. Understand how to prepare and recover from physical activity Well-being/Responsibility – Ensuring good physical and mental health is maintained and facilitating the best level of performance possible.	normally stop. Can take weight on hands Can take weight on hands and travel Take part in vigorous physical activity for 30 mins or more 3 times a week Resilience/Well-being – Maintaining physical and mental well-being through challenging physical activity. Can hold a tuck shape on feet with a firm base, strong core and clear shape for over 2 minutes Resilience/ Endurance - Maintaining a position over a set period of time. Know what to do to prepare for physical activity and a range of activities Well-being/Responsibility – Ensuring good physical and mental health is maintained and facilitating the best level of performance possible. Know lifting, handling and carrying techniques Well-being/Responsibility – using knowledge responsibly to maintain good health. Know major muscle groups and how to ensure they are prepared effectively for different activities Well-being/Responsibility – Use knowledge to ensure good physical and mental health is maintained and to facilitate the best level of performance possible.
Life Skills and Personal Challenge	Can cross a road safely. Responsibility – Taking responsibility for our own safety. Can organise, set out and put away basic small equipment. Responsibility – Taking responsibility for the equipment that is required, both before and after use. Can move from changing to a starter activity independently	Swim competently, confidently and proficiently over a distance of at least 25 meters in a recognised stroke on front Well-being – Being able to be safe in the water. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Diversity – Be able to choose the most suitable stroke and use it effectively. Perform safe self-rescue in different water-based situations Well-being – Being able to be safe in the water. Know when to ‘move on’ in an activity and know what to change to challenge themselves but make sure the activity is still inclusive. Responsibility/Community – Taking responsibility for our	Can prepare the space, equipment, move into the starter activity independently as an individual, pair and small group Responsibility/Community – Taking responsibility for our own fitness, both independently and as a community. Can physically challenge myself to improve Responsibility – Taking responsibility for our own fitness, Can mentally challenge myself to improve Responsibility– Taking responsibility for our own fitness,	Can ride a bike over a distance of 100m Can plan, perform and evaluate their own, pair and small group activity, challenge and progress for a lesson Responsibility/Community – Taking responsibility for our own fitness, both independently and as a community. Can lead a small group in a coaching type scenario Responsibility/Community – Taking responsibility for the fitness, of others. Can support younger children in purposeful active playtime activities Responsibility/Community – Taking responsibility for others in a physical setting. Can ride a bike showing road proficiency and safety Well-being – using knowledge to ensure

	Year 3	Year 4	Year 5	Year 6
		own fitness, both physical and mental, whilst ensuring the inclusion of others.		<p>personal safety.</p> <p>Know how to build basic shelter and ensure basic needs in outdoor environments</p> <p>Well-being – being able to maintain good physical and mental health in potentially challenging circumstances.</p> <p>Know what is expected of me in relation to conduct and etiquette in various scenarios or contexts</p> <p>Responsibility – Being responsible for our own behaviour.</p> <p>Know how to support others in improving their own performance</p> <p>Community – Supporting others to do their best.</p> <p>Can officiate in games.</p> <p>Responsibility – Take responsibility for ensuring activities are carried out fairly, following all appropriate rules and guidance.</p> <p>Can work independently to set up the lesson and transition between activities whilst challenging themselves and others in a supportive cooperative manner various activities</p> <p>Responsibility/Community – Taking responsibility for our own fitness, both independently and as a community.</p> <p>Know how to read a compass and use basic compass bearings</p>
Taught through	Gymnastics Dance Athletics Outdoor Adventurous Invasion games (football and netball) Striking and Fielding (Rounders and Cricket)	Gymnastics Dance Outdoor Adventurous Invasion games (hockey and basketball) Net/wall games (Badminton and Table Tennis) Swimming	Gymnastics Dance Indoor Athletics Outdoor Adventurous Invasion games (football and tag rugby) Net/wall games (Tennis)	Gymnastics Dance Young Leaders Outdoor Adventurous (Kingswood) Orienteering Top up swimming Invasion games (hockey and own games) Striking and Fielding (Danish Longball and Cricket)

