



Curriculum Statements of Intent

September 2019

Our curriculum is based on the National Curriculum. Our pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare the children for the next stage of learning (key stage 2 ready and secondary ready), and enable them to be successful in the community. We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively, expressively and to explain and clarify thinking. We make meaningful connections across subjects.

The school expects everyone to develop and show a sense of responsibility and self-discipline whether alone, together, at work or at play, and to support policies on equal opportunities.

We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. This policy makes reference to The New National Curriculum 2014. It is linked to our Equality, SEND, SMSC and British Values Policy.

This policy is available to parents and prospective parents on the school's website and by request from the School Office.

Aims

- That all pupils are provided with outstanding learning experiences that lead to consistently outstanding levels of pupil achievement.
- From the start, children are taught in differentiated groups to allow further consolidation for some, and for greater speed and breadth of delivery at the upper end of attainment.
- Only Year 6 children are taught in SETS for English and maths.
- That all teachers and other professionals possess expert levels of knowledge in the subjects they teach.
- That all teachers and other professionals are “lifelong learners”, committed to an ongoing development of their own knowledge and skills to optimise the pupils’ learning experiences.
- That a positive, caring attitude, where achievements at all levels are acknowledged and valued, is prevalent throughout the school.

- That all pupils from the earliest opportunity, are encouraged to develop independence, self-discipline, responsibility and the ability to build resilience.

English

Our English lessons develop pupils' spoken language, reading, writing and vocabulary. We follow the Language and Literacy Scheme from Year 3 to Year 6, although many additional resources are also used. English is also taught in a cross-curricular way, linking up with other areas of the curriculum where applicable. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed both discretely and through a range of activities including discussion, reading and writing. Our aim is for children to be excited and enthusiastic about their learning in English, which in turn will lead them to making good progress.

At Biddick Hall Junior School we want to foster a lifelong love of reading by exposing our children to various literature across all curriculum areas. We believe reading opens up a new world for children and gives them the opportunity to explore new ideas, visit new places, meet new characters and develop a better understanding of other cultures. Building up the children's vocabulary gives them the word power they need to become successful speakers and writers as well as confident readers. Reading is a key life skill and we strive to embed a culture of reading into the core of what we do, providing opportunities for children to read both independently and aloud as well as allowing them the chance to discuss and recommend books they have read to their peers. Reading and quality literature is implicitly interwoven into our curriculum through the use of key texts to expose our children to various genres and famous authors and to enhance the variety of exciting topics that we teach. Our pupils are encouraged to read for pleasure and to read widely. Teachers will read a variety of books to their class and share book reviews. Displays around the school reflect this. We use Accelerated Reading and Reading Plus across the whole school. We have a school library which the children visit. To develop spelling we use Read, Write Inc Spelling programme daily. Phonic awareness helps the development of reading by segmenting and blending sounds. The children will be heard read individually. Parents are given clear expectations about reading at home.

To develop the appropriate subject specific knowledge, skills and understanding set out in the National Curriculum, at Biddick Hall Junior School we have taken a multifaceted approach to writing, whereby all subject areas include the opportunities for pupils to express their thoughts in a range of written styles. It is vital that our children are exposed to a range of exemplar texts, from across different genres and subject areas, to embed ambitious vocabulary choices and secure expectations of writing across the curriculum. The exposure to a variety of curricular areas encourages a range of writers and writing styles to be absorbed within their learning and retelling. Writing is a crucial skill that is embedded across all year groups; securing confidence with independent pieces is a priority. To support children in moving towards independent writing, we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. Each half term pupils relish the opportunity to write independently under a given title in a genre of their choice. We provide opportunities for writing for purpose and we

encourage pupils to see themselves as authors. We hold a lot of in school competitions with books as prizes for the winners. Handwriting sessions are incorporated into the English lessons and other subjects. We use PENPALS handwriting scheme in year 4-year 6 and use Teach Handwriting in Year 3 following on with the scheme that our colleagues in our infant school use. We are intent that pupils leaving Biddick Hall Junior School are able to communicate effectively in writing – and to enjoy being able to express themselves in this way.

A range of extra activities are used to promote literacy within the school including; Roald Dahl Day, Book Fayre and World Book Day.

National Curriculum English Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-english-programmes-of-study>

Mathematics

At Biddick Hall Junior School , we strive towards shaping assured, happy and resilient mathematicians who relish the challenge of maths. The children shall become independent, reflective thinkers, whose skills not only liberate them in maths but also support them across the curriculum. Mathematics is important in everyday life. It is integral to all aspects of life and, with this in mind; we endeavour to ensure that our pupils develop a positive and enthusiastic attitude towards mathematics that will stay with them. The mathematics curriculum equips pupils with a powerful set of tools to help them understand and change the world. These tools include making connections, logical reasoning, and the ability to think in abstract ways.

We use the Busy Ants Scheme as our main teaching resource in maths. Our teachers ensure that mathematical skills are taught every day. They also use every relevant subject to develop pupils' mathematical fluency. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to problem solving in a range of contexts. The activities we teach cover a wide range of mathematical knowledge, many with an emphasis on practical application. We ensure that there are adequate stretch and challenge opportunities within lessons for all abilities, not just our most able pupils. In each lesson there is a short and simple mental maths session where we concentrate on times tables and 'Fluent in 5' questions taken from 3rd Space Learning Resources. This complements our ethos of building on skills and understanding in a step by step way; continuing to develop place value, the four number operations and the understanding of fractional parts. We follow the calculation methods stated in the most recent government document and our calculation policy is based on the Busy Ants Scheme calculation policy. There are extra activities throughout the year to promote mathematical skills and thinking i.e a focused week that includes maths, science and technology. Where appropriate, maths is highlighted in other subjects across the curriculum such as science, technology, art and geography to give it a real-life context.

National Curriculum Mathematics Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

Science

At Biddick Hall Junior School, we hope our children will develop their scientific knowledge through carefully planned exciting science opportunities. All science lessons have links to embed previous learning and deepen understanding that are planned in. We aim to support children to develop an understanding of the process and methods of science by providing a range of scientific enquiries, investigations and questions to help them explore the world around them. Our intention throughout the school is to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own or given questions, including observation changes over a period of time, noticing patterns, refuting data, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. During their time at Biddick Hall Junior School, we aim to equip children with the knowledge required to use and implement science today, tomorrow and for their futures.

Science is taught as a discrete lesson across years 3 to 6 but is linked to our topic work if and where appropriate. We use Rising Stars 'Switched on Science' and Pearson 'Science Bug,' which incorporates internet based 'Active Learn' as our main science schemes and also follow online 'Reachout' science CPD for lesson ideas and knowledge. We encourage our pupils to be curious about natural phenomenon and to be excited by the process of understanding the world around them. Key scientific terminology will be introduced each lesson and pupils are encouraged to extend their use of scientific vocabulary. Pupils will be given opportunity to carry out simple tests and experiments using equipment and to gather and record data. We help children to question results and think about fair testing and to think as a scientist might in their research. Our lessons include learning about plants, rocks and soils, nutrition, the human body, light, shadows, forces, sound, animal habitats, teeth and healthy eating and materials in lower key stage 2. In the upper key stage children develop their understanding of life cycles, changes in humans developing to old age, forces: gravity, air and water resistance, the force of levers, pulleys and gears within systems, the impact of voltage and varied components in electrical circuits, how light travels, evolution and inheritance: thinking about adaptations made by animals and plants for survival, how the circulatory system works and other important body organs, the impact of lifestyle on body functions, nutrients and how to classify and group scientifically thinking about specific characteristics. Visits by specialists will enhance the delivery of our science curriculum during lessons and make our yearly 'Maths, Science and Technology' week engaging and memorable.. We ensure children learn about scientists, past and present and that all children are encouraged to question the world about them and think about how what they learn factually or by working scientifically is linked to their lives.

National Curriculum Science Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study/national-curriculum-in-england-science-programmes-of-study>

Art and Design

The National Curriculum for 'Art and Design' aims to engage, inspire and challenge pupils. It aims to equip children with the knowledge and skills needed to experiment and create their own works of art and design. At Biddick Hall Junior School, we hope to implement this through Art and Design lessons and a rich cross-curricular approach. Children have their own sketchbook to design, practise and develop their skills and artworks. This will evidence a progression of techniques across the school years.

Art and design has a very important place in our curriculum and is woven into our termly topics. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media. Children are introduced to classic and contemporary artists and styles, in order to inspire and inform their own work.

Where possible, we include visits from artists or arrange visits to local art galleries to provide an enriching experience for all children. We include art in our themed weeks. We have achieved the 'Silver Artsmark' recognition award and see art and design as one of the many ways we can embed creativity into our curriculum.

At Biddick Hall Junior School, we hope to foster and continually grow a love of art and design as the children progress through our school, giving all of our children the opportunities and skills needed to develop their understanding and techniques.

National Curriculum Art Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study/national-curriculum-in-england-art-and-design-programmes-of-study>

Design and technology

The National Curriculum for 'Design and Technology' states that the subject is "inspiring, rigorous and practical." Design and technology aims to allow children to use their imagination and creativity to design and make a range of products within a variety of contexts. Children will build and apply the knowledge and skills needed to design high quality products. They are given the opportunity to understand nutrition and learn how to cook.

At Biddick Hall Junior School we aim to implement this through a variety of teaching methods; design and technology lessons, developing skills in art and design, and through a cross curricular approach within other subject lessons. Design and Technology requires children to draw on skills within mathematics, art, science and computing. Children will

deepen their understanding and independence within all these subject areas during their design and technology lessons.

Children are given regular opportunities to develop their understanding of the technological world. We will evaluate past and present design and technology and the ways that these have influenced modern society. This will allow our children to have a more critical approach to their own designs and creations.

Throughout their time at Biddick Hall Junior School, children will be encouraged to take risks when designing and making their products. Lessons will be hands on and engaging, with the children having access to lots of resources and materials. They will be encouraged to think critically in order to evaluate their past prototypes and when testing their current designs. This will allow the children to build upon their artistic skills and become more resourceful.

We want the children at Biddick Hall Junior School to develop their imagination, their critical thinking and their understanding of the world around them through their love of design and technology. We aim for our children to question and think innovatively about the world around them in order to design and develop their own products with a purpose in mind.

Computing

At Biddick Hall Junior School, we intend to prepare our children to be confident and competent within a world that is heavily shaped by technology.

We recognise that our children, like many others, are using technology on a daily basis at home and at school therefore, within our curriculum, we aim to develop knowledge, understanding and confidence to ensure our children go through education and beyond being able to apply the computing skills they have learnt in everyday situations.

We aim to develop independent learners who are fluent in their understanding of computer science by teaching them how to use a range of programs where they are able to design, create and evaluate their work using specific vocabulary.

We ensure that our children are taught the importance of safe internet use during computing lessons. In each year group, e-safety is a key focus and we are proud that a vast majority of our children have the knowledge and understanding of how to stay safe online. Internet Safety Day is an important part of our safety programme.

Our ambition, for all children, is for them to leave us developing their digital literacy and being able to safely use technology education and to become masters of technology in the rapidly changing digital world.

The teaching of digital literacy and computing is delivered through a combination of cross curricular subject links with the use of discrete sessions to teach key skills as well as key projects from 'Kapow Primary'. I pads are an important part of our learning and we use subject specific software which consists of one off programs, apps and learning platforms. These support teaching and learning across all years. The pupils develop their skills, with mouse control, keyboard skills, saving and printing work. They draw pictures, write and use the internet to carry out research. They then progress to more complex skills such as data analysis, coding, debugging and developing apps.

National Curriculum Computing Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-computing-programmes-of-study>

Modern Foreign Language

It is the intention that all children at Biddick Hall Junior School will access first quality teaching of French in order to adequately prepare and lay the foundations for secondary education. We wish to instil and foster pupils' curiosity and deepen their understanding of the world beyond the United Kingdom opening up their knowledge experiences to other cultures. We aim to develop an interest in learning other languages, to encourage children's confidence and creative skills and to develop listening, speaking, reading and writing skills.

From Year 3 to Year 6 we teach French to **all** children. Therefore, children at Biddick Hall Juniors, receive a discrete **weekly** French session.

Our languages scheme of work is planned according to the 'North Tyneside Scheme of work for languages in the Primary Curriculum'. This detailed scheme of work ensures clear progression across the school and offers challenge to children of all abilities.

Our approach is to make learning a new language fun! Sessions incorporate a wide range of teaching and learning activities, including the use of songs, games and stories. Regular opportunities are provided for children to develop their use of the spoken language; role plays, reading aloud and use of conversations and talking balls are utilised across all year groups. Equal emphasis is placed upon the development of reading and writing, and throughout KS2, children will experience a variety of forms of French texts.

Children extend their knowledge of France and French culture as an integral part of French sessions. In addition, an annual French Day is incorporated into our Multi-cultural week. For children with an increasing interest in the subject, a weekly lunch-time club is offered.

National Curriculum Language Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

Music

At Biddick Hall Junior School, we are committed to ensuring the effective delivery of a music curriculum that is accessible to all children. Music is a practical, creative subject, which should enhance the lives and learning of all children. Music is a unique way of communicating that can inspire and motivate children. It gives an opportunity for personal expression and it can play an important part in the personal development of an individual. Music reflects our culture and society and so the teaching and learning of music enables children to better understand the world they live in. Our aim is to promote enthusiasm and the enjoyment of music in all its forms and also to develop musical skills and knowledge. By engaging children in musical experiences we can offer our children opportunities to develop skills, attitudes and attributes that can support learning in other areas as well as developing

life skills such as listening skills, the ability to concentrate, creativity, self-confidence and a sensitivity towards others.

We follow Music Express. In music lessons, pupils use their voices expressively and creatively by singing songs both in unison and in parts such as rounds and also by speaking chants and rhymes.

Assemblies will also provide an opportunity to practise and enjoy singing.

Pupils will also be taught to play a variety of tuned and un-tuned percussion musically and they are encouraged to play together in ensemble groups. We have a small group of children who participate in weekly violin lessons, these are taught by a peripatetic teacher. Additionally, Year 4 children are taught a block of recorder lessons.

Music lessons are linked to topic work where applicable and music is used in a variety of lessons and activities to create, mood, atmosphere and to help thinking.

We have a school choir who meet weekly. Opportunities are sought for performances within the local and wider community.

National Curriculum Music Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

Physical Education (PE)

It is our intent for the Physical Education curriculum to inspire pupils to enjoy, succeed and excel in competitive sport and other physically demanding activities. We will provide opportunities for pupils to become physically confident in a way, which supports their health and fitness. We will provide our children with opportunities to compete in sport and other activities to build character and help to embed core values such as fairness and respect. We will strive to ensure that every child exceeds their potential and the impact of our PE curriculum will allow children to live a healthy and active lifestyle.

Our aim is to ensure that all children enjoy physical education and sport. Through physical education, we aim to develop children's knowledge, skills and understanding so that they can perform with increasing confidence and competence in games, gymnastics, dance, athletics, outdoor activities and swimming.

Children will have the opportunity to be creative, competitive, and cooperative and face different challenges as individuals and as groups and teams both inside and outside of school. It promotes positive attitudes towards healthy and active lifestyles as well as life-long learning; for each child to fulfil their potential. We place the learner at the centre of what we do with the ultimate goal of children feeling valued, included, challenged and supported in their learning.

PE forms an important part of a broad and balanced education therefore all pupils, regardless of race, ethnicity, religion, gender or ability, are entitled to and will receive access to all PE activities.

We follow the REAL PE scheme across the Key Stage and also RISING STARS Dance Scheme to support teachers in achieving the National Curriculum Objectives. We utilise expert coaches across the year groups.

In and through PE, our pupils will participate in challenges that engage and excite staff and pupils alike.

- To give all children the physical, emotional and thinking skills to achieve in PE, sport and life.
- To develop the children's knowledge, skills and understanding of physical education including how to recognise and describe how their bodies feel during exercise.
- To promote the importance of fair play and sportsmanship.
- To promote key fundamental movement skills; Agility, Balance and Coordination.
- To develop self-confidence and self-esteem through understanding and appreciating the capabilities of themselves and others.
- To develop the children's personal, social, cognitive and creative skills as well as their understanding of health and fitness.

We currently have achieved the 'Bronze School Games Mark.'

PE Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

PSHE

PSHE (Personal, Social, Health and Economic education), is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives; we use the scheme 'Jigsaw'. As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their potential. In our programmes we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. Our citizenship lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society. All our year groups have timetabled PSHE time but we encourage a cross-curricular approach to the development of PSHE skills and understanding. Pupils learn about similarities and differences between people and cultures. They engage in a variety of cultural events. Healthy lifestyles, is an important part of the PSHE curriculum. We have achieved 'The Healthy Schools Standard.' The 'Kidsafe Program,' supports our PSHE curriculum. We deliver 'Operation Encompass Next Steps,' to our Year 6 pupils as part of their PSHE curriculum. We follow statutory guidelines in relation to the RSE curriculum. Our pupils have a voice through our school council science council where members are elected democratically from each class, meeting on a regular basis.

National Curriculum PSHE programmes of Study:

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

Religious Education

At Biddick Hall Junior School, we aim to ensure that children know about and develop an understanding of a range of religions so that they can describe, explain and analyse beliefs and practises, recognising the diversity which exists within and between communities and amongst individuals. Through this subject we also enable them to express ideas and gain insights about the nature, significance and impact of religions to enable them to express with increasing discernment their personal reflections and critical responses to questions about identity, diversity, meaning and value including ethical issues.

We follow the Agreed Syllabus for Religious Education (SACRE) produced by The Educational Framework for Religious Education in South Tyneside. Religious Education (RE) is taught to all children except those who are taken out by their parents.

Our teaching promotes the spiritual, moral, social and cultural development of our pupils. It reflects the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Great Britain. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. They will also develop their own beliefs and values. We will not convert or steer pupils towards a particular religious belief. They will also be aware that some people have no attachment to religious beliefs and follow secular philosophies.

Religious Education DfE Guidance:

<https://www.gov.uk/government/publications/religious-education-guidance-in-english-schools-non-statutory-guidance-2010>

History

Through the history curriculum at Biddick Hall Junior School, we strive to inspire a curiosity within our children. We aim to develop an understanding of British history and that of the wider world. We work to develop an understanding of chronology as well as a knowledge and understanding of how the local area has changed over time. The children are given the opportunity to examine, interpret and evaluate a variety of sources in order to make deductions about the past. They are taught to think and behave as historians. We investigate how and why the world has changed as well as what we can learn from the past to make the future a better place. British values are woven into the history curriculum, promoting values such as mutual respect, tolerance and individual liberty. Visitors and school visits are used within the history curriculum to develop a deeper understanding of the time periods studied and to inspire the children so that they have a lifelong love of history.

It is important to us that art, music, English and where appropriate maths and science are linked in our history teaching. So, for example, a topic on the Romans could include mosaic making in art and hessian purse construction in design and technology. Our history and geography topics are linked so that we teach location and place knowledge, weather and climate skills and knowledge and about significant historical events, people and places in our own locality. We aim to give pupils a secure understanding of places around the world and a secure understanding of how the past has influenced life in the present.

History Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

Geography

At Biddick Hall Junior School it is our intention that geography will inspire pupils with a curiosity and fascination about the world and its people, that will remain with them throughout their lives. We aim to offer opportunities for children to explore the world in order to develop an understanding of the human and physical world in which they live in and their place within it. We aim to promote the children's interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. It is our intention that geography will promote children's spiritual, moral, social and cultural development, helping them to have a greater understanding of their place in the world, and their rights and responsibilities to other people and the environment. We encourage the children to ask questions about the world and provide opportunities for them to develop geographical skills and knowledge to be able to answer them.

It is our intention that the geography curriculum will be both stimulating and motivating in order to capture the pupil's curiosity and fuel their motivation to learn. The pupils should be provided with exciting learning opportunities so as they enjoy acquiring and developing their skills and knowledge and perceive the world as an interesting place. With a solid foundation upon which they can continue to build their knowledge, we hope that the children will continue to have a curiosity of the world throughout their life.

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study/national-curriculum-in-england-geography-programmes-of-study>

Trips and Visits

We plan a series of trips each term for each year group and these are communicated to parents at the start of the academic year. The trips are usually directly linked to our history or geography topic for example a WW2 topic may include a trip to the Victorian Tunnels in Newcastle to experience what life was like underground during an evacuation but sometimes they may be linked to science or RE – a Diwali visitor comes in to school in Year 3 as part of their RE curriculum. We have formed relationships with small organisations around our school and incorporate activities with them into our curriculum eg sampling Italian food at Roma a local restaurant. We plan residential trips for our Year 6 pupils. They go to Thurston Outdoor Education Centre.

We also have themed weeks throughout the year each term. Pupils take part in a variety of themes such as Multi-Cultural week; Anti-Bullying Week; Maths, Science and Technology Week; Creative Week and Healthy Lifestyles Week. Pupils take part in an Enterprise Week in the summer term where each class is given a budget which they use to prepare items to sell. They are required to cost their product, to show their profit etc. Themed days are also

incorporated into curriculum, these may be designed to fit with national initiatives eg World Book Day, Children In Need, World Mental health Day, Internet Safety Day etc...

Extra-curricular activities

A wide range of age appropriate clubs are offered both at lunchtime and after school for our pupils. Typically, these could include art, DT, computer, library, netball, football, gymnastics, choir, dance, basketball, French, science and judo. The school has a small group of children who play the violin.