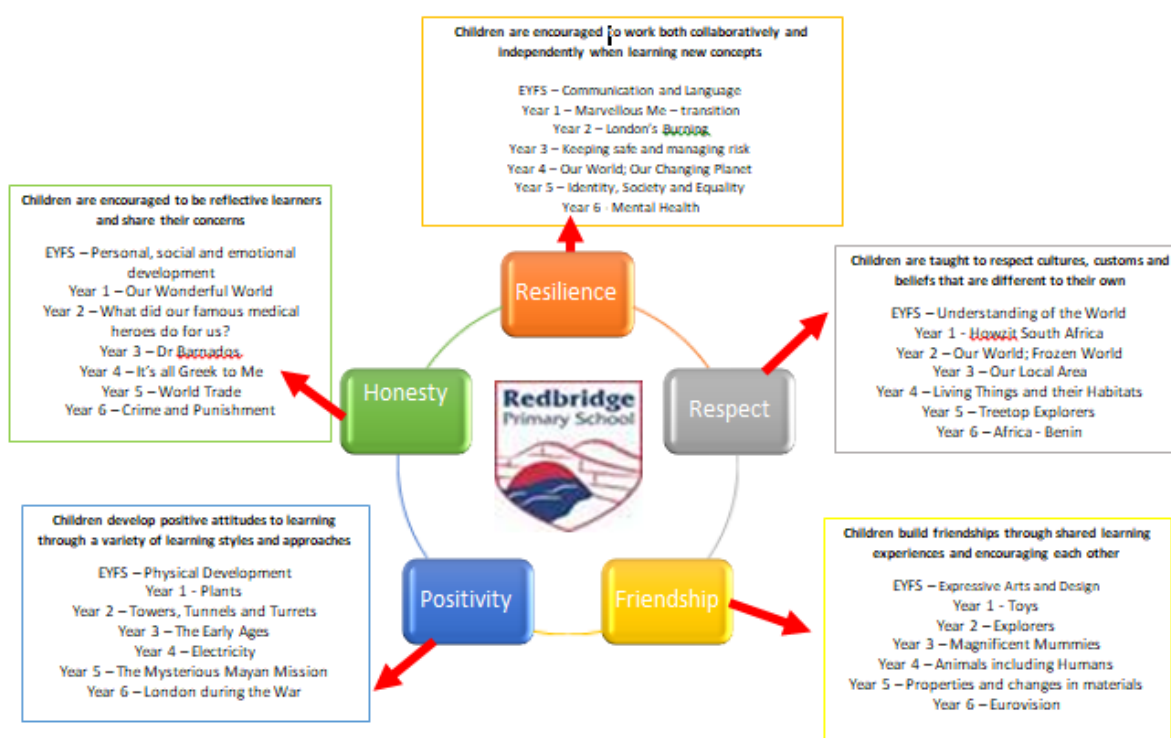


Our Curriculum

Our Curriculum Intent

At Redbridge, we are proud of our curriculum that incorporates the skills and content of the National Curriculum for our context and community. Our curriculum is designed to build a community of learners who are curious, brave and work collaboratively with their peers. Our values of Positivity, Resilience, Respect, Honesty and Friendship are embedded in our work. Even very young children are trying to make sense of our world marked by division, conflict, environmental change, poverty and inequality. Our curriculum is designed to help them make sense of the world and their place within it.

How our Values are woven into our curriculum



Our curriculum is driven by the need to prepare our children for lifelong learning. The curriculum is designed to: recognise children's prior learning, provide first hand learning experiences, allow the children to develop interpersonal skills, build resilience and become creative, critical thinkers.

Our curriculum aims to enrich every child's school experience by creating an environment where they are encouraged to succeed and be the best they can be

Our learning is underpinned by the teaching of basic skills, knowledge, concepts and values. We constantly provide enhancement opportunities to engage learning and believe that our learning should be happy, investigative and enquiring where there are no limits to curiosity and there is a thirst for new experiences and knowledge.

Our curriculum encourages our children to be:

- Curious
- Creative
- Knowledgeable
- Collaborative
- Positive
- Reflective
- Adventurous

Our curriculum is focused on developing the children's knowledge and skills across all of the National Curriculum subjects, with our aim of being the children are ready for their next stage of learning. Our children are given opportunities to develop life skills, focussing on their individual strengths and areas for development. Developing each child's individual character is an integral part of our curriculum.

Our curriculum aims to demonstrate:

- A carefully planned progression of the national curriculum programmes of study that develop essential skills and knowledge
- Lesson delivery through sequenced lessons that incorporates revisiting prior learning, so that pupils use and apply their knowledge and skills to make connections and think critically
- Frequent and varied speaking and listening opportunities to become confident communicators
- A range of high quality texts and enriching experiences that reflect the backgrounds of our pupils and develop a passion for reading and learning, increasing children's repertoire of language and stimulating their imagination
- Enriching experiences that value their heritage and develop their cultural capital to widen their future options and aspirations
- Thought provoking learning on current affairs that develop the knowledge and understanding to become respectful, responsible global citizens, who challenge social disadvantage and injustice

Our school values are embedded into our curriculum and children apply these in everything they do. We strive to ensure that our curriculum is diverse, global and inclusive and prepares the children for life in the wider world.



Our Curriculum Implementation

At Redbridge, we want learners who are able to apply critical thinking, thrive in complex and turbulent situations and apply a diversity of thought to new situations and challenge the status quo. Our curriculum reflects the importance of connections and how inter-related everything and everybody is. The curriculum is designed to enable children to make meaningful connections between what is taught and consider how they may contribute positively and with agency and purpose to the world in which we live.

We intend to build a community of learners who are secure in who they are, know their community and are confident to seek opportunities to better themselves and their communities.

Our curriculum not only encompasses the requirements of the National Curriculum, but goes beyond the experiences of the classroom to ensure that children are exposed to the richest and most varied opportunities that we can provide.

Our curriculum is based on the National Curriculum programmes of study for all subjects and Development Matters in EYFS.

The focus is to support teacher subject knowledge and ensure there is a clear sequence of learning across the school that builds knowledge and skills in a progressive approach, whilst allowing teachers the flexibility to be creative in their approach and respond to the needs and interests of their children. Teachers also need to ensure that children know where they are in their learning journey through use of discussions and feedback.

Where it can provide meaningful links, our English curriculum key text will be linked to the Geography or History topic. Where this is not possible or meaningful, a high quality text will be chosen.

Quality First Teaching

At Redbridge Primary School, this means high quality inclusive teaching together with continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing each child's progress

- Staff have high expectations of themselves and all of the children.
- Teachers are expected to impart knowledge accurately and with enthusiasm.
- Teachers are expected to take into account prior knowledge and experiences and to build upon this in a systematic way.
- Highly focused lesson design with sharp objectives.
- High demands of child engagement with their learning.
- High levels of interaction for all children.
- Appropriate use of teacher questioning, modelling and explaining.
- Emphasis on learning through dialogue.
- An expectation that children will develop resilience and accept responsibility for their own learning and work independently.
- Regular use of encouragement and praise to motivate children.

Our curriculum for the foundation subjects at Redbridge Primary School is divided into half termly or termly topics and is driven by the History and Geography National Curriculum. There is an even

spread of History and Geography across each year. The history element of our curriculum is broadly chronological. This design allows the children to connect past, present and future in their learning and to build upon existing knowledge and skills to ensure that these can be applied in all areas of the curriculum. In this respect, our curriculum allows for the accumulation of knowledge and skills, for the children to build on what they know and embed knowledge to enter the long-term memory – making it stick!

Our progression documents allow teachers to see what prior learning has happened and what will come next – therefore ensuring that learning becomes a continuum.

Our Curriculum Impact

Our curriculum places the learners at the centre and allows them to make connections in their knowledge, skills and understanding that are vital across all subjects. Children are confident in all areas of learning and the curriculum.

We intend that our children will be fully prepared for their next stage of education; ready to contribute positively to society as a whole.

Our work on promoting our school values, citizenship and well-being enables the children to become the very best version of themselves.

How we organise our learning at Redbridge Primary School

How we teach Maths at Redbridge Primary School

At Redbridge Primary School we aim to develop motivated and resilient mathematicians who can be fluent in the fundamentals of maths and confidently apply what they learn. Most of all, we want children to enjoy maths and to get excited about the challenges the subject can bring. It is important to us that children see the relevance of maths and why it is needed in life, including in unfamiliar contexts and real-life scenarios. Children need to be able to reason mathematically by following a line of enquiry, presenting a justification or argument using mathematical language.

The national curriculum for mathematics aims to ensure that all pupils:

- Become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- Reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- Can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

At Redbridge Primary School we:

- expose all our children to fluency, reasoning and problem solving frequently and consistently across a unit of work
- recap the learning content daily to keep learning warm
- build on previous concepts through carefully structured and progressive learning units

- consistently and regularly develop arithmetic skills and knowledge

How we teach Reading at Redbridge Primary

We teach whole class Reading across Key Stage 1 and Key Stage 2. In Key Stage 1, we teach three Reading sessions a week. In Key Stage 2, we teach four Reading sessions a week.

Children are explicitly taught the skills of reading (outlined in the National Curriculum and the KS1 and KS2 test domains) through the use of VIPERS which were created by Rob Smith (The Literacy Shed).

The Reading Vipers can be used by both KS1 and KS2 with a little adaption. The main difference being in the S.

Sequence – KS1

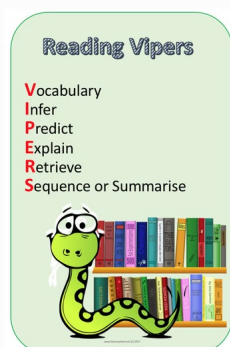
Summarise – KS2

In KS1, 'Explain'; is not one of the content domains, rather it asks children why they have come to a certain conclusion, to explain their preferences, thoughts and opinions about a text.

In KS2, the Explain section covers the additional content domains of 2F, 2G and 2H which are not present in KS1.

What are Vipers?

VIPERS is an anagram 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.



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

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Summarise – KS2

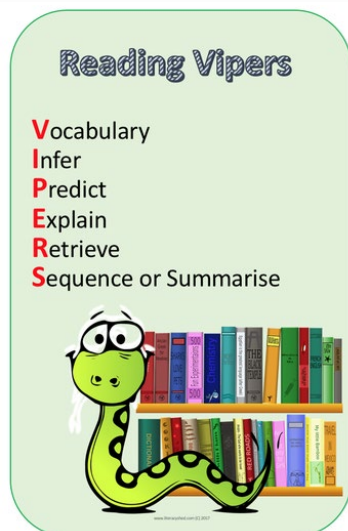
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KS1

In Key Stage One children reading skills are taught and practised using the VIPERS during whole class reading sessions

KS1 Content Domain Reference	VIPER
1a draw on knowledge of vocabulary to understand texts	Vocabulary
1b identify/ explain key aspects of fiction and non-fiction, such as characters, events, titles and information.	Retrieve
1c identify and explain the sequences of events in texts	Sequence
1d make inferences from the text	Infer
1e predict what might happen on the basis of what has been read so far	Predict

KS2

In Key Stage Two children reading skills are taught and practised using VIPERS during whole class reading sessions.

KS2 Content Domain Reference	VIPER
2a Give/explain the meaning of words in context	Vocabulary
2b retrieve and record information/ identify key details from fiction and non/fiction	Retrieve
2c summarise main ideas from more than one paragraph	Summarise
2d make inferences from the text/ explain and justify inferences with evidence from the text	Infer
2e predict what might happen from details stated or implied	Predict
2f identify/explain how information/ narrative content is related and contributes to meaning as a whole	Explain
2g identify/explain how meaning is enhanced through choice of words and phrases	Explain
2h make comparisons within a text	Explain

How we teach Writing at Redbridge Primary

At Redbridge Primary, we believe that English skills are vital to the development of pupils so they are prepared for their future life. Our aim with writing is to provide a broad yet balanced English curriculum based on the objectives for each Key Stage in the National Curriculum. Writing skills underpin most elements of the school curriculum and we view it as an essential life-skill. Considering the fundamental importance of writing in everyday life, we are driven by the need to develop each learner's writing ability, thus enabling them to play a full part in society.

The aims of teaching writing in our school are to develop pupils who:

- demonstrate very positive attitudes towards writing
- use and understand language as speakers, readers and writers
- are confident and independent in the use of language in their writing
- have an awareness of different audiences and purposes for writing
- apply their grammatical knowledge in their writing
- apply their phonetical and spelling knowledge in their writing
- apply high standards of writing in all areas of the curriculum

By the end of Year Six we intend our children to be able to express their thoughts and ideas clearly and creatively through the written word. We also want to create writers who craft their writing through the use of re-reading, editing and improving their own writing, and enable pupils to confidently use the essential skills of grammar, punctuation and spelling.

Foundation Stage

Writing in the Early Years focuses heavily on developing the physical skills needed to access writing, scribing, modelling and shared writing. Research shows that for writing to develop, you should provide young children with opportunities to build their physical strength and control in the core, upper body, hands and fingers. In Nursery we focus on developing the physical strength needed to access writing activities and expose the children to a wide variety of mark making opportunities that allow them to develop their emergent writing skills. Preschool (nursery) children are not expected to achieve conventional spelling patterns, it is the attempt that counts, and the realisation that marks have meaning.

We strongly believe that writing develops alongside all learning areas, especially communication and language, reading and mathematics.

In EYFS, writing is incorporated in learning across the curriculum and developed through adults skilfully intervening in play; however, a weekly adult led task is also put in place for all children to undertake, so that writing is taught through an integrated approach. When children do undertake writing in EYFS, sound and vocabulary mats are always provided to scaffold their learning. The teaching and learning of writing wholly incorporates the promotion of both reading and writing (as demonstrated in the planning process). Additionally, to ensure that all pupils learn to be confident writers, we encourage children to write creatively whilst teaching key writing skills (for their year group) explicitly and systematically.

Key Stage 1 and Key Stage 2

In English lessons across both Key Stages, teachers plan a sequence of lessons that explore quality texts and give pupils the opportunity to practice writing and reading skills. Teachers model these skills on regular basis throughout the writing sequence. Our curriculum is designed to provide the opportunity for our pupils to write in a range of contexts across our subjects on their learning journey. By planning these opportunities, we are developing confident, enthusiastic writers who are able to clearly express themselves in different writing styles and across a range of varying contexts. This provides our pupils with regular opportunities to write for a range of purposes and audiences. Writing tasks are specific and meaningful, and often meet a purpose to engage pupils and to illustrate how their writing skills can be applied to real life contexts.

Editing work is an essential skill when writing and something we strongly believe in providing opportunities for. Pupils are taught how to edit and improve their work as an integral part of the writing process. Each year group has a writing teacher assessment framework (TAF) written in I can statements. Teachers engage with the TAF during planning time as well as marking each piece of work. By using a TAF in each year group, it allows for the children to review targets within the year group during the writing process as well as the editing and refining process at the end. Referring to the TAF enables pupils to independently identify their own targets within each lesson.

At Redbridge Primary, we are passionate that all pupils receive Quality First Teaching. Careful planning and consideration is given for any pupils with identified SEND or identified as needing additional support. This allows for them to have work additional to and different from their peers in order to access the curriculum dependent upon their needs. By creating a stimulating environment and employing appropriate resources, we are determined to provide all pupils with a supportive writing curriculum which will allow learners to recognise their full potential and consistently achieve highly from their own individual starting points.

How our curriculum celebrates the diverse world in which we live

Children:

- Experience a balanced representation of disability, faith, class, gender, culture, heritage and race
- explore stories of people from the past, looking at adversity, and the adventures and achievements of humanity
- explore a variety of diverse key texts linked to their topic
- learn about the accomplishment of different people including the explorer Ibn Battuta, Mary Seacole, Ellen MacArthur and Matthew Henson
- learn about different countries, continents and civilisations such as Benin, South Africa, Ancient Egypt and South America
- experience whole school celebrations of festivals for the five major religions

Diversity

Global

Inclusion

Children:

- will study globalisation; that requires children to apply knowledge from across the geography curriculum.
- will use data from around the world to understand social, economic and political globalisation.
- will have many opportunities to reflect upon the advantages and challenges globalisation brings and will consider the importance of sustainability and equity in relation to human interactions with the physical world.
- Will develop a love for the subject of geography, and also recognise their own role in becoming a responsible global citizen

Children:

- Work in a range of different learning groups
- Work collaboratively on tasks
- Encourage other learners
- All children are involved in learning whatever their need
- People with disabilities are represented such as Frida Khalo, Helen Keller, Stephen Hawking

How our Values are woven into our curriculum

Children:

- Experience problem solving activities
- Can work independently
- Children are taken out of their comfort zone when learning new concepts

Resilience

Honesty

Respect

Children:

- Are taught to respect different cultures, customs and beliefs
- Show respect for other learners
- Enjoy learning new concepts

Positivity

Friendship

Children:

- Enjoy their learning
- Are positive about their learning
- Adapt to different circumstances and learning opportunities

Children:

- Work in a range of different learning groups
- Work collaboratively on tasks
- Encourage other learners

