

# Oak Grange Nursery and Primary School



## Curriculum

# What will the curriculum *feel* like for our children?



“Together may we give our children the roots to *grow*  
and the wings to fly.”



**Global citizens-** We will develop an eco-friendly school from day one and learn how we can look after our local environment of school and community, as well as the wider world.

**Right attitudes for life -** We believe that the five attitudes we promote enable children not only to learn effectively but to engage in life successfully.

**One of a kind -** We will celebrate each child as an individual and nurture self- worth and a sense of identity.

**Wonder and awe -** We will embrace enquiring minds, encourage curiosity, promote creativity and develop new knowledge and skills.

# What does our curriculum *look* like? (ASK -Attitudes, Skills and Knowledge)



"Together may we give our children the roots to *grow* and the wings to fly."



## Global Citizens

We will develop an eco-friendly school from day one and learn how we can look after our world locally and our environment globally.



## Right attitudes for life

We will develop lifelong learning attitudes, enabling our children to be Resilient, Reciprocal, Resourceful, Reflective and Responsible



## One of a kind

We will celebrate each child as an individual and nurture self-worth and a sense of identity.



## Wonder and Awe

We will embrace enquiring minds, encourage curiosity, promote creativity .



# How is the curriculum *structured*? (ATTITUDES PROGRESSION)



## Reflective



## Resilient



## Responsible













## Reciprocal



## Resourceful

FS	I can stop and think	I can stick at it.	I can be responsible	I can work with others	I can find a way.
Key Stage 1	<p><i>I can talk about what I have learnt and enjoyed.</i></p> <p><i>I can recognise what I have done well and what I can do better.</i></p> <p><i>I know my next steps</i></p>	<p><i>I don't give in if I find something hard.</i></p> <p><i>When I have a problem, I think of a solution.</i></p>	<p><i>I look after my book bag and possessions in school.</i></p> <p><i>I can carry out jobs sensibly and well on my own or in a group.</i></p> <p><i>I can help others in my class when I see they need it.</i></p>	<p><i>I can listen to ideas of others and not interrupt them</i></p> <p><i>I accept and encourage everyone to have a role in my team.</i></p> <p><i>I can learn on my own or with others.</i></p>	<p><i>I know the steps to take when I need help.</i></p> <p><i>I can find resources to support my learning.</i></p> <p><i>I am willing to have a go and try new ideas which are sometimes different to my friends.</i></p>
Key Stage 2	<p>I can explain and discuss what I have learnt from others</p> <p>I can learn from and act upon previous experience</p> <p>I can reflect on my emotions and attitudes at different points in a task</p> <p>I can reflect on how well I have met the success criteria and can plan where to go next</p> <p>I set my own targets and know how to meet them</p>	<p>I recognise and manage my mood swings</p> <p>I can remain positive even when a task is difficult</p> <p>I look forward to harder and more demanding challenges</p> <p>I can cope with the additional pressure that work can bring</p> <p>I can organise myself to complete a task</p> <p>I can take risks to solve a problem</p> <p>I can understand that sometimes the decisions of others can impact on others</p> <p>I know if I am wrong I can learn from it</p> <p>I am not deterred from getting on with a task even though there are distractions</p>	<p>I am responsible for all my belongings</p> <p>I am responsible for bringing things I need for school and taking them home</p> <p>I complete my homework and bring it back on time</p> <p>I can carry out jobs on a regular basis and let adults know if there is a problem</p> <p>I accept responsibility for my own behaviour</p> <p>I accept responsibility for my role in group work</p> <p>I work with others to be responsible for my class and the school community</p> <p>I am able to direct my own work and ensure that it is completed</p>	<p>I can accept constructive criticism from others to help improve my performance</p> <p>I can listen to the opinions of others when making joint decisions</p> <p>I can break ideas down into manageable steps</p> <p>I can put myself into someone else's shoes</p> <p>I can work in lots of different groups</p> <p>I can see that other opinions could be better than mine</p>	<p>I know that certain people will have expertise that I can use</p> <p>I can ask relevant questions to find out more and check my understanding</p> <p>I can ask higher order questions</p> <p>I can give a reasoned argument</p> <p>I can use and interpret answers</p> <p>I know my preferred way of learning and can learn in different ways</p> <p>I can transfer a skill/knowledge/attitude to a new situation</p> <p>I can recognise whether I am taking a sensible risk</p>

# How is the curriculum *structured?* (SKILLS)

Early Years Foundation Stage																
EYFS	EYFS Prime Areas								EYFS Specific Areas							
	Communication and Language		Personal, Social and Emotional Development			Physical Development			Literacy		Mathematics		Understanding the World		Expressive Arts and Design	
	Listening, Attention, Understanding	Speaking	Managing Self	Self-Regulation	Building Relationships	Gross Motor	Fine Motor	Health Self Care	Comprehension and word reading	Writing	Number and Number Patterns	Shape, Space and Measure	Past and Present	People, Communities and Cultures	Creating with Materials	Being imaginative and Expressive
Threshold Concepts (Skills) Year 1 -6																
The whole child.	Computing		Online Safety													
			Code				Connect			Communicate			Collect			
	Physical Education		Develop practical skills in order to participate, compete and lead a healthy lifestyle.													
		Games			Dance		Gym		Athletics		Outdoor Adventurous		Swimming			
PSHE (including RSE)		Family and Relationships			Health and Well Being		Safety and the Changing Body		Citizenship		Economic Well Being		Transition Identity (Yr6 only)			
Humanities	Religious Education		To know and understand				To express and communicate				To gain and deploy					
	History		To investigate and interpret the past				To build an overview on world history			To understand chronology		To communicate historically				
	Geography		To investigate places				To investigate patterns				To communicate geographically					
	Modern Foreign Languages		Speak Confidently				Read fluently			Write Imaginatively			Understand the Culture of France.			
Arts	Art and Design		To develop ideas			To master techniques			<i>Painting</i>		<i>Collage</i>		<i>Digital Media</i>			
			<i>Sculpture</i>			<i>Drawing</i>			<i>Print</i>		<i>Textiles</i>		To take inspiration from the classics			
	Design Technology		To master practical skills			<i>Food</i>			<i>Materials</i>		<i>Textiles</i>		<i>Electricals</i>			
			<i>Computing</i>			<i>Construction</i>			Mechanic		To design, make, evaluate and improve		To take inspiration from design throughout history			
Music		Perform				Compose				Transcribe			Describe Music			

# How is the curriculum *structured*? (KNOWLEDGE TOPICS)

	Year Cycle	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Whole School Themed weeks					STEM Week	A MADD week B Sense of Place	Healthy Living Week
FS1	A	New Beginnings (Feelings) Nursery Rhymes	Stick Man The Gingerbread Man Christmas	Dora the Explorer Down on the Farm	People who help us Spring/Easter	Growing and Jack and the beanstalk	Teddy bears Picnic
	B	New Beginnings (Feelings) Nursery Rhymes	Stick Man The Gingerbread Man Christmas	Dora the Explorer The 3 Little Pigs	Construction Vehicles Pets Spring/Easter	Growing	Ourselves
FS2	A	The Colour Monster Stories & Rhymes	Dear Zoo Christmas/ Winter	The Little Red Hen Sailing the 7 Seas	Mini Beasts and Growing	Castles	Superheroes
Milestone 1 Years 1/2	A	The Gruffalo	Light and Dark	Where in the world are we?	Toys	Up up and Away	Chocs Away!
	B	At the Circus	Polar Adventures	Dinosaurs	Fun Food Factory	At the Seaside	Great Fire of London
Milestone 2 Years 3/4	A	Bear Grylls Survival	Who lives in a house like this? (Tudors)	Who lives in a house like this? (Tudors)	Around the World in 80 days	Around the World in 80 days	Whose Mummy is it? Egyptians
	B	Night at the Museum	Our Extreme World	Our Extreme World	Roman invasion	Roman invasion	Chellaston and Me
Milestone 3 Years 5/6	A	Destination outer space	Anglo Saxons	Vikings	Island Survival	Spy School	Location Aztecs
	B	Greeks Forces	Peak Adventures	All aboard the Titanic	Microscopic Monsters	World War 2	Rivers Evolution Inheritance

