**The Banks Road Curriculum**

***“If we didn’t have a curriculum that developed the basic skills then it would be fair to say that we were failing our children. I think it’s also reasonable to suggest that the curriculum would be a failure if it didn’t instil a desire to learn by producing children who ‘seek out and enjoy challenges.’” (Jonathon Lear: The Monkey Proof Box Curriculum Design for building knowledge, developing creative thinking and promoting independence 2019)***

The Banks Road Curriculum is knowledge rich and skills based. These are the key principles which underpin our curriculum:

* We recognise that young children have a short attention span and limited focus beyond their immediate experiences and we aim to develop this through termly themes which focus on central concepts which children use to create meaningful links in their learning. Children are exposed to these themes through a series of ‘components’ which develop both their knowledge of the world (non-fiction) and imagination (fiction).
* We believe that one of the biggest challenges facing our young people when they grow up will be caring for their planet and as such we try to ensure they have many successful opportunities to make a difference to their immediate environment, learn outdoors and care for nature.
* We believe that equality of opportunity is fundamental not just within school but also in wider society and we aim to equip our children with a sense of responsibility to care for and support those less fortunate than themselves. We value diversity and promote positive respectful relationships and open mindedness that encourage our children to do the same.
* We believe that young children need nurturing to develop empathy and compassion for others and consequently PSHE and RE are central threads through our curriculum.
* We believe that a successful Curriculum requires rigour and progression. We use subject based skills progressions to ensure this rigour and progression is present across the curriculum.
* We believe that in the Early Years and Key Stage 1 we have a fundamental responsibility to equip children with the basic skills in reading, writing and maths. Reading and sharing books individually with an adult is a right for all children and it is our responsibility to ensure access to high quality diverse fiction/non-fiction and opportunities to engage in a ‘text rich’ curriculum.

Our Long Term Planning for the Curriculum is organised into termly themes which cover 3 key concepts (composite knowledge). According to the stage of development and age of children these themes are then broken into smaller ‘components’ which allow children to meet the concepts in a variety of meaningful ways. This helps them to make links across subjects and make sense of the world around them. Our Long Term planning includes the National Curriculum Knowledge and Skills Progression for individual subjects to ensure rigour and progression. Finally our Long Term Planning is a working document which also includes practical information that teachers find useful to store centrally including a brief overview of English units of work and an overview of Maths units of work for each term, cultural capital opportunities and key dates for assessment and moderation.

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| **Year 1** | **Theme 1****Discover** | **Theme 2** **Explore** | **Theme3****Create** | **Theme 4****Create** |
| **2021 - 2022** | **1st Sept – 17th Dec 2021** | **4th Jan – 1st April 2022** | **19th April – 28th July 2022** |
| **Key Concepts****(Composite)**  | **Belonging, community, friendship, care, responsibility, rights, belief** | **Sustainability, Dreams, Strength, Failure, individuality** | **Care, Change, Sustainability, Duty,**  |
| **Key Question** | **What does it mean to belong to a community?** | **Can your dreams come true?** | **How do we show we care for our world?** | **Why Does The Weather Change?** |
| **Title** | **Towers, Turrets and Treason** | **My World and Beyond** | **See How They Grow** | **Wonderful Weather** |
| **Projects** | **Settling in and establishing routines/ Brilliant Beginnings****Kings and Queens****Bonfire Night****Rememberence Day** | **Space****Polar explorers - animals****Under the Sea (continents and oceans and animals)****Pirates****Toton** | **Plants** | **Weather/Seasons** |
| **Cultural capital** | **Medieval Banquet****Children in Need****School Christmas traditions and experiences****Bonfire Night** | **Stargazing Evening****Walk around Toton****Trip to Church****World Book Day****Science Week** | **Global Week****Plant Sale** | **Camo Week****RE Day** |
| **Write Stuff Units of Work** | **Narrative – Story – Traditional Tale – Little Red Riding Hood (Writing Moderation as KS1 for baseline)****Narrative-Story- The Queens Hat**  |  |  |  |
| **English Units of Work** | **Poetry- Bonfire Night****Poetry-Harvest**  |  |  |  |
| **Maths** | **Reception Experiences****Pupils count within 100 in different ways****Number Sense:****Subitising 1-5****Subitising 6-10****Subitising 1-10****Make and Break 5****Make and Break 4, 3 & 2****Make and Break 10** | **Comparison of quantities and Part Whole Relationship****Numbers 0-5****Recognise, compose, decompose and manipulate 2D and 3D shapes****Number Sense:****Make and Break 6****Make and Break 7****Make and Break 8****Make and Break 9** | **Recognise, compose, decompose and manipulate 2D and 3D shapes****Numbers 0-10****Number Sense:****One more, One less****Two more, two less****Number 10 Fact Families****Five and A Bit**  | **Additive Structures****Addition and Subtraction Facts within 10****Number Sense:** **Five and A Bit****Know About Zero****Doubles and Near Doubles**  | **Numbers 0-20****Unitising and Coin Recognition****Number Sense:****Number Neighbours****7 Tree & 9 Square****Strategy Selection** | **Position and Direction****Time****Number Sense:****Ten and A Bit**  |

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| **Year 2** | **Theme 1****Discover** | **Theme 2** **Explore** | **Theme3****Create** | **Theme 4****Create** |
| **2021 - 2022** | **1st Sept – 17th Dec 2021** | **4th Jan – 1st April 2022** | **19th April – 28th July 2022** |
| **Key Concepts****(Composite)**  | **Community, Responsibility and Resilience.****(These key concepts underpin all our Year 2 experiences)** | **Strength, Faith, Sustainability.****Daniel, David, Joseph** | **Diversity** | **Compassion, Change** |
| **Key Question** | **What can I learn from the past?** | **What makes the world a better place?** | **Is it good to be different?** | **What has changed for me?****How do I manage change?** |
| **Projects** | **Brilliant Beginnings****Time Travellers** | **Famous individuals who have improved the world.****How we can improve our world**  | **Scientific Diversity – Animals** | **Transition** |
| **Cultural capital** | **Newstead Abbey – Victorian Christmas****Children in Need****School Christmas traditions and experiences****Bonfire Night** | **In school : Storyteller for World Book Day****Eco club – supporting environmental initiatives across school.** | **YHA and Conkers – end of year celebration****In school : African Dance or Drumming workshop****End of Year Celebration Show** |
| **Write Stuff Units of Work** | **Narrative – Story – Traditional Tale – Little Red Reading Hood (Writing Moderation as KS1 for baseline)****Narrative – Diary writing – The Great Fire of London****Non-Fiction – Lyrical Explanation – In My Heart …A book of Feelings****Narrative – Story – My Christmas Star** | **Narrative - Comic Strip – Supertato****Non-fiction – Biography – Rosa Parks / Emmeline Pankhurst****Non-fiction – Instructions – How to make a superhero vehicle (Writing moderation as KS1 for mid year review)****Narrative – legend : George and the Dragon** | **Non-chronological reports – Big Cats****Narrative – story – The Enormous Crocodile** **(Writing moderation as KS1 for end of year)** | **Poetry – If I were in charge of the world** |
| **English Units of Work** | **James Carter – Firework Poem : firework poetry****Learn a poem by heart for National Poetry Day (7th October 2021)** | **Prince of Egypt (cross curricular RE)****School improvement project – eco club, playground pals, school council.** | **Reading Aloud – How to Be A Lion****Transition Letters for Bispham****The Lion King – character descriptions** | **End of year show** |
| **Maths** | **Place value and Addition and Subtraction** | **Addition and Subtraction and Money** | **Multiplication and Division and Time** | **Fractions, Calculations, Position and Direction****Measures (1)** | **Reviewing Calculations and Problem Solving.****Mo****ney** | **Statistics, Properties of Shape.** **Measures (2)** |