

St James' Church of England Junior School (Voluntary Controlled)



Curriculum Policy

Headteacher : Shirleyann Jones

Tower Hamlets Road

Forest Gate

Drawn up by	SLT
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Curriculum Policy

The curriculum at St James' reflects the school's vision and school aims. These are below:

St James' School Vision

St. James' Junior School is a Church of England school that recognises the common values which are held by all faiths.

At St. James' we welcome and respect people from all backgrounds and religions as part of our school family.

We have high expectations of ourselves. We help each other to enjoy learning, to achieve the best we possibly can, and to be able to make choices that will contribute to a healthy lifestyle and economic well-being.

We work and play together so that our school is a safe and happy place where everyone feels valued.

We want members of our school family to be responsible, confident people who are able to contribute fully to society.

St James' School Aims

Enjoy and achieve

- *To provide a broad and balanced curriculum that will develop lively and enquiring minds, aspiring to achieve high standards and maximise potential.*
- *To promote, facilitate and enable the inclusion of all children.*
- *To develop a sense of pride and achievement in being part of our school community.*
- *To provide a wide range of creative experiences that will enable children to make full use of their imagination, thus gaining a sense of the responsibilities that their own creative engagement with the world can bring.*

Make a positive contribution

- *To develop the ability to co-operate*
- *To nurture a sense of care for others*
- *To encourage our children to be 'Citizens of the World'.*

Be safe

- *To provide a safe, supportive and caring environment.*

Be healthy

- *To provide a range of experiences that will encourage our children to make positive choices about their own well-being.*

Achieve economic well-being

- *To work in full partnership with all stakeholders.*
- *To promote aspiration and innovation throughout the school community.*

Our vision and school aims encapsulate our school motto "Live to Learn; Learn to Live" and the curriculum developed has been created to support the above.

Curriculum Statement

St James' Curriculum follows The 2014 Primary National Curriculum (NC). However, we are proud to offer a much broader curriculum than the NC, making the most of the many and varied opportunities to broaden and enrich the curriculum for our children. We have developed a theme and skills-based curriculum

that successfully offers a wide range of developmental opportunities and ensures that learning is both mastered and has depth.

The mastery pedagogy works on the principle that all learners, with effort, will meet expectations while some learners will be able to access even greater challenges to deepen their thinking further, exceeding end of year (age related) expectations for attainment. Teachers at St James' therefore use Bloom's Taxonomy to support their planning, ensuring that the variation of independent learning tasks allows all children to access learning objectives at the relevant stage in the progression of concepts being taught.

The NC provides the school with the outline of knowledge, skills and understanding that we are required to cover in school. We teach key skills for each subject so that the skills practised develop children's knowledge and understanding, within a meaningful context (often a humanities theme), where this is possible.

A revised version of the school's curriculum was introduced in September 2014 and reviewed again in September 2015. Our school has made significant changes, revising school based schemes of work, and a **new curriculum map**, outlining what themes are to be taught in each year group is published on the school's website (and attached here).

The National Curriculum comprises core and foundation subjects. The three core subjects are English, mathematics and science and these take up a larger share of curriculum teaching time. As a church school, we also regard Religious Education and Collective Worship as part of our core provision, treating these two areas in similar high regard. The foundation subjects are: computing (formerly ICT), art and design, design and technology, Spanish (the school's chosen languages - previously Modern Foreign Languages), geography, history, music and physical education (PE). The school's PE coach teaches one lesson each week and class teachers teach one PE lesson per week.

The main curriculum is extended with other aspects of learning, including personal, social and health education (PSHE) and critical thinking. Additionally, in order to meet the school's vision and aims (encapsulated in the school's motto - "Live to Learn; Learn to Live"), drama is taught explicitly. Themes for drama are developed using the school's long term curriculum map (mainly PSHE), with a focus on developing speaking, listening and responding skills as well as performance skills.

There is also significant emphasis put on the development of social, moral, spiritual and cultural (SMSC) development of individuals. These aspects of learning and development are reflected in the ethos of the school, permeating all that we do.

We also specialise in some areas of the wider curriculum, and actively promote school sport and music as two of our focus areas by offering a wide range of sporting opportunities. In addition, most children have some opportunities to participate in competitive sport at some point. Musical opportunities also exist with thirty-three children being offered weekly cello lessons, membership of the school orchestra and the school choir. Additionally, Every Child a Musician lessons (ECaM) are offered to children in Y5 and Y6 on Saturday mornings.

A key part of school life is enjoying singing in school and all children at St James' attend weekly singing assemblies and perform singing during class and year group assemblies.

Themed days and weeks (such as Sports Days, Maths week, World Book Day, Science Week, British Values Day), educational visits and visitors to the school are held to enrich the experiences for the children, while also enhance the curriculum.

Long Term Plan 2015/16 (revised December 2015)

Subject	Autumn		Spring		Summer	
	Autumn I Theme:	Autumn II Theme:	Spring I Theme:	Spring II Theme:	Summer I Theme:	Summer II Theme:
English-Year 3 Language & Literacy Fiction texts Non-fiction texts	Unit 1 Story with a familiar setting Information texts (link history)	Unit 3 Science Fiction/Fantasy story (link geog) Discussion texts (link PSHE)	Unit 5 Mystery story Non-chronological Report (link science and history)	Unit 6 Folktale Biography and Autobiography (link history)	Unit 2 Playscript Instruction text (link DT)	Unit 4 Poetry (link EOY assemblies)
SPAG July 2015	Capital letters, full stops Suffixes, Adverbs and adverbials, inverted commas Heading and sub-headings (See spelling bank)	Determiners and a and an Conjunctions Adverbs and adverbials (See spelling bank) <i>End of term Grammar test – literacy and language</i>	Adverbs and word families Sentences Perfect tense (See spelling bank)	Prepositions Paragraphs (See spelling bank) <i>End of term Grammar test-literacy and language</i>	Adverbs of time Prefixes and suffixes (See spelling bank)	Prefixes (See spelling bank) <i>End of term Grammar test-literacy and language</i>
Year 4 Language & Literacy Fiction texts Non-fiction	Unit 1 Dilemma story Information text (link science, RE and history)	Unit 3 Story in narrative verse Explanation text (link science)	Unit 5 Story with a historical Setting (link history) Newspapers(link Ed visits)	Unit 6 Story from another Culture Persuasive writing (link PSHE; geography)	Unit 4 Playscript Evaluating evidence (link science)	Unit 2 Poetry (link EOY assemblies) Journalistic recounts(link geog; Ed visits)
SPAG July 2015	Capital letters, full stops Inverted commas (See spelling bank)	Adverbials including fronted adverbials (See spelling bank) <i>End of term Grammar test-literacy and language</i>	(See spelling bank)	Nouns and pronouns (See spelling bank) <i>End of term Grammar test-literacy and language</i>	Plurals, possession and apostrophes (See spelling bank)	Paragraphs (See spelling bank) <i>End of term Grammar test-literacy and language</i>
Year 5 Language & Literacy Fiction texts Non-fiction texts	Unit 1 Myths (link history) Instructions (link computing)	Unit 2 Modern retelling of a myth /dilemma story (link RE) Recounts (link Ed visits)	Unit 4 Story by a significant children’s author Biography and autobiography (link art; history)	Unit 5 Story from another culture Chronological report (link geography)	Unit 6 Playscript	Unit 3 Poetic style (link EOY assemblies) Persuasive Writing (geography)
SPAG July 2015	Capital letters full stops, inverted commas Question mark Exclamation Device to build cohesion within paragraph Linking ideas across paragraphs	Relative Clause <i>End of term Grammar test-literacy and language</i>	Brackets, dashes or commas to indicate parenthesis	Converting nouns or adjectives into verbs using suffixes Verb prefixes <i>End of term Grammar test-literacy and language</i>	Use of commas to clarify meaning or avoid ambiguity	Modal verbs Adverbs of possibility <i>End of term Grammar test-literacy and language</i>
Year 6 Language & Literacy Fiction texts Non-fiction texts	Unit 3 Historical story, fiction genres(link history) Formal/impersonal writing ((link PSHE)	Unit 1 Legend Journalistic writing (science; geography; ed visits)	Unit 4 Story with flashbacks (link history) Biography and Autobiography (link history)	Unit 6 Authors and texts Explanations(link science)	Unit 5 Playscript Persuasive texts (link computing)	Unit 2 Poetry: the power of imagery (link EOY assemblies) Argument (link PSHE; geog)
Grammar Punctuation and Spelling (GPS) July 2015	Capital letters full stops, inverted commas Question mark Exclamation Expanded Noun phrases Semicolons, colons and dashes	Informal and formal speech and writing Subjunctive Passive voice (See spelling bank) <i>End of term Grammar test-</i>	SATs Revision	SATs Revision (See spelling bank) <i>End of term Grammar test-literacy and language</i>	Hyphens to avoid ambiguity (See spelling bank)	Punctuation of bullet points Layout devices to structure text <i>End of term Grammar test-literacy and language</i>

	Synonyms and antonyms (See spelling bank)	<i>literacy and language</i>	(See spelling bank)			(See spelling bank)
Maths (Y3)	<p>NUMBER SENSE - Number and Place Value</p> <p>ADDITIVE REASONING -Addition and Subtraction -Measurement (add & subtract length, mass and capacity) -Money amounts/change given</p> <p>-Statistics (interpret bar chart/pictogram/tables)</p>	<p>NUMBER SENSE -Number and Place value - Measurement (tell the time/analogue/Roman numerals 1-x11) -Fractions (tenths)</p> <p>MULTIPLICATIVE REASONING -Number and Place value -Multiplication and division</p> <p>GEOMETRIC REASONING - Properties of Shapes - Positions and directions</p>	<p>ADDITIVE REASONING Addition & Subtraction Measurement (compare measurement) Statistics (interpret & present data) Problem solving</p> <p>NUMBER SENSE Number and place value Fractions</p>	<p>MULTIPLICATIVE REASONING Number and place value Multiplication and division Fractions</p> <p>GEOMETRIC REASONING 2D/3D orientation angles Lines- horizontal/perpendicular/vertical/parallel</p> <p>NUMBER SENSE Number & place value Measurement statistics</p>	<p>ADDITIVE REASONING Addition & Subtraction (formal written columnar method) Measurement Statistics</p> <p>NUMBER SENSE Number & place value Fractions</p>	<p>MULTIPLICATIVE REASONING Number & Place value Multiplication & Division Fractions Measurement</p> <p>GEOMETRIC REASONING Properties of shape Angles perimeters</p>
Maths (Y4)	<p>NUMBER SENSE - Number and Place Value</p> <p>ADDITIVE REASONING -Addition and Subtraction -Measurement (estimate, compare & calculate/measures & money)</p> <p>-Statistics - interpret and present data - problem solving</p>	<p>NUMBER SENSE -Number and Place value</p> <p>MULTIPLICATIVE REASONING -Multiplication & division & problem solving</p> <p>GEOMETRIC REASONING - Properties of shape - Angles - Lines of symmetry</p>	<p>ADDITIVE REASONING Addition & Subtraction Measurement (compare measurement/ £ & P) Statistics (interpret & present data) Problem solving</p> <p>NUMBER SENSE Fractions (including decimals) Measurement</p>	<p>MULTIPLICATIVE REASONING Number and place value Multiplication and division Fractions Measurement (time/weeks /months/year)</p> <p>GEOMETRIC REASONING Classification Coordinates Translation</p> <p>NUMBER SENSE Number & place value Measurement statistics</p>	<p>ADDITIVE REASONING Addition & Subtraction (formal written columnar method) Inverse Problems Fractions (including decimals) Measurement</p> <p>NUMBER SENSE Fractions Measurement</p>	<p>MULTIPLICATIVE REASONING Number & Place value Multiplication & Division Fractions Measurement</p> <p>GEOMETRIC REASONING Properties of shape Classification Angles simple symmetry Area /perimeter</p>
Maths (Y5)	<p>NUMBER SENSE - Number and Place Value - multiplication & division - fractions (including decimal & percentage) Measurement (convert between different units of metric measure)</p> <p>ADDITIVE REASONING -Addition and Subtraction -Measurement Use all 4 operations to solve problems involving measures</p>	<p>NUMBER SENSE -Number and Place value</p> <p>MULTIPLICATIVE REASONING --Multiplication and division Measurement (use all 4 operations to solve problems involving measures)</p> <p>GEOMETRIC REASONING - Properties of shape - Angles - Lines of symmetry</p>	<p>ADDITIVE REASONING Addition & Subtraction Measurement (use 4 operations to solve problems) Statistics -Problem solving Interpret timetables</p> <p>NUMBER SENSE Fractions (including decimals & percentages)</p>	<p>MULTIPLICATIVE REASONING Multiplication and division Measurement – problem solving</p> <p>GEOMETRIC REASONING Properties of shapes 2D/3D Angles Regular/irregular polygons Position/directions</p> <p>NUMBER SENSE Number & place value Multiplication & division Fractions Measurement</p>	<p>ADDITIVE REASONING Addition & Subtraction (formal written columnar method) Rounding Problems Fractions (including decimals & percentages) Measurement Statistics (interpret tables/timetables)</p> <p>NUMBER SENSE Multiplication & division Fractions /decimals/percentages</p>	<p>MULTIPLICATIVE REASONING Multiplication & Division Fractions/percentages/decimals Measurement</p> <p>GEOMETRIC REASONING Properties of shape Positions & directions Measurement (perimeter/area)</p>
Maths (Y6)	<p>NUMBER SENSE Number and Place Value Fractions (including decimals & percentages) measurement</p> <p>ADDITIVE REASONING -Addition and Subtraction -Fractions decimals/percentages - Algebra Formulae/equations Measurement conversion / 3 decimal places</p> <p>STATISTICS Interpret & construct pie chart/line graph/problem solving</p>	<p>NUMBER SENSE -Number and Place value Fractions Measurement</p> <p>MULTIPLICATIVE REASONING -Multiplication and division Fractions incl. decimal and percentages Ratio & Proportion Algebra formulae</p> <p>STATISTICS Calculate 7 interpret mean/average</p> <p>GEOMETRIC REASONING - Properties of shape - Areas/perimeters - Angles</p>	<p>ADDITIVE REASONING Number & Place Value Addition & Subtraction Multiplication & Division Fractions (including decimals & percentages) Algebra formulae/equations Measurement (conversion) Statistics (pie chart/ graphs)</p> <p>NUMBER SENSE Fractions (including decimals & percentages) Algebra Measurement Statistics</p>	<p>MULTIPLICATIVE REASONING Addition & Subtraction Multiplication & Division Ratio & Proportion Algebra Measurement</p> <p>GEOMETRIC REASONING Properties of shapes 2D/3D Coordinates-4 quadrants Measurement – volume/cube</p> <p>NUMBER SENSE Number & place value Fractions Measurement</p>	<p>ADDITIVE REASONING Addition/ Subtraction multiplication/division problem solving Fractions/ decimals / percentages) Algebra (number sequence, formulae) Measurement Statistics (interpret pie chart/line graph)</p> <p>NUMBER SENSE Fractions /decimals/percentages Algebra Measurement Statistics</p>	<p>MULTIPLICATIVE REASONING Addition & Subtraction Multiplication & Division Fractions/percentages/decimals</p> <p>Ratio & Proportion GEOMETRIC REASONING Properties of shape Positions & directions Algebra Measurement (problem solving) Statistic Pie chart/ mean-average</p>

Computing December 2015		Year 3 – We are programmers Year 4 – We are software developers Year 5 – We are game developers Year 6 – We are app planners All year groups: E -Safety L1	Year 3 – We are bug fixers Year 4 – We are toy makers Year 5 – We are cryptographers Year 6 - We are project managers All year groups: E -Safety L2	Year 3 – We are presenters Year 4 – Data Handling Year 5 – Multimedia All year groups: E -Safety L3	Year 3 – Data Handling Year 4 – We are film makers Year 5 – We are web developers Year 6 – We are researchers All year groups: E -Safety L4	Year 3 – We are communicators Year 4 – We are co-authors Year 5 – We are bloggers Year 6 – We are interface designers All year groups: E -Safety L5	Year 3 – We are opinion pollsters Year 4 – We are meteorologists Year 5 – We are architects Year 6 – We are marketers All year groups: E -Safety L6
Science December 2015		Year 3 – Forces and magnets Year 4 - States of matter Year 5 – Forces Year 6 - Living things and their habitats	Year 3 – Forces and magnets Year 4 – States of matter Year 5 – Forces Year 6 – Evolution and inheritance	Year 3 – Animals, including humans Year 4 – Animals, including humans Year 5 – Living things and their habitats Year 6 – Animals, including humans	Year 3 – Rocks Year 4 – Electricity Year 5 –Earth and Space Year 6 - Light	Year 3 – Plants Year 4 – Living things and their habitats Year 5 – Properties and changes of materials Year 6 – Electricity	Year 3 – Light Year 4 – Sound Year 5 – Animals, including humans Year 6 - Electricity
RE December 2015		Year 3 – Stop and think (Christianity and Buddhism) Year 4 – Why is the Bible special? (Christianity) Year 5 – What religions believe about God (Multifaith) Year 6 – How do people express their faith through arts (Christianity & Islam)	Year 3 – Light (Christianity, Hindu, Judaism) Year 4 – Hindu worship (Hindism) Year 5 – Christmas (Christianity) Year 6 - Hospice and death (Multifaith)	Year 3 – Art, signs and symbols (Christianity) Year 4 – Marriage (Hinduism & Islam) Year 5 – Why is Muhammad important to Muslims? (Islam) Year 6 – Similarities and differences (Multifaith)	Year 3 – Special Symbols (Islam & Sikhism) Year 4 – Easter (Christianity) Year 5 – Inner Forces (Christianity, Judaism, Islam) Year 6 – Easter (Christianity)	Year 3 – Holi (Hindu) Year 4 – The person I am (Multifaith) Year 5 – Jesus Example (Christian) Year 6 – Religious Leaders (Multifaith)	Year 3 – How do Jews celebrate? (Judaism) Year 4 – Neighbourhood (Multifaith) Year 5 – Animals or Humans (Personal reflection) Year 6 - Leavers Celebration (Personal reflection)
PSHE December 2015		All Year Groups Being Me In My World	All Year Groups Celebrating Differences	All Year Groups Dreams and Goals	All Year Groups Healthy Me	All Year Groups Relationships	All Year Groups Changing Me
PE Dec 2015	<i>Indoor</i>	Year 3 – Dance Year 4 – Dance Year 5 – Dance Year 6 - Dance	Year 3 – Gym Year 4 - Gym Year 5 – Gym Year 6 - Gym	Year 3 - Dance Year 4 – Dance Year 5 – Dance Year 6 - Dance	Year 3 – Gym Year 4 – Gym Year 5 – Gym Year 6 -Gym	Year 3 – Dance Year 4 – Dance Year 5- Dance Year 6 - Dance	Year 3 – Gym Year 4 – Gym Year 5 – Gym Year 6- Gym
	<i>Outdoor</i>	Year 3 – Net/wall games Year 4 - Net/wall games Year 5 - Net/wall games Year 6 - Net/wall games	Year 3 – Striking/Fielding Year 4 – Striking/Fielding Year 5 – Striking/Fielding Year 6 – Striking/Fielding	Year 3– Outdoor and adventure Year 4 - Outdoor and adventure Year 5 - Outdoor and adventure Year 6 - Outdoor and adventure	Year 3 – Invasion Games Year 4 – Invasion Games Year 5 - Invasion Games Year 6 – Invasion Games	Year 3, 4, 5, 6 – 2 wks: a. Striking/ fielding b. Net/wall games c. Invasion game	Year 3 - Athletics Year 4 – Athletics Year 5 – Athletics Year 6 - Athletics

Blocked Theme	Design Technology December 2015		Year 3 Moving Monsters		Year 4 Alarms Year 5 Building Bridges	Year 3 Seasonal Food Year 5 Bread Year 6 Burgers	Year 6 Famous Fashions
	Art; December 2015	Year 4 Containers	Year 6 A Sense of Place	Year 3 Famous Buildings Year 4 Can We Change Places? Year 5 Talking Textiles			
	Geography; December 2015	Year 3 What on Earth?	Year 5 Alaska Year 6 How do we Impact on the Landscape?	Year 4 Local Area	Year 5 How is Alaska changing?(3 weeks)		Year 3 What is special about Malopolska, Poland? Year 4 Catalonia here we come! Year 5 Sustainable tourism around the Year 6 Croeso i Ariannin (comparison between Wales and Argentina – 3 weeks)
	History December 2015	Year 4 Ancient Greeks Year 5 Life in Ancient Greece Ancient Greek culture Year 6 The Vikings	Year 3 Comparing the Stone Age and the Bronze Age Year 4 Ancient Greeks	Year 5 Ancient Egypt Year 6 Battle of Britain	Year 3 The Iron Age Year 4 Roman Britain Year 5 Local History		
	MFL December 2015	Year 3 – Greetings Year 4 – Parts of the body Year 5 – High street buildings, Year 6 – Classroom	Year 3 – Numbers Year 4 - Animals Year 5 - Days of the week, months Year 6 - Family	Year 3 – Colours Year 4 - Numbers Year 5 - Sports/hobbies	Year 3 – Classroom Year 4 - Pets Year 5 - Breakfast, fruit	Year 3 –Fruits Year 4 – Colours Year 5 – Weather Year 6 – Transport	Year 3 – Days of the week, months Year 4 – Hobbies Year 5 – Lifestyles, Compare UK and Spain Year 6 – Cultural information
	Music December 2015	Year 3 – Clocks and Time Year 4 – Clocks and Time Year 5 – Friendship Year 6 – Friendship	Years 3 – 6 Introduction to standard notation	Year 3 – Magic Year 4 – Magic Year 5 – Time Travel Year 6 – Time travel	Year 3 – Journeys Year 4 – Journeys Year 5 – Soundtrack Year 6 - Soundtrack	Year 3 – Theatre Show Year 4 - Theatre Show Year 5 – Around the World Year 6 – Around the World	Year 3 - Birds Year 4 – Birds Year 5 – Money Bank Year 6 – Money Bank
	Drama December 2015	All Year Groups Being Me In My World	All Year Groups Celebrating Differences	All Year Groups Dreams and Goals	All Year Groups Healthy Me	All Year Groups Relationships	All Year Groups Changing Me

Dr. J. K.