
Curriculum Overview

At Estcourt we endeavour to ensure our early learners develop into life-long learners. We strive to provide a safe, secure and stimulating environment where curiosity is welcomed, enquiry is encouraged and learning is fostered.

We believe that people learn best in different ways. At Estcourt we provide a rich and varied learning environment that allows learners to develop their skills and abilities to their full potential.

The teaching of the basic skills of English and Maths is of paramount importance but our curriculum provides extensive opportunities to apply these skills through exciting Topics.

In Foundation and Key Stage 1, these are taught over varying periods of time to take into account the changing interests of our youngest learners.

In Key Stage 2, topics are generally taught across a term and are based on what the children find interesting. Topics are launched with a special themed day or activity and all work is presented in individual topic books to allow the children to customise their learning.

A variety of methods are used to encourage learning and enjoyment; children are encouraged to work collaboratively as well as independently with an emphasis on discussion, debate and explanation. Pupils are encouraged to think for themselves and to use their skills to problem solve.

ICT is used to promote independent learning and to support developing skills. Different programmes are used to support literacy and Numeracy, and all learners are encouraged to develop their own research skills. The school has its own School Blog which pupils are encouraged to use both at home and in school.

The school uses the 5 Rs to promote positive learning attitudes – Resilience, Relationships, Resourcefulness, Reflectiveness and risk-taking. By harnessing these qualities, our pupils are able to face challenge and solve problems and take control of their own learning.

Reading Schemes

Reading is the foundation of all our learning and we aim to develop fluent, independent and confident readers who become enthusiastic and reflective as a result of their reading.

First steps: the teaching of phonics takes place in all Foundation and Key Stage 1 classes and continues into Key Stage 2 to support developing reading and spelling skills. The school uses a variety of approaches in order to make Phonics fun!

- Letters and Sounds
- Jolly Phonics
- Phonics Bug

Children learn their letters and corresponding sounds through fun games and the use of 'signifiers' – actions to help them remember each individual sound.

The school uses the following reading schemes:

- Bug Club
- Oxford Reading Tree

These books cover both fiction and non-fiction and are available both in book form and on-line, allowing access at home for shared reading within the family. The teaching of reading takes place in small groups within the class, allowing for discussion and debate, as well as in whole class reading lessons, when a longer text is read over a period of time, allowing both discussion and enjoyment. Some of our children will receive one to one reading sessions if they need extra support to develop their reading skills.

All children are take books home daily to encourage reading at home, and they can also access Bug Club through the internet. Our expectation is a minimum of four times each week and we supply activities to do alongside the reading.

For our full curriculum maps, please download your copy of the documents below:

KS1 CURRICULUM MAP

Writing

Narrative

- Write stories set in places pupils have been.
- Write stories with imaginary settings.
- Write stories and plays that use the language of fairy tales and traditional tales.
- Write stories that mimic significant authors.
- Write narrative diaries.

Non-fiction

- Write labels.
- Write lists.
- Write captions.
- Write instructions.
- Write recounts.
- Write glossaries.
- Present information.
- Write non-chronological reports.

Poetry

- Write poems that use pattern, rhyme and description.
- Write nonsense and humorous poems and limericks.

Note: Only the following are statutory at KS1:

- personal experiences
- real events
- poetry
- different purposes.

Reading

- Listen to traditional tales.
- Listen to a range of texts.
- Learn some poems by heart.
- Become familiar with a wide range of texts of different lengths.
- Discuss books.
- Build up a repertoire of poems to recite.
- Use the class and school libraries.
- Listen to short novels over time.

Communication

- Engage in meaningful discussions in all areas of the curriculum.
- Listen to and learn a wide range of subject specific vocabulary.
- Through reading identify vocabulary that enriches and enlivens stories.
- Speak to small and larger audiences at frequent intervals.
- Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.
- Listen to and tell stories often so as to internalise the structure.
- Debate issues and formulate well-constructed points.

Art and design

- Use experiences and ideas as the inspiration for artwork.
- Share ideas using drawing, painting and sculpture.
- Explore a variety of techniques.
- Learn about the work of a range of artists, artisans and designers.

Computing

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.
- Write and test simple programs.
- Use logical reasoning to predict the behaviour of simple programs.
- Organise, store, manipulate and retrieve data in a range of digital formats.
- Communicate safely and respectfully online, keeping personal information private, and recognise common uses of information technology beyond school.

Design and technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home and school, gardens and playgrounds, the local community, industry and the wider environment.

When designing and making, pupils should be taught to:

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria.
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make

- select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing.
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

- explore and evaluate a range of existing products.
- evaluate their ideas and products against design criteria.

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable.
- explore and use mechanisms, such as levers, sliders, wheels and axles, in their products.

Cooking and nutrition

- use the basic principles of a healthy and varied diet to prepare dishes.
- understand where food comes from.

Physical education

- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.
- Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.

Religious education

- Study the main stories of Christianity.
- Study at least one other religion. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.
- Study other religions of interest to pupils.

Mathematics

- Count and calculate in a range of practical contexts.
- Use and apply mathematics in everyday activities and across the curriculum.
- Repeat key concepts in many different practical ways to secure retention.
- Explore numbers and place value up to at least 100.
- Add and subtract using mental and formal written methods in practical contexts.
- Multiply and divide using mental and formal written methods in practical contexts.
- Explore the properties of shapes.
- Use language to describe position, direction and movement.
- Use and apply in practical contexts a range of measures, including time.
- Handle data in practical contexts.

Science

Working scientifically

Across all year groups scientific knowledge and skills should be learned by working scientifically. (This is documented in the Essentials for progress section.)

Biology

Plants

- Identify, classify and describe their basic structure.
- Observe and describe growth and conditions for growth.

Habitats

- Look at the suitability of environments and at food chains.

Animals and humans

- Identify, classify and observe.
- Look at growth, basic needs, exercise, food and hygiene.

All living things*

- Investigate differences.

Chemistry

Materials

- Identify, name, describe, classify, compare properties and changes.
- Look at the practical uses of everyday materials.

Physics

Light*

- Look at sources and reflections.

Sound*

- Look at sources.

Electricity*

- Look at appliances and circuits.

Forces

- Describe basic movements.

Earth and space

- Observe seasonal changes.

Geography

- Investigate the world's continents and oceans.
- Investigate the countries and capitals of the United Kingdom.
- Compare and contrast a small area of the United Kingdom with that of a non-European country.
- Explore weather and climate in the United Kingdom and around the world.
- Use basic geographical vocabulary to refer to and describe key physical and human features of locations.
- Use world maps, atlases and globes.
- Use simple compass directions.
- Use aerial photographs.
- Use fieldwork and observational skills.

History

Look at:

- **The lives of significant individuals** in Britain's past who have contributed to our nation's achievements – scientists such as Isaac Newton or Michael Faraday, reformers such as Elizabeth Fry or William Wilberforce, medical pioneers such as William Harvey or Florence Nightingale, or creative geniuses such as Isambard Kingdom Brunel or Christina Rossetti.
- **Key events in the past** that are significant nationally and globally, particularly those that coincide with festivals or other events that are commemorated throughout the year.
- **Significant historical events, people and places** in their own locality.

Languages

- Languages is optional at Key Stage 1.

Music

- Use their voices expressively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Make and combine sounds using the inter-related dimensions of music.

Personal development

- Discuss and learn techniques to improve in the eight areas of 'success'.
- Study role models who have achieved success.

KS2 CURRICULUM MAP

Writing

Narrative

- Write stories set in places pupils have been.
- Write stories that contain mythical legendary or historical characters or events.
- Write stories of adventure.
- Write stories of mystery and suspense.
- Write letters.
- Write plays.
- Write stories, letters, scripts and fictional biographies inspired by reading across the curriculum.

Non-fiction

- Write instructions.
- Write recounts.
- Write persuasively.
- Write explanations.
- Write non-chronological reports.
- Write biographies.
- Write in a journalistic style.
- Write arguments.
- Write formally.

Poetry

- Learn by heart and perform a significant poem.
- Write haiku.
- Write cinquain.
- Write poems that convey an image (simile, word play, rhyme and metaphor).

Note: Only the following are statutory at KS2:

- narratives
- non-fiction
- poetry.

Reading

- Read and listen to a wide range of styles of text, including fairy stories, myths and legends.
- Listen to and discuss a wide range of texts.
- Learn poetry by heart.
- Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures.
- Take part in conversations about books.
- Learn a wide range of poetry by heart.
- Use the school and community libraries.
- Look at classification systems.
- Look at books with a different alphabet to English.
- Read and listen to whole books.

Communication

- Engage in meaningful discussions in all areas of the curriculum.

Science

Working scientifically

Across all year groups scientific knowledge and skills should be learned by working scientifically. (This is documented in the Essentials for progress section.)

Biology

Plants

- Look at the function of parts of flowering plants, requirements of growth, water transportation in plants, life cycles and seed dispersal.

Evolution and inheritance

- Look at resemblance in offspring.
- Look at changes in animals over time.
- Look at adaptation to environments.
- Look at differences in offspring.
- Look at adaptation and evolution.
- Look at changes to the human skeleton over time.

Animals and humans

- Look at nutrition, transportation of water and nutrients in the body, the muscle and skeleton system of humans and animals.
- Look at the digestive system in humans.
- Look at teeth.
- Look at the human circulatory system.

All living things

- Identify and name plants and animals
- Look at classification keys.
- Look at the life cycle of animals and plants.
- Look at classification of plants, animals and micro organisms.
- Look at reproduction in plants and animals, and human growth and changes.
- Look at the effect of diet and exercise and drugs.

Chemistry

Rocks and fossils

- Compare and group rocks and describe the formation of fossils.

States of matter

- Look at solids, liquids and gases, changes of state, evaporation, condensation and the water cycle.

Materials

- Examine the properties of materials using various tests.
- Look at solubility and recovering dissolved substances.
- Separate mixtures.
- Examine changes to materials that create new materials that are usually not reversible.

Physics

Light

- Look at sources, seeing, reflections and shadows.
- Explain how light appears to travel in straight lines and how this affects seeing and shadows.

Sound

- Look at sources, vibration, volume and pitch.

Languages

- In the chosen modern language:

- Speak
- Read
- Write

- Look at the culture of the countries where the language is spoken.
- If an ancient language is chosen, read, translate and explore the culture of the time.

Music

- Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.
- Improvise and compose music using the inter-related dimensions of music separately and in combination.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand the basics of the staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.
- Develop an understanding of the history of music.

Geography

- Locate the world's countries, with a focus on Europe and countries of particular interest to pupils.
- Locate the world's countries, with focus on North and South America and countries of particular interest to pupils.
- Key geographical features of the countries of the United Kingdom, and understanding how some of these aspects have changed over time.
- Locate the geographic zones of the world.
- Understand the significance of the geographic zones of the world.
- Understand geographical similarities and differences through the study of human and physical geography of a region or area of the United Kingdom (different from that taught at Key Stage 1).
- Understand geographical similarities and differences through the study of human and physical geography of a region or area in a European country.
- Understand geographical similarities and differences through the study of the human and physical geography of a region or area within North or South America.
- Describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes and the water cycle
 - human geography, including: settlements, land use, economic activity including trade links and the distribution of natural resources including energy, food, minerals and water supplies.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, four-figure grid references, symbols and keys (including the use of Ordnance Survey maps) to build knowledge of the United Kingdom and the world.

- Listen to and learn a wide range of subject specific vocabulary.
- Through reading identify vocabulary that enriches and enlivens stories.
- Speak to small and larger audiences at frequent intervals.
- Practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English.
- Listen to and tell stories often so as to internalise the structure.
- Debate issues and formulate well-constructed points.

Mathematics

- Count and calculate in increasingly complex contexts, including those that cannot be experienced first hand.
- Rigorously apply mathematical knowledge across the curriculum, in particular in science, technology and computing.
- Deepen conceptual understanding of mathematics by frequent repetition and extension of key concepts in a range of engaging and purposeful contexts.
- Explore numbers and place value so as to read and understand the value of all numbers.
- Add and subtract using efficient mental and formal written methods.
- Multiply and divide using efficient mental and formal written methods.
- Use the properties of shapes and angles in increasingly complex and practical contexts, including in construction and engineering contexts.
- Describe position, direction and movement in increasingly precise ways.
- Use and apply measures to increasingly complex contexts.
- Gather, organise and interrogate data.
- Understand the practical value of using algebra.

Art and design

- Use experiences, other subjects across the curriculum and ideas as inspiration for artwork.
- Develop and share ideas in a sketchbook and in finished products.
- Improve mastery of techniques.
- Learn about the great artists, architects and designers in history.

Computing

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selections and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.
- Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.
- Understand computer networks including in the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration.
- Describe how internet search engines find and store data; use search engines effectively; be discerning in evaluating digital content; respect individuals and intellectual property; use technology responsibly, securely and safely.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to accomplish given goals, including collecting, analysing, evaluating and presenting data and information.

Electricity

- Look at appliances, circuits, lamps, switches, insulators and conductors.
- Look at circuits, the effect of the voltage in cells and the resistance and conductivity of materials.

Forces and magnets

- Look at contact and distant forces, attraction and repulsion, comparing and grouping materials.
- Look at poles, attraction and repulsion.
- Look at the effect of gravity and drag forces.
- Look at transference of forces in gears, pulleys, levers and springs.

Earth and space

- Look at the movement of the Earth and the moon.
- Explain day and night.

Design and technology

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts, such as the home, school, leisure, culture, enterprise, industry and the wider environment.

When designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make

- select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately.
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate

- investigate and analyse a range of existing products.
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- understand and use mechanical systems in their products, such as gears, pulleys, cams, levers and linkages.
- understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors.
- apply their understanding of computing to programme, monitor and control their products.

Cooking and nutrition

- understand and apply the principles of a healthy and varied diet.
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.
- understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.

- Use a wide range of geographical sources in order to investigate places and patterns.
- Use fieldwork to observe, measure and record the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs and digital technologies.

History

- Changes in Britain from the Stone Age to the Iron Age.
- The Roman Empire and its impact on Britain.
- Britain's settlement by Anglo Saxons and Scots.
- The Viking and Anglo Saxon struggle for the Kingdom of England.
- A local history study.
- A study of a theme in British history.
- Early Civilizations achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.
- Ancient Greece.
- A non-European society that contrasts with British history chosen from:
 - Early Islamic Civilization
 - Mayan Civilization
 - Benin.

History of interest to pupils

Personal development

- Discuss and learn techniques to improve in the eight areas of 'success'.
- Study role models who have achieved success.
- Study those who have lost success and relate this to the eight areas of 'success'.

Physical education

- Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis, and apply basic principles suitable for attacking and defending.
- Take part in gymnastics activities.
- Take part in athletics activities.
- Perform dances.
- Take part in outdoor and adventurous activity challenges both individually and within a team.
- Swimming and water safety: take swimming instruction either in Key Stage 1 or Key Stage 2.

Religious education

- Study the beliefs, festivals and celebrations of Christianity.
- Study at least two other religions in depth. Choose from Buddhism, Hinduism, Islam, Judaism or Sikhism.
- Study three of the major six religions not studied in depth in order to gain a brief outline.
- Study other religions of interest to pupils