

St Merryn School Curriculum

Wherever possible subjects below are taught using the outdoors to enhance learning and understanding of our environment.

Subject	English
EYFS	Literacy development involves encouraging children to link sounds and letters and to begin to read and write. In EYFS this is taught through a scheme called Read Write inc. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
KS1	Pupils are taught reading through the Read Write inc scheme, where pupils are taught in small groups according to their ability. They are taught to link letters and sounds and through decoding words begin to read. Writing is taught every day through topic based literacy lessons. Spelling is taught explicitly within the class and is also part of the weekly homework. By the end of KS1 children are able to write with a joined style.
KS2	<p>Year 3/4</p> <p>Children in Years 3 and 4 work on VCOP targets – namely vocabulary, connectives, openers and punctuation, ensuring they all have the ability to construct and edit their own writing independently. Spelling and grammar are taught explicitly within the class and is also part of the weekly homework. Reading is free choice and they have dedicated library time. Speaking and listening is developed through role-play and other drama based activities. Any children with specific learning difficulties, who have not yet achieved age related expectations in their reading, will continue to follow the Read Write inc scheme. Joined handwriting is developed in Year 3 and any children with coordination problems are given intervention to catch up.</p> <p>Year 5/6</p> <p>In Year 5 and 6 children develop a deeper understanding of different fiction and non-fiction genres. Through the use of toolkits and marking ladders the children build up a bank of resources in preparation for completing writing assessments. Spelling, punctuation and grammar are taught explicitly within literacy and it is also part of the weekly homework. Speaking and listening continues to have a high profile.</p> <p>Writing and reading is moderated in a termly cycle across the school and all children are monitored through rigorous assessment systems.</p>
Subject	Maths
EYFS	EYFS are taught Maths in line with the EYFS maths curriculum. It focuses on providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures. Their curriculum is supplemented with Trish Babbie Dyscalculia Solution programme to ensure sound development of number sense and reasoning skill.
KS1 KS2	All children in KS1 and KS2 access 1 and half hours of maths each day. The activities vary between teacher guided, independent, group and teaching assistant led work, following the National Curriculum. As with EYFS the Trish Babbie Dyscalculia Solution supplements the curriculum, and in particular drives all maths intervention.
Subject	Science
EYFS	Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
KS1	KS1 follow the current National Curriculum. During key stage 1 pupils observe, explore and ask questions about living things, materials and phenomena. They begin to work together to collect evidence to help them answer questions and to link this to simple scientific ideas. They evaluate evidence and consider whether tests or comparisons are fair. They use reference materials to find out more about scientific ideas. They share their ideas and communicate them using scientific language, drawings, charts and tables. Areas of learning are life processes and living things, materials and properties and physical and processes.
KS2	KS2 follow the current National Curriculum. During key stage 2 pupils learn about a wider range of living things, materials and phenomena. They begin to make links between ideas and to explain things using simple models and theories. They apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health. They begin to think about the positive and negative effects of scientific and technological developments on the environment and in other contexts. They carry out more systematic investigations, working on their own and with others. They use a range of reference sources in their work. They talk about their work and its significance, and communicate ideas using a wide range of scientific language, conventional diagrams, charts and graphs. Areas of learning are life processes and living things, materials and properties and physical processes.
Subject	RE
EYFS	In EYFS, teaching primarily focuses on Christianity and other religious traditions, which are brought in where they are relevant to a particular topic. RE particularly contributes to the areas of PSED,

	Communication and Language, Understanding the World and Expressive Arts and Design.
KS1	KS1 follows a two year rolling programme for RE. Pupils explore Christianity and Buddhism, they learn about different beliefs about God and the world around them.
KS2	Throughout KS2 pupils learn about Christianity, Class 3 (year 3 and 4) also find out about Islam and Judaism and Class 4 (year 5 and 6) Hinduism and Sikhism. They recognise the impact of religion and belief locally, nationally and globally.
Subject	ICT
EYFS KS1 KS2	ICT is integral to everyday delivery of all lessons and is taught as when a skill is needed to access that area of the curriculum. The pupils use iPads every day through the delivery of the curriculum.
Subject	PE
EYFS	EYFS use the development matters document to plan for Physical Development. It focuses on developing coordination, control and movement. Children are helped to understand the importance of physical activity, and to make healthy choices in relation to food. Physical development is part of everyday delivery within the EYFS curriculum, using LEAP to improve their gross and motor development. All children in EYFS develop their swimming skills through a dedicated swimming week in the summer term.
KS1	KS1 use Leap to deliver the National curriculum. Leap focuses on developing the pupils' core strength and skills ready to take part in all areas of physical development within KS2. This is taught daily. Multi skills festivals take place termly and all children in KS1 develop their swimming skills through a dedicated swimming week in the summer term.
KS2	KS2's PE curriculum follows the National Curriculum focusing on developing, selecting and applying skills and tactics; exploring compositional ideas, and emphasising the importance of fitness and health. They develop their skills in movement and coordination and enjoy expressing and testing themselves in a variety of situations. Studying swimming/surfing, gymnastics, dance, athletics, outdoor orienteering and games (basketball, football, netball, kwik cricket, tag rugby and tennis). Pupils take part in a wide range of sports festivals, after school clubs and competitions ranging from cross-country to beach volleyball.
Subject	History
EYFS	EYFS use the development matters document to plan for history. It focuses on understanding the world, including people and communities, the world and technology. The children talk about how environments have changed, about past and present events in their own lives and lives of family members.
KS1	KS1's history curriculum is currently being taught from the national curriculum and focuses on chronological understanding, knowledge and understanding of events, people and changes in the past, historical interpretation and enquiry. The children learn about significant people and events from the recent and more distant past. People and events are drawn from the history of Britain and the wider world.
KS2	KS2's history curriculum is currently being taught from the national curriculum and focuses on chronological understanding, knowledge and understanding of events, people and changes in the past, historical interpretation and enquiry. During KS2 they will study local, British, European and world history. They will use different sources of information to investigate the past and represent their findings in various ways.
Subject	Geography
EYFS	EYFS use the development matters document to plan for geography. It focuses on people and communities, the world and technology. The children learn about similarities, differences, patterns and change. They make observations about their environment including animals, plants and talk about changes.
KS1	KS1's geography curriculum is currently being taught from the national curriculum and focuses on geographical enquiry and skills, knowledge and understanding of places, patterns and processes and learning about environmental change and being sustainable. The children investigate a local area and a contrasting environment and learn to ask questions to find out about the people, places and environment. They also learn to use resources such as globes, maps, plans and photographs.
KS2	KS2's geography curriculum is currently being taught from the national curriculum and focuses on geographical enquiry and skills, knowledge and understanding of places, patterns and processes and learning about environmental change and being sustainable. The children investigate places in the United Kingdom and a place in a less economically developed country. They also look at various themes including water, land use within settlements and environmental issues. Children develop their use of resources including maps, atlases, aerial photographs and ICT.
Subject	Art
EYFS	Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

KS1	During key stage 1 pupils develop their creativity and imagination by exploring the visual, tactile and sensory qualities of materials and processes. They learn about the role of art, craft and design in their environment. They begin to understand colour, shape and space and pattern and texture and use them to represent their ideas and feelings.
KS2	During key stage 2 pupils develop their creativity and imagination through more complex activities. These help to build on their skills and improve their control of materials, tools and techniques. They increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures. They become more confident in using visual and tactile elements and materials and processes to communicate what they see, feel and think.
Subject	Music
EYFS	Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role- play, and design and technology.
KS1	During key stage 1 pupil's listen carefully and respond physically to a wide range of music. They play musical instruments and sing a variety of songs from memory, adding accompaniments and creating short compositions, with increasing confidence, imagination and control. They explore and enjoy how sounds and silence can create different moods and effects.
KS2	During key stage 2 pupils sing songs and play instruments with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They improvise, and develop their own musical compositions, in response to a variety of different stimuli with increasing personal involvement, independence and creativity. They explore their thoughts and feelings through responding physically, intellectually and emotionally to a variety of music from different times and cultures.
Subject	D&T
EYFS	Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role- play, and design and technology.
KS1	During key stage 1 pupil's learn how to think imaginatively and talk about what they like and dislike when designing and making. They build on their early childhood experiences of investigating objects around them. They explore how familiar things work and talk about, draw and model their ideas. They learn how to design and make safely and could start to use ICT as part of their designing and making.
KS2	During key stage 2 pupils work on their own and as part of a team on a range of designing and making activities. They think about what products are used for and the needs of the people who use them. They plan what has to be done and identify what works well and what could be improved in their own and other people's designs. They draw on knowledge and understanding from other areas of the curriculum and use computers in a range of ways.
Subject	Drama
EYFS	Pupils have access all year round to role-play within the classroom to explore a range of speaking, listening and writing skills. Pupils act out the nativity every year and take part in regular assemblies. All pupils experience the theatre every year of their schooling.
KS1	Role-play is used across the curriculum to aid learning. Pupils take part in our annual Christmas play that gives them experience of real acting. In the Spring term pupils can enter the music festival, where they learn a verse of a poem and read it out at a competition against other local schools. In the Summer term pupils take part in our arts festival.
KS2	Role-play is used across the curriculum to aid learning. Pupils take part in our annual Christmas play that gives them experience of real acting, auditions, writing scripts, designing set designs and using lighting. In the Spring term pupils can enter the music festival, where they write and debate hot topics and they get the opportunity to then compete against other school. In the Summer term pupils take part in our arts festival.
Subject	PSHE (not a statutory requirement)
EYFS	Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
KS1	During key stage 1 pupils learn about themselves as developing individuals and as members of their communities, building on their own experiences and on the early learning goals for personal, social and emotional development. They learn the basic rules and skills for keeping themselves healthy and safe and for behaving well. They have opportunities to show they can take some responsibility for themselves and their environment e.g. care of the chickens and the gardening. They begin to learn about their own and other people's feelings and become aware of the views, needs and rights of other children and older people. As members of a class and school community, they learn social skills such as how to share, take turns, play, help others, resolve simple arguments and resist bullying. They

	begin to take an active part in the life of their school and its neighbourhood.
KS2	During key stage 2 pupils learn about themselves as growing and changing individuals with their own experiences and ideas, and as members of their communities. They become more mature, independent and self-confident. They learn about the wider world and the interdependence of communities within it. They develop their sense of social justice and moral responsibility and begin to understand that their own choices and behaviour can affect local, national or global issues and political and social institutions. They learn how to take part more fully in school and community activities. As they begin to develop into young adults, they face the changes of puberty and transfer to secondary school with support and encouragement from their school. They learn how to make more confident and informed choices about their health and environment; to take more responsibility, individually and as a group, for their own learning; and to resist bullying.
Subject	MfL
EYFS & KS1	Pupils are introduced to a range of basic words in a variety of languages as and when appropriate links can be made to other areas of the curriculum.
KS2	In KS2 pupils are taught Spanish at a basic level using key words and simple phrases.
Subject	SRE
EYFS	Myself and others, family networks, body awareness and hygiene
KS1	Myself and others, body parts, family, friendships, choices, difference between boys and girls, male and female, naming basic body parts, everybody needs caring for, looking after the body
KS2 lower	Self-esteem, challenging gender stereotypes, difference between male and female, family differences, growing and changing, thinking, feeling –changing relationships, assertiveness
KS2 upper	Building good relationships, becoming men and women, puberty and hygiene, menstrual education for girls, reproduction and being a parent.