

THE ROBINSWOOD PRIMARY MULTI ACADEMY TRUST

CURRICULUM 2020



For further information regarding the curriculum, please contact your child's class teacher (if you are a parent) or contact the school office via email: admin@robinswood.academy.

TRAT CURRICULUM STATEMENT

Definition of Curriculum:

The curriculum is, “a framework for setting out the aims of a programme of education, including the knowledge and understanding to be gained at each stage (intent) ... for translating that framework over time into a structure and narrative, within an institutional context (implementation) ... and for evaluating what knowledge and understanding pupils have gained against expectations (impact).”

Curriculum includes all the experiences that children are offered as part of their school year. It includes all planned lessons, lunchtime and after-school clubs, trips, special experience days, assemblies etc.

INTENT

At TRAT, our curriculum intent is, “To provide pupils with exciting, challenging and engaging learning opportunities that give a lifelong passion for learning and provide them with the skills and knowledge to pursue their interests and passions.”

Each non-core subject has its own progression map (the *Subject Overview*), detailing the subject knowledge and skills that pupils should be taught in each year group from Y1-Y6. Knowledge is divided into “threads of learning” which clearly map out the links of learning a child needs to make as he/she moves from one area of learning within a subject to another and from one year to another. The same threads exist for subject skills. It is the intention of the TRAT curriculum that these links are explicitly taught by teachers so that children acquire **coherent narratives** of understanding and a sense of the “bigger picture” rather than a collection of jumbled, unsorted facts. It is important, in order to ensure progression, avoid repetition and achieve this coherent narrative for children that teachers adhere to the objectives and context they have been asked to cover and not stray away from this. It is the intention of TRAT to maintain a close adherence to the [National Curriculum](#) for all subjects in KS1/KS2 and to [Development Matters](#) in EYFS; teachers are asked to refer back to these if there is any uncertainty about the scope of what they should be teaching. In English, reading and writing progression documents are also in place, which detail the accumulation of reading and writing skills from Y1-Y6 in threads of learning (See English documents). The *Can Do* maths scheme has clear progressive objectives for the key areas of learning (See *Can Do* and TRAT maths documents).

IMPLEMENTATION

Content Overviews

Where there is no scheme of work in place, learning across a year has been divided into termly units. The detail of this is contained in *Content Overviews*. Each *Content Overview* details the learning of skills and knowledge for that term (taken from the *Subject Overview*), the links to prior and future learning both in that subject and across the curriculum, and key vocabulary. Teachers should refer to these when they produce their MTPs, ensuring that there is a balance between the acquisition of skills and knowledge. Wherever possible, links should be made between subjects although these should not be forced. Bringing the subject alive should be accomplished through an enquiry approach. Trips, and inviting visitors to school, are essential to ignite enthusiasm for learning and are a vital part of the curriculum.

Teachers need to produce Medium Term Plans (6 weeks each) for the following non-core subjects:

History (3 per year)
Geography (3 per year)
Art (3 per year)
DT (3 per year)
Science (4 per year in KS1, 5 per year in KS2)

Schemes of work / syllabus in place:

Music (Charanga/Music Express)
PE (Lancashire scheme)
PSHCE (Jigsaw)
MFL (La Jolie Ronde)
RE (Gloucestershire Agreed Syllabus)
Computing (Purple Mash)

Planning requirements and supportive scheme details can be found in the English and maths documents for these subjects.

Expectation of the frequency each subject will be taught

The following pattern has been agreed so that a balance of subjects is taught throughout the year.

Taught weekly – PE, PSHCE, science.
Taught weekly in alternate terms – art alternating with DT, history alternating with geography.
Across a term but not necessarily every week – music, computing, MFL, RE.

IMPACT

Knowledge and understanding should be measured at a school level through book scrutiny, planning scrutiny, teacher conferences and pupil conferences - it is the responsibility of subject leaders in schools and the school's SLT. In addition, standardised tests and writing moderation inform the impact of the English and maths curriculum. Curriculum documents are working documents; the findings of the assessment of the **Impact** of the curriculum should be regularly fed back into a review of curriculum planning (the **Intent** and **Implementation**).

Other Relevant Curriculum Documents: Also relevant to this strategy are the strategies for the teaching of the core subjects: reading, writing and mathematics; the TRAT EYFS curriculum; the TRAT phonics strategy; the TRAT SEN policy.

Curriculum Overview

	Art	Computing ¹	DT ²	Geography	History	MFL	Music	PE ³	PSHCE	RE	Science ⁴	
Y1	Autumn	Painting Monet	1. Online safety and exploring Purple Mash. 2. Grouping and sorting 3. Lego Builders	Sliders and levers	Location, place and maps - UK	Significant individuals Queen Victoria & Prince Albert Children & Rich v poor		1. Hey You: Old School Hip Hop 2. Rhythm in the Way We Walk: Reggae and Hip Hop	1. Ball skills 2. Gymnastics	1. Being Me in My World 2. Celebrating Differences	1. Belonging to a faith community 2. What do Christians believe God is like?	
	Spring	Printing Kandinsky	1. Pictograms 2. Technology outside school	Freestanding structures	Human geography (Australia)	Significant individuals Isambard Kingdom – Brunel Housing & transport		1. In the Groove: Six styles of music 2. Round and Round: Latin American, Jazz and Big Band	1. Dance 2. Ball skills	1. Dreams and Goals 2.1 Healthy Me	1 & 2 Jewish people and how they live.	Animals Materials Plants Seasonal changes
	Summer	Sculpture Walter Mason	1. Coding 2. Making music	Preparing fruit and vegetables	Physical geography (Kenya)	Significant individuals Mary Seacole Charles Dickens		1. Your Imagination: Film, Pop & Musicals 2. Reflect, Rewind, Replay: Western Classical	1. Athletics 2. Attacking and defending	1. Relationships 2. Changing Me	1. Who do Christians believe created the world? 2. Caring for the world & other people.	
Y2	Autumn	Painting Vincent Van Gogh	1. Coding 2. Online safety	Shell structures	Map reading skills	The Great Fire of London. London Before and During		1. Hands, Feet, Heart: South African styles 2. Ho, Ho, Ho: Christmas, Big Band, Motown, Elvis, Freedom songs	1. Ball skills 2. Gymnastics	1. Being Me in My World 2. Celebrating Differences	1. Muslims and how they live. 2. Why Christmas is important to Christians.	
	Spring	Printing Edvard Munch	1. Questioning	Wheels and axles	Human & Physical Geography India	Samuel Pepys Charles II		1. I Wanna Play in a Band: Rock 2. Zootime: Reggae	1. Dance 2. Net / Wall games	1. Dreams and Goals 2.1 Healthy Me	1. Muslims and how they live (Part 2). 2. Why Easter is important to Christians.	Animals Living things and their habitats Materials Plants
	Summer	Sculpture Rodney "Rodrigo" McCoubrey	1. Coding 2. Creating pictures	Textiles – templates and joining	Human & Physical Geography India/UK Comparison	After the fire Rebuilding London Sir C Wren		1. Friendship Songs: Pop, Soul, Film, Musicals. 2. Reflect, Rewind, Replay: Western Classical	1. Athletics 2. Invasion games	1. Relationships 2. Changing Me	1. The values Christians believe Jesus brings. 2. What makes some places sacred to believers?	
Y3	Autumn	Painting Andy Warhol	1. Coding 2. Online safety	Pneumatics	Human and Physical Geography Italy	Pre-history: The Stone Age	Numbers 0-10 Greetings Classroom instructions Ask for and give name Nativity/Christmas	1. Let Your Spirit Fly: R&B, Classical, Musicals, Motown, Soul 2. Glockenspiel Stage 1: Basic skills	1. Games (Territory games, possession & interception) 2. Invasion Games (Hockey, football, netball)	1. Being Me in My World 2. Celebrating Differences	1. What Christians learn from the creation story 2. What it is like to follow God's teachings?	
	Spring	Printing Joan Miro	1. Touch typing 2. Branching databases	2D shapes to 3D products	Location & Maps	Pre-history: The Bronze Age	Ask for and state age Colours More colours Easter – pancakes, celebrations, cards	1. Three Little Birds: Reggae 2. The Dragon Song: Music from Around the World	1. Gymnastics 2. Net / Wall games	1. Dreams and Goals 2.1 Healthy Me	1. Why festivals and worship are significant to a Muslim 2. Why festivals and family life are significant to a Jew	Animals (nutrition & musculo-skeletal) Forces Light Plants Rocks & soils
	Summer	Sculpture Andy Goldsworthy	1. Coding 2. Animation	Food – healthy and varied diet	Volcanoes and Earthquakes	Pre-history: The Iron Age	Names of fruit Days of the week Months of the year	1. Bringing Us Together: Disco and Anthem 2. Reflect, Rewind, Replay: Western Classical	1. Athletics 2. Striking and Fielding	1. Relationships 2. Changing Me	1. Explain what kind of world Jesus wanted 2. Know how and why to make the world a better place	

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	Art	Computing ¹	DT ²	Geography	History	MFL	Music	PE ³	PSHCE	RE	Science ⁴	
Y4	Autumn	Painting Jacob Lawrence	1. Coding 2. Online safety	Lever and linkages	Physical Geography Brazil	Ancient Egyptians: The Importance of the Nile	Parts of the body Adjectives/Quantifiers Zoo animals Simple verbs Snowman theme	1. Mamma Mia: ABBA 2. Glockenspiel Stage 2: Basic Instrumental Skills	1. Games (Territory games, possession & interception) 2. Invasion Games (Hockey, football, netball)	1. Being Me in My World 2. Celebrating Differences	1. What the trinity is and why it is important for Christians. 2. Know what Hindus believe God is like.	
	Spring	Printing Kara Walker	Spreadsheets	Shell Structures using CAD	Human Geography Brazil	Ancient Egyptians: Beliefs in the Afterlife	Letter strings (in) Members of the family Questions about the family Pets Easter	1. Stop!: Grime, Classical, Bhangra, Tango, Latin Fusion 2. Lean on Me: Gospel	1. Dance 2. Net / Wall games	1. Dreams and Goals 2.1 Healthy Me	1. What it means to be a Hindu in Britain today. 2. Know why Christians call the day Jesus died Good Friday.	Animals (digestion) Electricity Living things and their habitats Materials Sound
	Summer	Sculpture Michelle Reader	1. Logo 2. 3D modelling	Simple circuits and switches	Rivers and Mountains	Ancient Egyptians: Egyptian Inventions	Hobbies Leisure activities Weather Clothes	1. Blackbird: The Beatles 2. Reflect, Rewind and Replay: Western Classical	1. Athletics 2. Striking and Fielding	1. Relationships 2. Changing Me	1. Explain the impact of Pentecost. 2. Know how and why people mark significant events of life.	
Y5	Autumn	Painting Yayoi Kusama	1. Coding 2. Online safety	Cams	Vegetation Belts, Climate Zones and Biomes	Invaders: Romans	The High St Directions Asking directions Days/time Christmas	1. Livin' on a Prayer: Rock 2. Classroom Jazz 1: Jazz	1. Games (Territory games, possession & interception) 2. Invasion Games (Hockey, football, netball, rugby, Frisbee)	1. Being Me in My World 2. Celebrating Differences	1. Explain why Christians believe God is holy and loving. 2. Know what it means to be a Muslim in Britain today.	
	Spring	Printing Jamaal Barber	Databases	Food – celebrating culture and seasonality	Map Reading Skills with a Regional Study	Invaders: Anglo-Saxons	Recap of hobbies Months Comparisons Fruit & food items	1. Make You Feel My Love: Pop Ballads 2. The Fresh Prince of Bel Air: Hip Hop	1. Gymnastics 2. Net / Wall games	1. Dreams and Goals 2.1 Healthy Me	1. Why Christians believe Jesus was the Messiah. 2. Why is the Torah important to Jews?.	Animals (lifecycle) Earth and space Forces and magnets Living things (lifecycles) Materials
	Summer	Sculpture Henry Moore	1. Coding 2. Game creator	Textiles – combining different fabric shapes	Settlements and Land Use with a Local Study	Invaders: Vikings	Breakfast French dessert Weather and date phrases Cultural understanding	1. Dancing in the Street: Motown 2. Reflect, Rewind and Replay: Western Classical	1. Athletics 2. Striking and Fielding	1. Relationships 2. Changing Me	1. Explain how Christians live by Jesus' teachings. 2. Identify and compare what matters most to Humanists and Christians.	
Y6	Autumn	Painting Frida Kahlo	1. Coding 2. Online safety	Frame structures	Geographic--al Enquiry	WW2 The Start of the War and Impact on Everyday Life	Classroom routines & objects Recap clothes Recap family members Occupations	1. Happy: Pop, Motown. 2. Classroom Jazz 2: Jazz, Latin, Blues	1. Games (Territory games, possession & interception) 2. Invasion Games (Hockey, football, netball, rugby, Frisbee)	1. Being Me in My World 2. Celebrating Differences	1. Creation and scientific explanations of how the world began. 2. Know why some people believe in God and why some people do not.	
	Spring	Printing Elizabeth Catlett	Blogging	More complex circuits and switches	Planet Earth	WW2 The Holocaust	Rooms in a house Nouns & adjectives Recap of asking questions Furniture	1. Benjamin Britten- A New Year Carol: Benjamin Britten, Gospel, Bhangra 2. Music and Identity	1. Kinball 2. Net / Wall games	1. Dreams and Goals 2.1 Healthy Me	1. Explain why Hindus want to be good. 2. Know what Christians believe Jesus did to save people.	Animals (circulation) Electricity Evolution and inheritance Light Living things (classification)
	Summer	Sculpture Giacometti	1. Spreadsheets 2. Text adventures	Using CAD in textiles	Mapping skills	WW2 The End of the War Innovations – code breaking	Holidays Transport	1. You've Got a Friend: Carole King 2. Reflect, Rewind and Replay: Western classical	1. Athletics 2. Striking and Fielding	1. Relationships 2. Changing Me	1. Understand what kind of king Jesus is to Christians. 2. Know how faith helps people when life is hard.	

