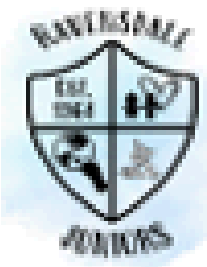




Curriculum At RJS





Teaching and learning

UNDERSTANDING HOW CHILDREN LEARN – MOTIVATES HOW TEACHERS TEACH.

Our lesson design cycle is grounded in educational research and informed by key principles, including **Rosenshine’s Principles of Instruction**, the work of Tom Sherrington, and the science of working memory, aligned with the **Transform Trust conceptual framework**. Each stage is deliberately connected, ensuring lessons flow coherently from one phase to the next. Every lesson includes all core components of the cycle, promoting consistency, research-informed practice, and effective learning. [Detail here.](#)



Lesson design includes **teaching components** – linked to our KIND values and the expectations that pupils are **Responsible, Respectful and Ready to learn** through the curriculum.

Knowledgeable

Teachers use their expertise to *deliberately* design high-quality lessons, making informed decisions based on the curriculum and pupils’ needs.

Pupils build knowledge and skills through a well-planned, connected curriculum, recalling prior learning and applying it to new contexts to support academic, personal, and social development.

Inclusive

Teachers design, deliver, and adapt lessons to ensure all pupils can access learning and develop the knowledge and skills needed for life.

Pupils develop a strong sense of belonging through a carefully planned curriculum that recognises individual needs, promotes academic and cultural understanding, and fosters respect, kindness, and pride in the Ravensdale community.

Never give up

Teachers model resilience and determination, designing challenging learning that builds perseverance, strong relationships, and opportunities for success.

Pupils develop resilience through challenging learning, are encouraged to try new things, and are supported to apply their learning in meaningful contexts.

Daring

Teachers deliberately design and deliver the curriculum using varied approaches to engage and motivate pupils, ensuring full coverage while checking understanding and inspiring learning.

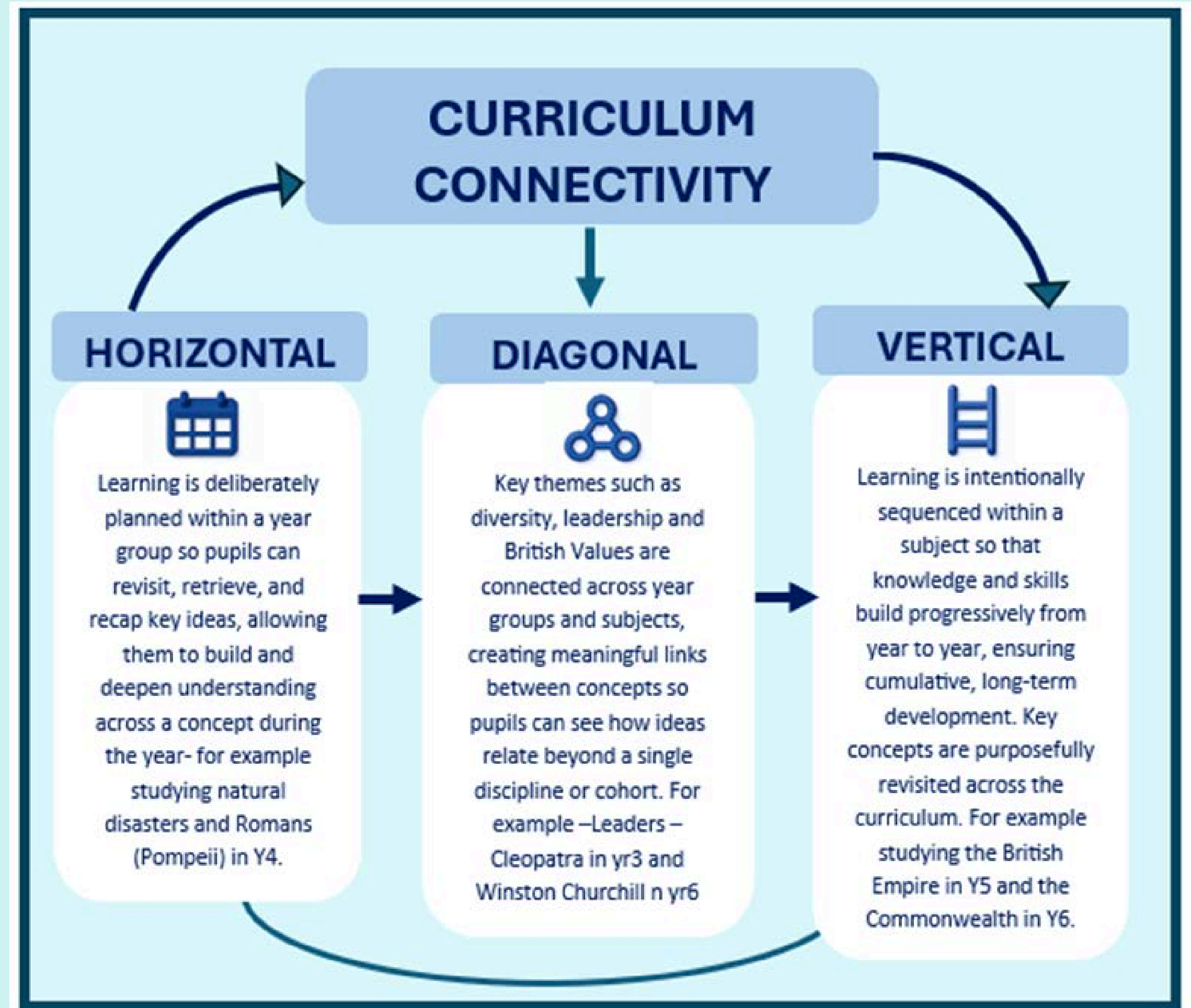
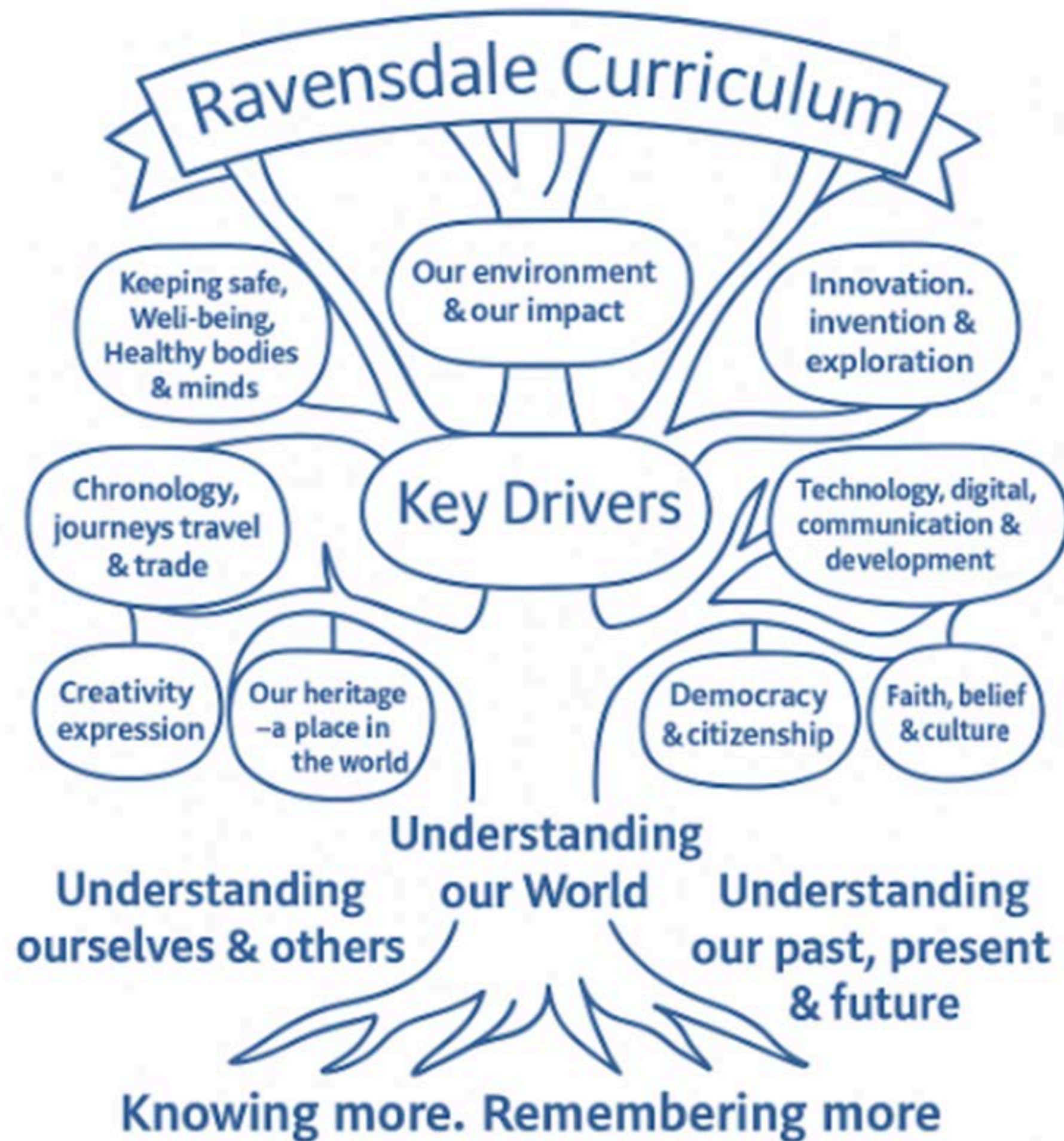
Pupils are encouraged to be daring, try new skills, think deeply, and extend their learning, using new tools, including digital technologies, in a safe and supportive environment.



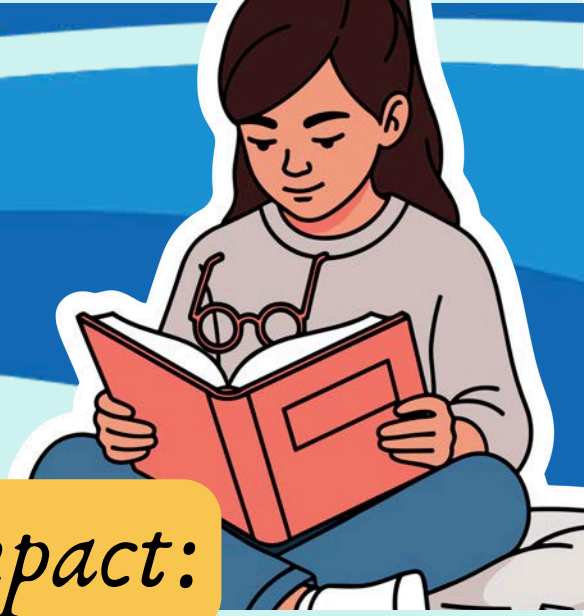
Curriculum

Intent: A curriculum that develops knowledge, is inclusive for all, challenges pupils to never give up and be daring.

At RJS we are proud to provide a high quality, creative and challenging curriculum that is inclusive and ambitious for all. We aim to create a culture of daring learning, which is fostered in a safe, caring and happy environment where all pupils belong and fulfil their academic and personal potential, gaining lifelong knowledge and skills. We aim for children to leave Ravensdale ambitious, proud and ready for life.



Reading



Curriculum Intent:

It is our intention, children are read to, enjoy discuss and work with a selection of core books.

We encourage our pupils to read widely across both fiction and non-fiction so all children:

- Develop knowledge of themselves and the world in which they live;
- to establish an appreciation and love of reading;
- gain knowledge across the curriculum
- develop their comprehension skills.
- develop the self-awareness to understand the kind of reader they are.

We are committed to providing a broad and diverse range of texts and books from across the curriculum which are rich in vocabulary.

The sharing of stories is central to our provision throughout the school so children enjoy both reading and being read to as part of our daily timetable and embedded in our wider curriculum..

Curriculum Implementation:

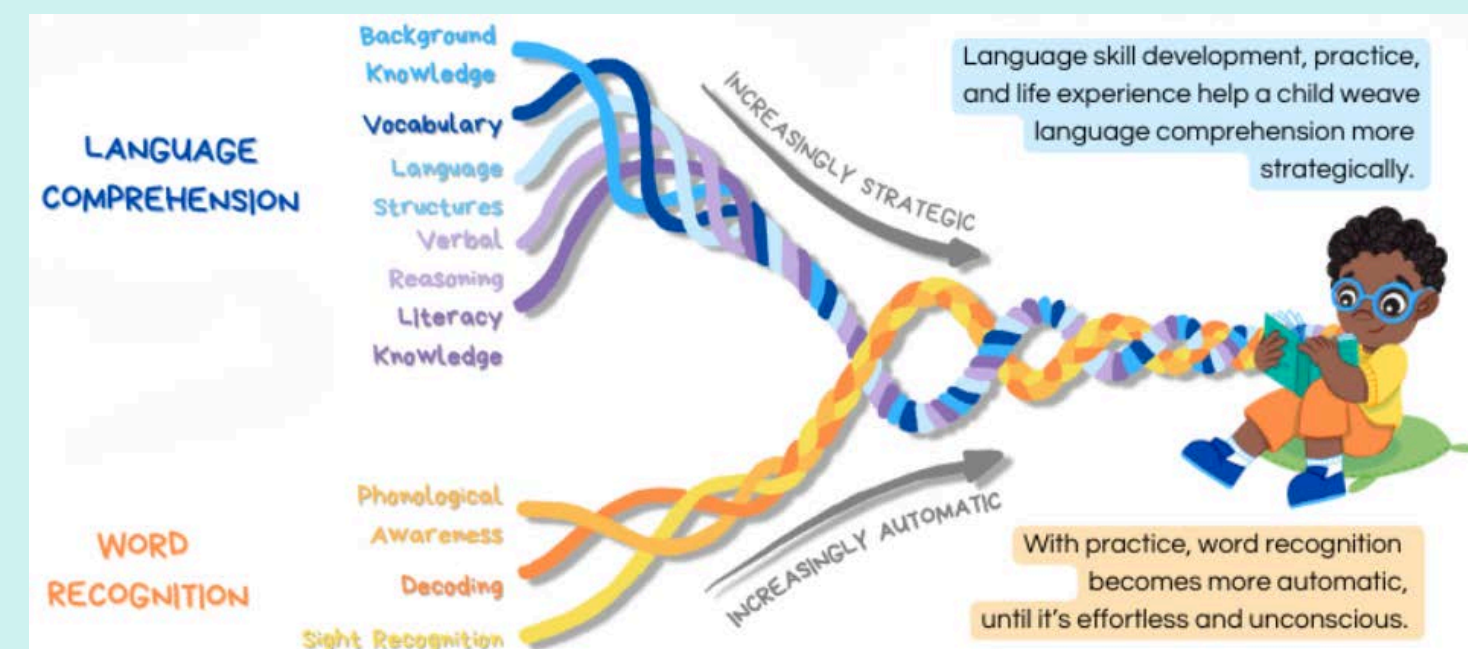
Where necessary, children have daily phonics sessions in small ability groups to secure phonics knowledge to support decoding.

Reading lessons are taught in class daily, focussing on fluency and comprehension skills.

Each year group is immersed in a wide range of text types and diverse themes.

They are inspired by a range of authors and poets and exposed to a balance of new and classic literature, which create mirrors and windows that reflect the realities of the children in our classrooms and beyond.

Reading for Pleasure is a key focus with timetabled slots for free reading and book corners provoke thought and discussion.



Curriculum Impact:

Through the teaching of Little Wandle systematic phonics we ensure that all children secure phonic knowledge and can decode accurately in order to develop fluent reading and strong comprehension skills.

When leaving Ravensdale Juniors, children are fluent, confident and able readers, who can access a range of texts and use their reading skills to unlock learning and all areas of the curriculum.

Our Reading for Pleasure culture ensures children develop a love of reading as well as an awareness of genres and authors to support them in independent book choices and a life-long love of reading.



Reading



Fluency development

Developing fluency in KS2 involves daily, structured practice focusing on accuracy, speed, and prosody (expression).

Key strategies include repeated reading of short, engaging texts, echo reading, and choral reading to build confidence.

Ensuring children understand the text's meaning is crucial, as is pre-teaching vocabulary and using punctuation to guide pacing.

Comprehension Skills

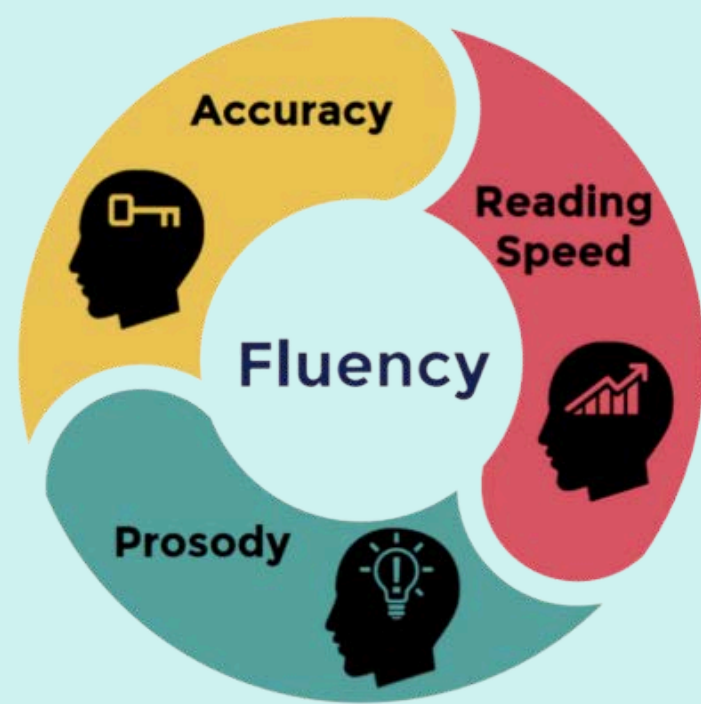
Developing KS2 comprehension skills involves moving beyond decoding to focus on active engagement with texts through prediction, inference, summarising, and clarifying.

Key strategies include questioning techniques, daily reading, using graphic organisers to map out ideas, and fostering vocabulary expansion through:

- Open-ended questions
- Teaching pupils to condense information
- Helping children use clues from the text to understand implicit meaning.
- Encourage readers to stop, re-read, and use dictionaries to define unfamiliar words or phrases,
- Asking children to predict what might happen next
- Daily Reading & Discussion



3 Parts of Oral Reading Fluency:



Accuracy

Reading with few errors.

Reading Speed

The rate at which a student reads.

Prosody

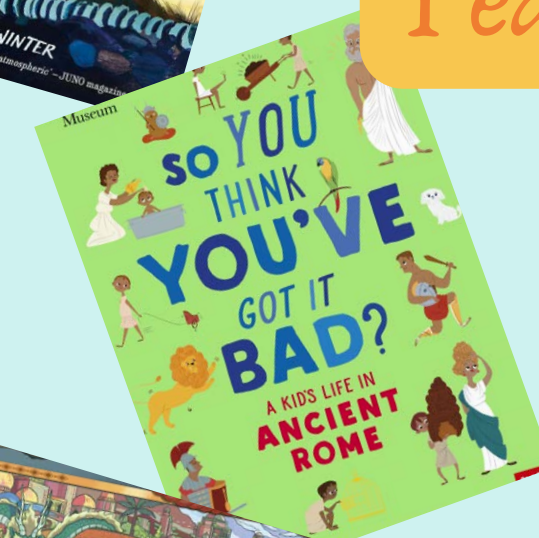
The skill of reading aloud with proper intonation, phrasing, and expression.



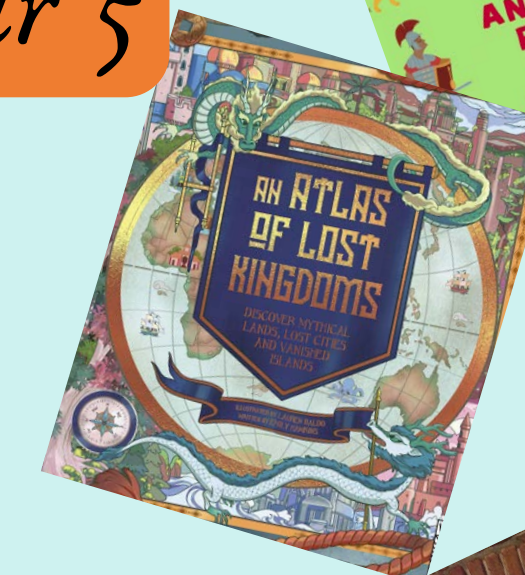
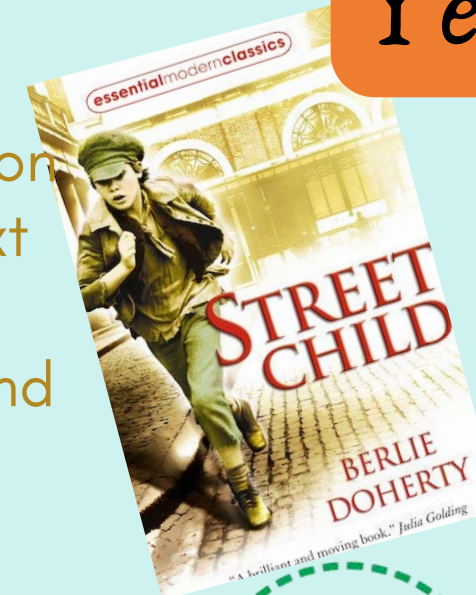
Year 3



Year 4



Year 5



Year 6



Writing



Curriculum Intent:

At Ravensdale Juniors, it is our intent to provide high quality learning experiences in order to develop pupils' competence in both transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech and writing).

Pupils will learn how to plan, revise and evaluate their writing effectively. They will be able to write down their ideas fluently, spelling words quickly and accurately by knowing the relationship between sounds and letters in words. The development of pupils' composition skills will ensure they can form, articulate and communicate ideas, organise them coherently for a reader, showing an awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

We aim to encourage pupils to develop fluent, legible and, eventually, speedy handwriting.



Curriculum Implementation:

Children have effective, high quality daily English lessons and frequent opportunities to write across the curriculum.

Oracy skills support children in articulating their ideas.

Children reflect on and improve writing through editing with continuous self, peer and teacher assessment.

Spelling skills are developed using a phonics based approach and in line with the requirements of the English National Curriculum 2014.

Children are taught to use a neat and consistent style of cursive handwriting, and presentation.

Spelling is taught in accordance with the statutory requirements of the English National Curriculum.

Our 'Writing Journey' sequence allows teachers to cover many of the objectives with built in opportunities to develop transcriptional fluency.

Teaching of grammar and punctuation is taught in context throughout our dabble stage.

Curriculum Impact:

Pupils will be equipped with a strong command of the written word and they will amass a varied vocabulary which they can use across the curriculum. They will develop strategies to spell accurately and use correct grammar in their work.

Pupils will write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

By the end of Year 6 children are confident writers and well-prepared for the secondary curriculum.



Writing



Writing Journey:

- Starter/Hook – Engage interest (Quality text, scenario, artefact, event).
- Define purpose and audience
- Explore – Analyse model texts and features. Agree toolkit for success.
- Dabble – Teach and practise with the skills and vocabulary needed for success.
- Oral rehearsal – peer led discussions to generate and evaluate ideas.
- Write – Plan, draft, self edit and peer review final piece of writing.
- Publish – Produce a final peice of published work to be shared with the intended audience.

Assessment:

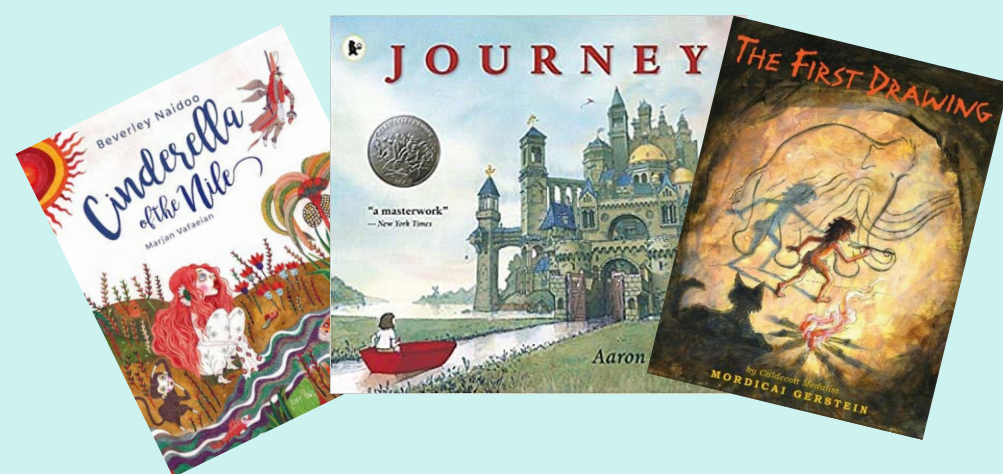
Children are formally assessed on 6 pieces of writing throughout the year which inform future planning and targets and informally at least 12 times through completed independent writing opportunities.

Children are assessed throughout the year in dabble lessons when skills are taught and practiced with Assessment for Learning being used to inform teaching.

Adaptations

- Word banks
- Grow the Code charts
- Adapted scaffold
- Pencil grips
- Peer support
- Guided writing
- Sentence openers
- Dual coding vocabulary
- Oral rehearsal
- Drama activities

Year 3



Year 4



Year 5



Year 6



Maths



Intent

- We want children at Ravensdale to approach Mathematics with confidence and enthusiasm.
- Our teaching focuses on deep, secure understanding through a mastery approach.
- Lessons use concrete resources and pictorial representations to build strong abstract thinking.
- We believe all children can achieve in Mathematics.
- Our approach supports the three National Curriculum aims:
- Fluency
- Problem solving
- Reasoning
- Children experience engaging and inspiring learning opportunities that spark curiosity.
- By the time they leave, pupils will have a strong, confident understanding of Mathematics.

Curriculum Implementation:

Teachers plan from the Power Maths White Rose Edition, teaching topics in clear, consolidated blocks. Lessons follow the 'Small Steps' progression to ensure a complete learning journey. Teachers adapt the scheme using their knowledge of the class, allocating extra time to challenging topics and adjusting other areas as needed.

Curriculum Impact:

- Develop confidence in solving mathematical problems.
- Build rapid recall of key facts and calculation methods.
- Strengthen enquiry skills and apply knowledge through problem solving.
- Deepen their overall mathematical understanding.
- Use accurate mathematical vocabulary to explain their thinking.
- Recognise how mathematics applies to the wider world.

Year Group Coverage			
Year 3	Year 4	Year 5	Year 6
Place Value Addition and Subtraction Subtraction Multiplication and Division Length and Perimeter Fractions Mass and Capacity Money Time Properties of Shape Statistics	Place Value Addition and Subtraction Area Multiplication and Division Length and Perimeter Fractions Decimals Money Time Properties of Shape Statistics Position and Direction	Place Value Addition and Subtraction Multiplication and Division Fractions Decimals and Percentages Perimeter and Area Statistics Properties of Shape Position and Direction Converting units of Measure Time Volume	Place Value Addition and Subtraction Multiplication and Division Fractions Converting units of Measure Ratio and Proportion Algebra Decimals and Percentages Perimeter, Area and Volume Statistics Properties of Shape Position and Direction Time



Maths



Lesson Design:

- Weekly slides outline each lesson. The Teacher's Guide includes:
- How to model the concept
- Key questions to promote deeper thinking
- Methods and resources following the CPA approach
- Mathematical vocabulary for that small step
- Slides follow this structure:
- Arithmetic
- Revision
- Discover
- Share
- Think Together
- Practice
- Deeper Thinking
-

Assessment:

- Arithmetic starters to check quick recall of prior knowledge.
- Deeper-thinking questions ("why?" and "how?") to assess conceptual understanding.
- Ongoing teacher assessment of work and understanding, following the school's marking policy.
- Year-group assessments: Year 4: Multiplication Tables Check (up to 12×12).
- Year 6: Formal SATs in Maths.
- Years 3, 4 and 5: Headstart assessments.
- Year 6: Half-termly past SATs papers.

Practical Resources

- A wide range of manipulatives is available in every classroom to support conceptual understanding.
- Apparatus is used across all year groups, not just with younger or less-confident learners.
- Resources follow the Concrete-Pictorial-Abstract (CPA) approach to build strong mental models.
- Pupils independently choose equipment to support reasoning and problem solving.
- Teachers model accurate and purposeful use of manipulatives.
- Apparatus is introduced during whole-class teaching and used throughout the lesson when needed.
- Consistent use of equipment helps pupils make links between methods and representations.
- Resources are well-organised and clearly labelled to promote independence.
- Manipulatives act as a scaffold and are gradually removed as understanding grows.
- Equipment supports inclusion by enabling all pupils to access the same concepts.

Adaptations

- All pupils are encouraged to believe that with effort and perseverance, they can succeed in Maths.
- Children are taught in mixed-attainment groups where appropriate for their needs.
- Teachers use a range of Concrete-Pictorial-Abstract (CPA) representations to make concepts accessible.
- Adjustments are made at the task level, not the child: most pupils work on the same concept, with some moving to greater depth while others receive targeted support or scaffolding.
- Precise mathematical vocabulary is modelled and expected from all pupils.
- Manipulatives are available across year groups to support understanding, not just for younger or less-confident learners.
- Lessons maintain a brisk, purposeful pace while allowing additional time for concepts that need deeper exploration.
- A culture of discussion and reasoning is promoted so pupils explain, justify, and challenge ideas



Curriculum Intent:

- Explore and discuss ideas relating to about scientific phenomena.
- Systematically analyse functions, relationships and interactions.
- Recognise how abstract ideas develop an understanding how the world works.
- Recognise that scientific ideas change and develop over time. Select the most appropriate ways to answer science questions using scientific enquiry skills, including asking questions, making predictions, setting up tests, observing and measuring, and interpreting results.

Curriculum Implementation:

At Ravensdale, we want our children to foster a great curiosity in Science which in turn will instill a love for Scientific learning and enquiry. This will mean that upon leaving, they are empowered to think like a scientist. Our children will think critically, question and enquire and make scientific links between concepts. They will be motivated by the subject and excited to learn more through a range of engaging and inspiring learning opportunities. Our children will develop a deep knowledge and understanding of Science which means they will be fully prepared for the next stage in their learning and begin to develop aspirations about a future career involving Science.

Curriculum Impact:

- Inspired curiosity for Science.
- Asking scientific questions, thinking critically, evaluate evidence and use evidence to support arguments and judgements.
- Use of scientific enquiry and knowledge application.
- Secure scientific knowledge and understanding.
- Articulated ideas using appropriate scientific vocabulary.



Year 3

- 1-Skeletons
 - 2-Nutrition
 - 3- Rocks
 - 4- Fossils
 - 5- Soils
 - 6- Light
 - 7- Plants
 - 8-Forces
 - 9- Magnets
- 

Year 4

- 1- Living things
- 2- States of matter
- 3- Sound
- 4- Electricity
- 5- Habitats
- 6- Deforestation
- 7- Digestive system
- 8- Food chains

Year 5

- 1- Forces
- 2-Space
- 3- Properties of materials
- 4- Animals including humans
- 5- Life cycles
- 6- Reproduction
- 7- Reversible and irreversible changes

Year 6

- 1- Living things and their habitats
 - 2- Electricity
 - 3- Renewable energy
 - 4- Light
 - 5- Circulatory system
 - 6- Diet, drugs and lifestyle
 - 7- Variation
 - 8- Adaptations
 - 9- Fossils
- 
- 



Lesson Design:

- Objectives – Scientific question for enquiry.
- Starter/Hook – Engage interest (image, question, artefact).
- Context – Brief explanation with visuals or prior knowledge.
- Inquiry – Source analysis or investigation.
- Discussion – Group debate or critical thinking questions.
- Application – Task to apply learning
- Plenary – Summarise and check understanding.

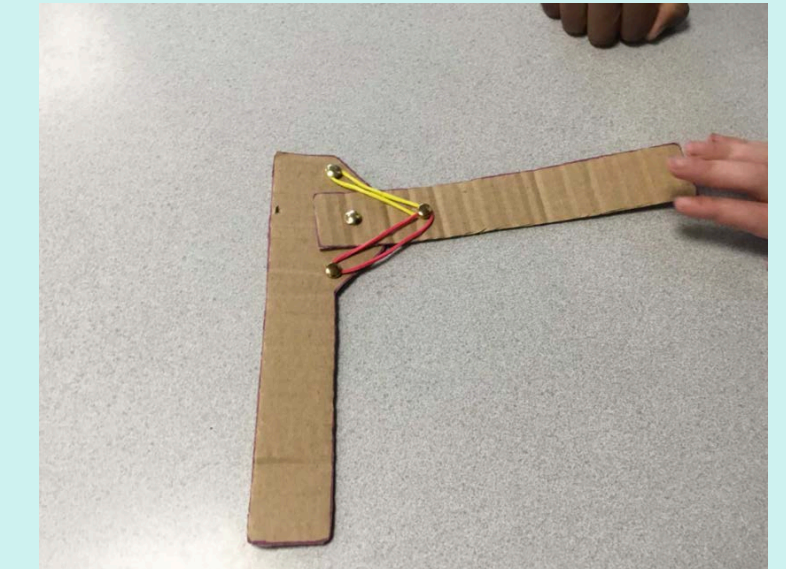
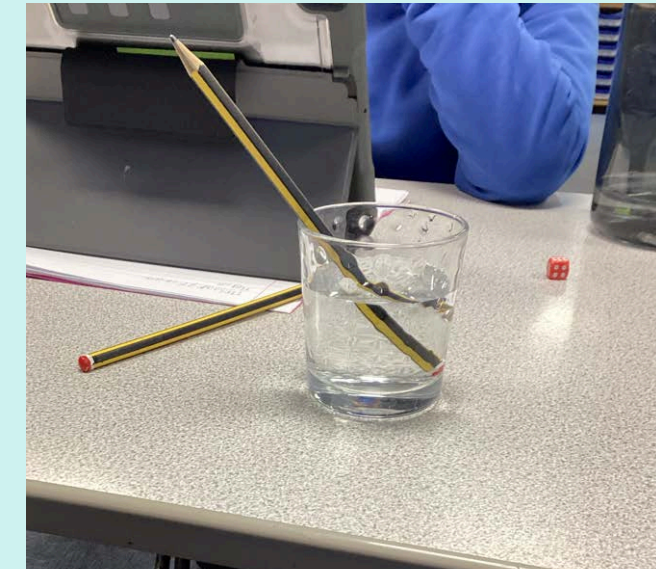
Assessment:

Assessment in Science can be seen through:

- Deeper Level thinking Questions – Ask “why” and “how” to check deep understanding.
- Retrieval Grid Starter – Quick recall of prior knowledge
- Mini Quizzes – Short, low-stakes checks during or after the lesson.
- Open-Ended Questions – Encourage detailed, evidence-based responses.
- End of unit assessment quiz

Adaptations

- Differentiated Resources – Simplified texts, visuals, extension materials.
- Scaffolding – Sentence starters, guided questions, chunked tasks.
- Varied Activities – Mix of discussion, writing, creative tasks.
- SEND/EAL Support – Vocabulary lists, dual coding, pre-teaching key terms.
- Assessment Adjustments – Oral responses, structured questions, extra time.
- Challenge for High Ability – Deeper questions, independent research.
- Investigations recorded using iPads.



History



Curriculum Intent:

- Develop a chronological framework of history.
- Understand global historical developments and their impact.
- Use historical concepts to make connections and analyse trends.
- Learn methods of enquiry and how to interpret evidence.
- Gain historical perspective by linking local, national, and international contexts across various domains (e.g., political, social, cultural).

Curriculum Implementation:

History at Ravensdale Primary School is taught through a thematic approach, with two units covered each year as part of broader topic themes. Lessons are delivered either weekly across a term or in focused blocks, allowing flexibility in teaching. The curriculum is designed to build on prior knowledge, with many units revisited and closely linked to Geography to deepen understanding. Throughout Key Stage 2, pupils explore a diverse range of historical perspectives including local history, British history, European studies, and world history, fostering a rich and connected understanding of the past.

Curriculum Impact:

Pupils develop key historical skills through engaging, enquiry-based learning. They apply knowledge across time periods, use subject-specific vocabulary confidently and demonstrate progression through formal assessment. Teachers observe clear links between eras and concepts, while the subject lead ensures consistency and quality through regular monitoring.



Year 3

- 1 - Ancient Egyptians
- 2 - The Stone Age



Year 4

- 1 - Invaders and Settlers
- 2 - The Great Plague



Year 5

- 1 - The Victorians
- 2 - Ancient Greeks



Year 6

- 1 - World War Two
- 2 - Islamic Civilisation



History



Lesson Design:

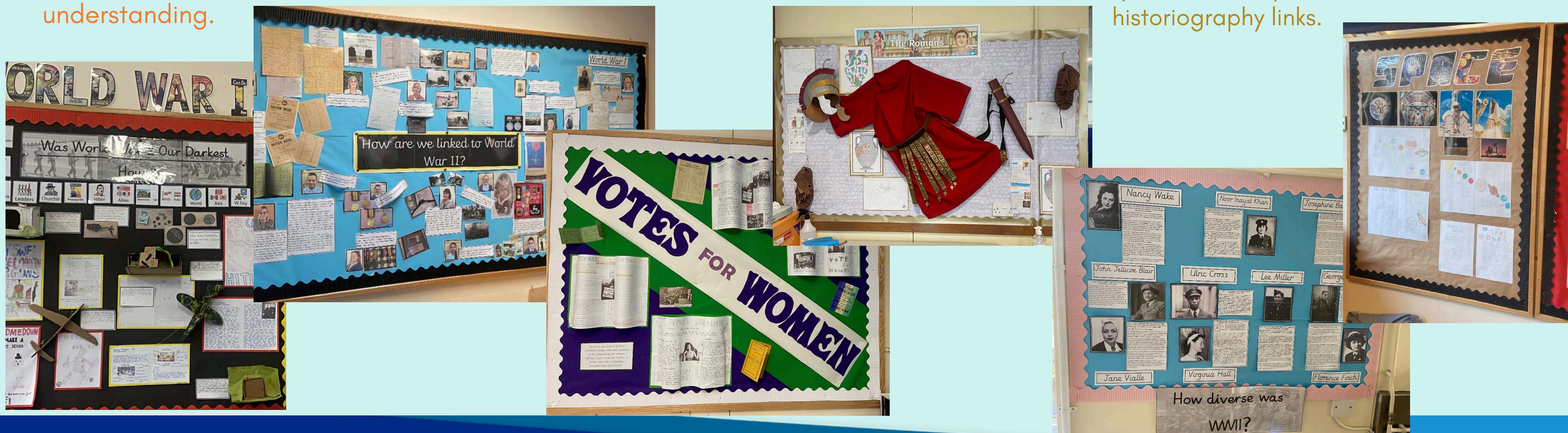
- Objectives – Define what students should learn.
- Starter/Hook – Engage interest (image, question, artefact).
- Context – Brief explanation with visuals or prior knowledge.
- Inquiry – Source analysis or investigation.
- Discussion – Group debate or critical thinking questions.
- Application – Task to apply learning
- Plenary – Summarise and check understanding.

Assessment:

- Assessment in History can be seen through:
- Deeper Level thinking Questions – Ask “why” and “how” to check deep understanding.
 - Retrieval Grid Starter – Quick recall of prior knowledge
 - Mini Quizzes – Short, low-stakes checks during or after the lesson.
 - Open-Ended Questions – Encourage detailed, evidence-based responses.

Adaptations

- Differentiated Resources – Simplified texts, visuals, extension materials.
- Scaffolding – Sentence starters, guided questions, chunked tasks.
- Varied Activities – Mix of discussion, writing, creative tasks.
- SEND/EAL Support – Vocabulary lists, dual coding, pre-teaching key terms.
- Assessment Adjustments – Oral responses, structured questions, extra time.
- Challenge for High Ability – Deeper questions, independent research, historiography links.



Geography



Curriculum Intent:

- Inspire children to become curious, informed and proactive global citizens.
- Provide knowledge and skills to understand the world at local, national and global levels.
- Help pupils appreciate cultural differences and recognise how places change over time.
- Foster a love for exploration and encourage sustainable, positive engagement with the world.
- Equip children with tools to protect and care for the environment they live in.

Curriculum Implementation:

Each year group covers two units as part of an overall topic (theme). Each of the year group will have a physical and human focus as an area of study. These will, where possible, link to the history curriculum and extend understanding as well as building upon previous learning. Children have either weekly Geography lessons taught as part of an overall topic theme and spread over the whole term or blocked sessions over a shorter time. Throughout KS2 these topics include the UK and local area, the world and continents, physical themes, map and atlas work and fieldwork and investigation.

Curriculum Impact:

- Ensure pupils develop essential geographical skills in line with the national curriculum.
- Encourage them to ask questions, investigate answers, and use fieldwork where appropriate.
- Teach pupils to analyse and interpret geographical data using varied resources.
- Promote understanding of the need for a sustainable future and ways to achieve it.
- Develop an appreciation of the wider world through studying diverse countries and cultures.



Year 3

- 1 - UK
- 2 - Map Skills



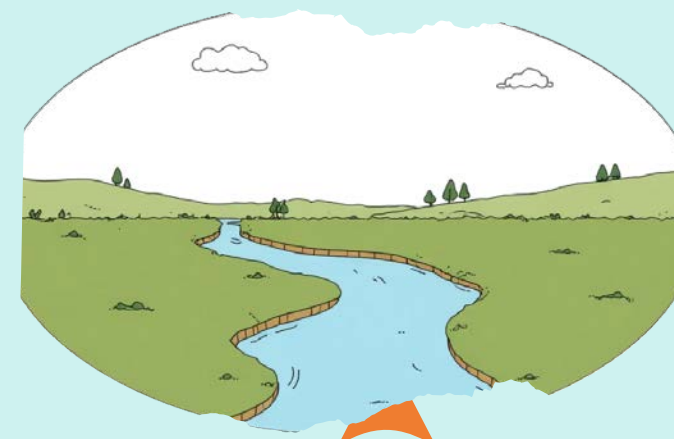
Year 4

- 1 - My Region and Italy
- 2 - Natural World



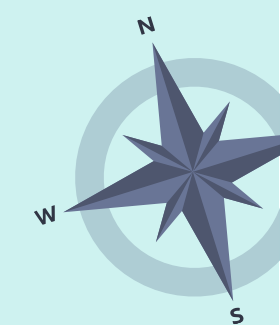
Year 5

- 1 - Biomes and Ecosystems
- 2 - Rivers and Coasts



Year 6

- 1 - Rainforests (Brazil)
- 2 - India and Fairtrade



Geography



Lesson Design:

- Objectives - Define what students should learn.
- Starter/Hook - Engage interest (image, question, artefact).
- Context - Brief explanation with visuals or prior knowledge.
- Inquiry - Source analysis or investigation.
- Discussion - Group debate or critical thinking questions.
- Application - Task to apply learning
- Plenary - Summarise and check understanding.

Assessment:

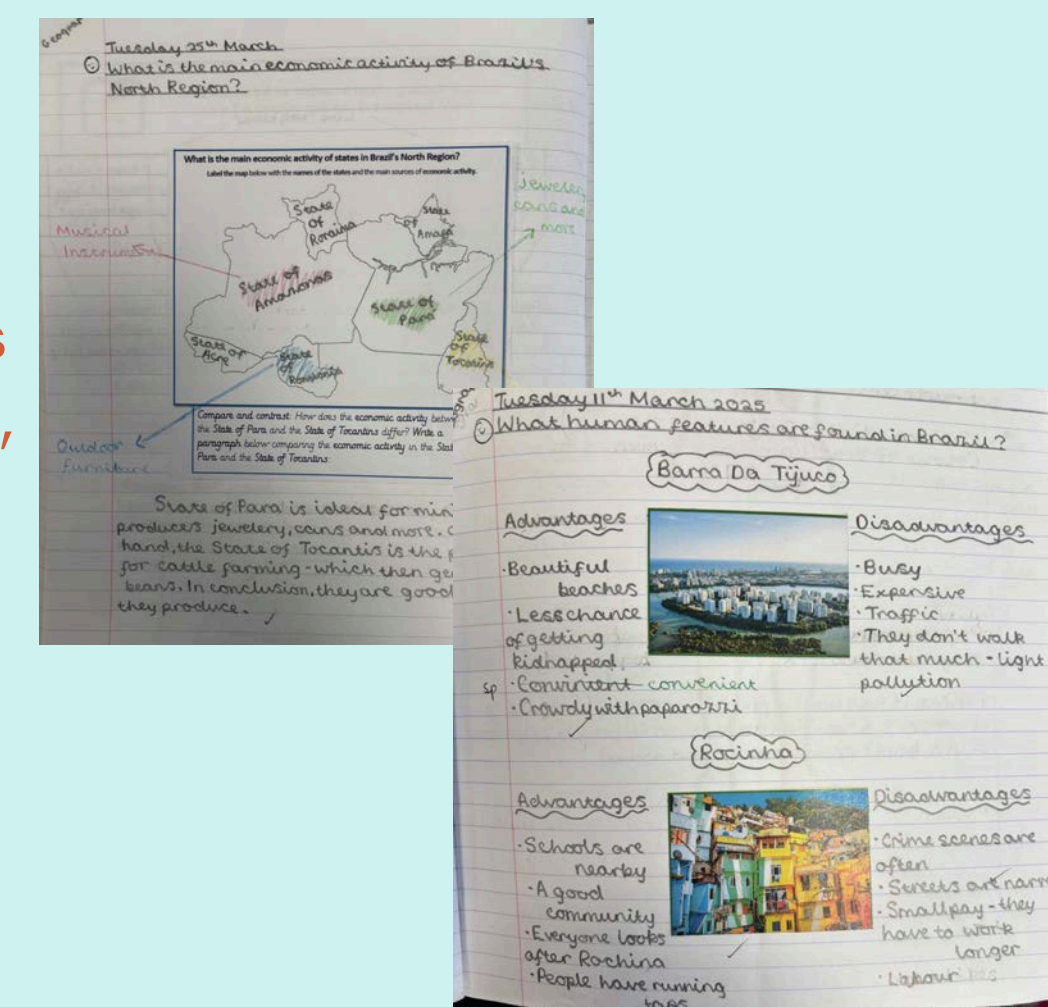
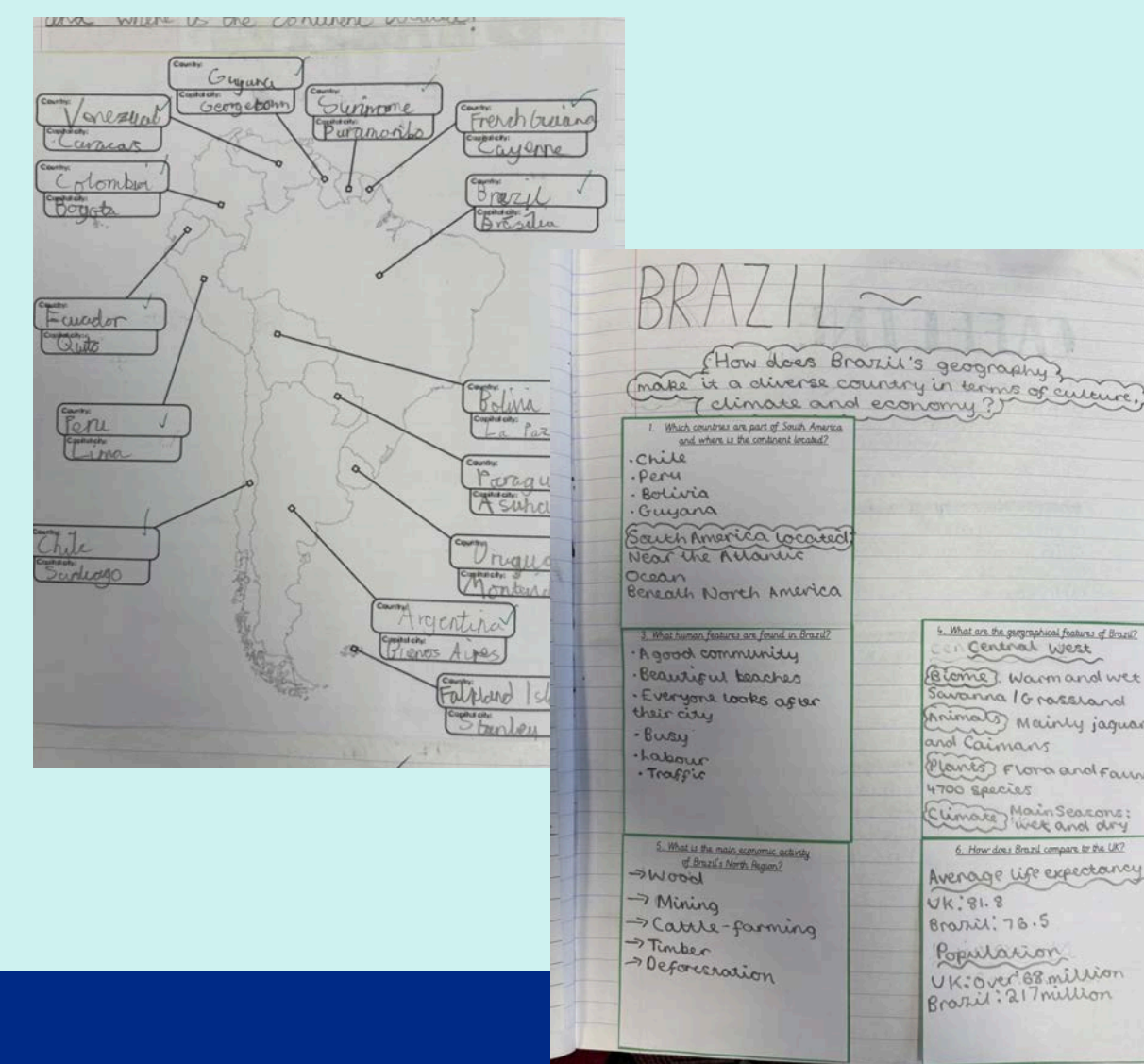
- Assessment in History can be seen through:
- Deeper Level thinking Questions - Ask "why" and "how" to check deep understanding.
 - Retrieval Grid Starter - Quick recall of prior knowledge
 - Mini Quizzes - Short, low-stakes checks during or after the lesson.
 - Open-Ended Questions - Encourage detailed, evidence-based responses.

Adaptations

- Differentiated Resources - Simplified texts, visuals, extension materials.
- Scaffolding - Sentence starters, guided questions, chunked tasks.
- Varied Activities - Mix of discussion, writing, creative tasks.
- SEND/EAL Support - Vocabulary lists, dual coding, pre-teaching key terms.
- Assessment Adjustments - Oral responses, structured questions, extra time.
- Challenge for High Ability - Deeper questions, independent research, historiography links.

Practical Resources

- Maps & Globes: Child-friendly atlases, wall maps, inflatable globes
- Fieldwork Tools: Simple compasses, magnifying glasses, rain gauge, thermometer
- Digital Tools: Google Earth, Digimap for Schools, BBC Bitesize Geography
- Models & Samples: Relief maps, water cycle kits, rock and soil samples
- Data Collection: Weather charts, simple surveys, local walk observations



RE



Curriculum Intent:

Curriculum Implementation:

Curriculum Impact:

The principle aim of RE is to engage pupils in systematic enquiry into significant human questions which religions and worldviews address, so that they can develop the understanding and skills needed to appreciate and appraise varied responses to these questions, as well as develop responses to their own.

Six units of RE are covered across each year – typically one a half term. Many of these units' concepts are revisited in different year groups, revisiting key vocabulary while extending their own understanding, empathy and self-reflection of personal beliefs. Children have weekly lessons in RE throughout Key Stage 2, using the Derbyshire and Derby City Agreed Syllabus 2020-2030 to inform their planning.

The teaching and learning of RE should enable pupils to:

- Know about and understand a range of religions and worldviews.
- Express ideas and insights about the nature, significance and impact of religions and worldviews.
- Gain and deploy the skills needed to engage seriously with religions and worldviews.



Year 3

- Different people's beliefs about God
- What matters to Jewish people?
- Importance of the Bible
- British Christians
- Religions' views on right and wrong
- Religions' views on looking after nature



Year 4

- Jesus as Leader
- Religious and non-religious celebrations
- British Sikhs
- The journey of life
- Importance of festivals
- Why people pray



Year 5

- Racism
- British Muslims
- What would Jesus do?
- Expressing beliefs through art and charity work
- When life gets hard
- The purpose of places of worship



Year 6

- Religious and non-religious views on looking after the world
- Why people think God exists?
- British Hindus
- Ahimsa, Grace and Ummah
- Christians and Humanist beliefs
- Moral Maze



Lesson Design:

- Objectives – Define what students should learn.
- Starter/Hook – Engage interest (image reveal, question, quote, artefact).
- Context – Brief explanation with visuals, case studies and/or prior knowledge.
- Inquiry – Development of understanding of the beliefs and practises of others.
- Discussion – Group debate or critical thinking questions to help develop personal opinions alongside the beliefs of others.
- Application – Task to apply learning
- Plenary – Summarise to check understanding and adapt to our own personal beliefs.

Assessment:

Assessment in RE can be seen through:

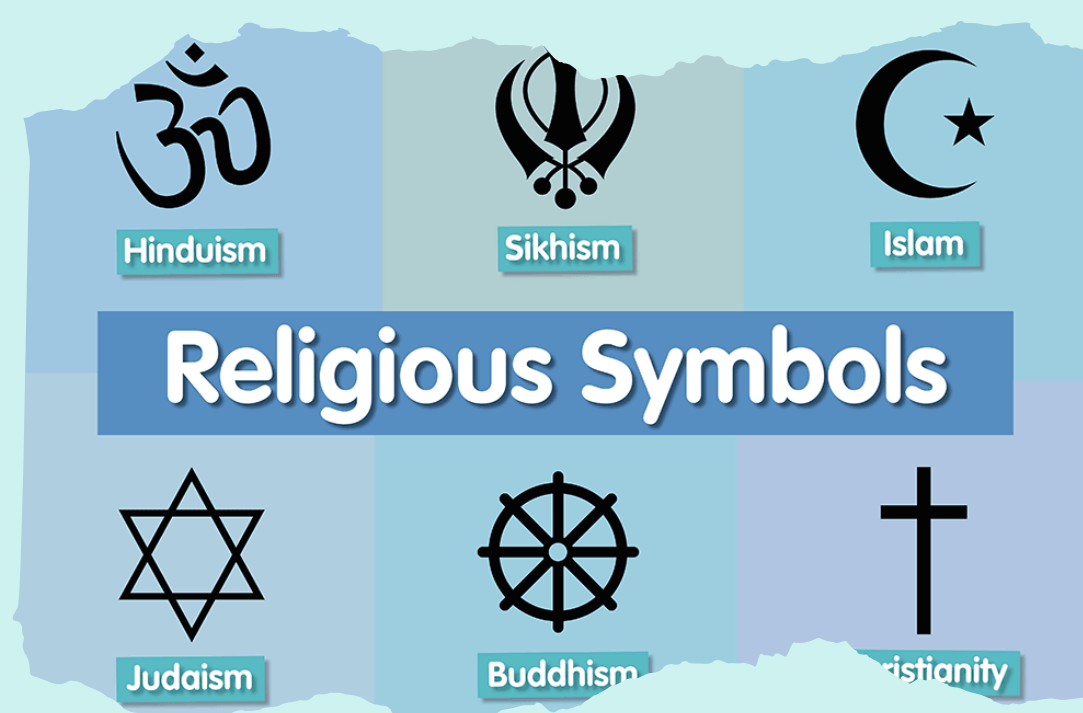
- Deeper Level thinking Questions – Ask “why” and “how” to check deep understanding and application in everyday life. These should also encourage personal belief development..
- Mini Quizzes – Short, low-stakes checks during or after the lesson and at the end of the unit.
- Open-Ended Questions – Encourage detailed responses linking belief systems and how they can be applied in our own lives.

Adaptations:

- Differentiated Resources – Simplified texts, visuals, extension materials.
- Scaffolding – Sentence starters, guided questions, chunked tasks.
- Varied Activities – Mix of discussion, writing, creative tasks.
- SEND/EAL Support – Vocabulary lists, dual coding, pre-teaching key terms.
- Assessment Adjustments – Oral responses, structured questions, extra time.
- Challenge for High Ability – Deeper questions, independent research, making links beyond the obvious.

Practical Resources:

- Holy books
- Items of religious clothing
- Deities (statues and pictures)
- Symbols
- Items used in worship (eg prayer beads, puja tray)





Curriculum Intent:

- To help pupils develop the knowledge and skills to stay safe, healthy and confident.
- To support pupils in understanding emotions, relationships and wellbeing.
- To promote respect, equality and inclusion within school and the wider community.
- To prepare pupils for life by teaching them about responsibility, decision-making and citizenship.
- To ensure pupils know how to keep themselves safe offline and online.

Curriculum Implementation:

PSHE is taught through regular, planned lessons that follow a clear, age-appropriate progression. Key themes are revisited through a spiral curriculum, using discussion, scenarios and real-life examples to help pupils apply their learning. Vocabulary is taught explicitly and sensitive topics are delivered in a safe, supportive environment. Learning is reinforced through assemblies, themed events and cross-curricular links, with adaptations made for all learners. Assessment takes place through pupil voice, discussion and simple task outcomes.

Curriculum Impact:

PSHE enables pupils to develop the confidence, knowledge and skills needed to make safe, healthy and responsible choices. Pupils show improved emotional understanding, positive relationships and respect for others. They are able to talk about their wellbeing, recognise risks and know how to seek help when needed. Through PSHE, pupils become more resilient, inclusive and prepared for life in modern Britain.



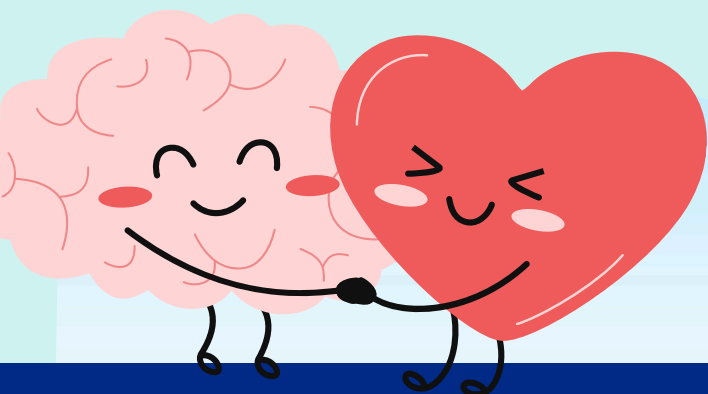
Health and Wellbeing

Living in the Wider World

Online Safety



Relationships



Growing and Changing



R - Time





Lesson Structure

- Objectives – Define what students should learn.
- Recap and Recall – recalling prior learning.
- Vocabulary/Success criteria.
- Starter (Attention grabber) – Engage interest (image and question).
- Context – Brief explanation with visuals or prior knowledge.
- Discussion time – builds on knowledge relevant to the lesson.
- Scenario – this can be done in groups or pairs. May involve role play or a freeze frame.
- Application – Task to apply learning
- Wrapping Up – summarising the lesson.

Assessment:

Assessment in PSHE can be seen through:

- Retrieval Starter – Quick recall of prior knowledge.
- Mini Quizzes – Short, low-stakes checks during or after the lesson.
- Open-Ended Questions – Encourage detailed, evidence-based responses.

Adaptations

- Pace of lesson – more time to think and reflect.
- Scaffolding – Guided questions, chunked tasks.
- Varied Activities – Mix of discussion, active learning, creative tasks.
- SEND/EAL Support – Vocabulary mats, pre-teaching key terms.
- Assessment Adjustments – Oral responses, structured questions, extra time.
- Challenge for High Ability – Deeper questions.

Digital Floorbook

- Work evidenced through app 'pages'.
- Pick 5/6 focus children for the lesson.
- Gather responses/feedback from the whole class through the class discussion on Showbie – only evidencing your 5/6 children's responses on pages.
- There is an option to voice record, film or note these pupils responses.
- Pictures can be taken of any work produced or any active learning and uploaded.



Curriculum Intent:

- To help pupils develop the knowledge, skills, and techniques to stay fit, healthy, and active.
- To support pupils in understanding their physical and emotional wellbeing through a range of activities, exercises and sports.
- To provide all pupils, regardless of ability, with opportunities to participate, succeed, and enjoy physical activity.
- To promote lifelong habits that encourage a safe, healthy, and balanced lifestyle.
- To foster teamwork, resilience and confidence through games, sports, and collaborative challenges.

Curriculum Implementation:

- To provide a structured and progressive P.E curriculum using Complete P.E planning, supporting development of knowledge and skills across a variety of disciplines.
- To ensure all pupils have access to two P.E lessons each week, including one led by a specialist sports coach.
- To promote daily physical activity by incorporating a 10-minute run on non-P.E days, helping pupils maintain fitness and stamina.

Curriculum Impact:

- To ensure all pupils have the opportunity to develop emotionally, physically, and intellectually, in line with the National Curriculum.
- To help pupils understand the importance of wearing appropriate P.E. uniform for safety.
- To develop pupils' awareness of body changes before, during, and after exercise.
- To encourage understanding of how exercise supports mental wellbeing.
- To promote awareness of the role of exercise in maintaining a healthy body and lifestyle.
- To highlight the importance of exercise and sport in social environments.
- To foster teamwork, fair play, and adherence to rules.
- To provide structured progression through detailed objectives and sequences of learning, as outlined in the progression maps.

Year 3

Autumn: fitness, Net/wall, dance, Invasion Games

Spring: Gymnastics, Invasion Games, Dance, Invasion games 2

Summer: Athletics, Striking/fielding, OAA, Striking/fielding

Year 4

Autumn: Net/wall, Fitness, Invasion games, Dance

Spring: Gymnastics 1, Gymnastics 2, swimming, OAA

Summer: Striking /fielding, Net/wall, athletics, striking / fielding 2

Year 5

Autumn: health related exercise, striking/fielding, dance, invasion games 1

Spring: gymnastics, invasion games 2, OAA, invasion games 3

Summer: athletics, net/wall, athletics 2, striking/fielding

Year 6

Autumn: health related fitness, striking/fielding, dance, invasion games

Spring: gymnastics, invasion games 2, OAA, invasion games 3

Summer: invasion games, net/wall, athletics, striking/fielding 2



Lesson Structure

- Objectives – What pupils should learn (skills, tactics, or fitness).
- Starter – Quick activity or demonstration to grab attention.
- Context – Explain the skill, concept, or rules, linking to prior learning.
- Discussion – Questions to explore strategy, technique, or teamwork.
- Task / Scenario – Practise skills or try a challenge in pairs or small groups.
- Application – Main activity: game, drill, or circuit to apply learning.
- Recap / Wrapping Up – Review what was learned and reflect on performance.
- Vocabulary / Success Criteria – Key terms and clear signs of success.

Assessment:

Assessment in P.E. can be seen through:

- Skill Demonstration Tasks – Observe students performing specific skills like dribbling, throwing, or kicking to assess technique and coordination.
- Fitness Challenges – Timed or scored activities (e.g., shuttle run, sit-ups, push-ups) to measure physical fitness and improvement.
- Game-Based Assessments – Small-sided games or team activities to evaluate tactical understanding, teamwork, and application of skills.
- Self and Peer Reflection – Students reflect on their performance, effort, and progress, or give constructive feedback to peers.
- Knowledge Check Questions – Ask students about rules, strategies, or health concepts to assess cognitive understanding.

Adaptations

- Adaptations in P.E. can be seen through:
- Modified Equipment – Lighter balls, larger targets, or lower nets for different abilities.
- Adjusted Rules – Simplified rules, reduced team sizes, or changed scoring.
- Pace & Duration Changes – Shorter drills, extra breaks, or slower progression.
- Adapted Tasks – Tiered challenges for different skill levels.
- Supportive Learning – Step-by-step guidance, demonstrations, or peer support.
- Inclusive Activities – Ensuring all pupils can participate, regardless of ability.
- Personalised Goals – Individual targets for fitness, skills, or teamwork.
- Environment Adaptation – Adjusting space or equipment for safety and access.

Music



Curriculum Intent:

To build a music curriculum, which develops knowledge and skills in all the strands (see below), encourages a love of singing and provides opportunity to participate in practical music exploration. To incorporate many different subjects within music lessons: language, maths, reading, history knowledge as well as science. Provide children with the opportunity to explore and create music. To support and encourage children to develop confidence as performers thus raising self-esteem and promote wellbeing. We see music as an all-inclusive subject through which children can learn about different cultures and music from all over the world.

Curriculum Implementation:

- Acquire a breadth of musical knowledge and skills in line with expectations for their year group.
- Perform music, including their own compositions to an audience.
- Have a good appreciation and understanding of inter-related elements of music.
- Developed an understanding and be able to use basic skills of recording music through various methods of notation
- Read the graphic representations to play instruments. Name some famous composers as well as other important musicians
- Give personal responses to the type of music or particular pieces and songs using musical vocabulary

Curriculum Impact:

- One Charanga unit will be taught per half term. Charanga steps will be followed to allow for in depth understanding of the half term piece. Equip them with knowledge about a variety of composers (half-termly composer). Staff to access CPD through Charanga.
- Use of peripatetic teachers to come into school and teach instruments to individuals who wish to access this.
- Access to extra-curricular activities such as choir or recorder groups
- Opportunities for performances throughout the year in which children can be involved in varying degrees.
- Organise visits of musicians and performances of live music.
- Access to the wider opportunities scheme for year 4 children.



Year 3

Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

Year 4

Year 4 participate in clarinet lessons with the Derbyshire Music Hub across the year

Year 5

Livin' On A Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince Of Bel-Air	Dancing In The Street	Reflect, Rewind and Replay
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6

Year 6

Happy	Classroom Jazz 2	A New Year Carol	You've Got A Friend	Music And Me	Reflect, Rewind and Replay
1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6



Music



Lesson Design:

- Listen and Appraise - Listen to the song and ask the children to use the questions to appraise the song.
- Warm up- Participate in a variety of vocal, pace and beat warm ups
- Learn the song- (Either to sing it or play it on the glockenspiels)
- Perform the part of the song that they have learnt.

Assessment:

The Musical School Assessment Framework uses a Plan-Do-Check-Review approach and is supported by planning and assessment documentation, with the facility for you to upload and store digital evidence on either Charnaga or on Showbie. The assessment is based on teacher judgements.

Adaptations

Challenge partners with LA/ HA
Guided work in the lessons
Repetition each week- to embed learning and understanding
Building on knowledge each year from year 3-6.

Practical Resources

- Glockenspiels
- Clarinets

We also have a variety of other instruments that can be utilised for other lessons or performances such as the Christmas performance and the Year 6 production.



Art



Curriculum Intent:

Children at Ravensdale Juniors are taught to closely examine and explore the world around them, using artistic techniques to express emotions, interpret observations and demonstrate their own individuality. They are encouraged to be creative, imaginative and adventurous by using a range of media to represent images as well as learning about artists and their work.

Children have the opportunity to use 3D, painting and drawing throughout each year as ways of communicating their thoughts and ideas

Curriculum Implementation:

Three units of Art and Design are covered across each year – typically one per alternate half term. Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

In order to implement this, pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)

about great artists, architects and designers in history and those practicing today

Implementation of key skills:

- experiment, invent and create their own works of art, craft and design
- think critically and develop a more rigorous understanding of art and design

Curriculum Impact:

Children becoming creative learners who have a web of knowledge about the great artists of the world.

Creativity and uniqueness which will be celebrated and children will become astute at editing and improving the pieces created.

The embedding of the key skills of art and design needed to allow them to produce inventive pieces of art.



Year 3

- 1 - Egyptian Portraits
- 2 - River Art
- 3 - Woolly Mammoths



Year 4

- 1 - Stained glass window
- 2 - Classical architecture
- 3 - Nature & Habitat - digital image



Year 5

- 1 - 3D Space
- 2 - Industrial landscape
- 3 - Endangered Animals



Year 6

- 1 - WWII propaganda
- 2 - Brazilian Landscapes
- 3 - Islamic Art





Lesson Design:

- History (knowledge of artists, artworks and context which have gone before and influence subsequent works)
- Observe (the skill of 'looking' and colour theory- what shapes make up an object, how do things change the further away we look from them?)
- Develop (exploration of raw ideas and revisiting and refining them, playing with different medium, scale- through sketchbook)
- Technique (the practical refinement of skills in a range of techniques- sketching skills, handling a paintbrush)
- Evaluate (reflection on the work achieved alongside the original aim- areas to improve, unexpected avenues)
- Exhibit (the purposeful connection made between their personal work as an artist and the wider community, be it display in class or school, online)

Assessment:

Teachers assess the children's progress against the intended learning outcomes for each unit of work.

Children are assessed at working towards (WTS), reaching the expected standard (EXS) or achieving a mastery level (GDS) for their year group. Parents are informed of this outcome in the annual summer report.

Assessment is through:

- Artbooks: Evidence of experimentation, planning, and reflection.
- Final Pieces: Quality, effort, and application of taught skills.
- Self and Peer Assessment: Ability to evaluate work constructively.
- Teacher Observation: Engagement, perseverance, and practical skill.

Adaptations

- Provide clear workspaces with minimal distractions
- Step-by-step picture instructions
- Seating or posture supports for fine-motor tasks
- Chunky brushes, pencil grips, and adaptive scissors
- Pre-mixed colours for pupils who struggle with fine colour mixing
- Textured materials for sensory engagement
- Break tasks into small, manageable steps
- Model each stage slowly and repeat as needed
- Provide choice boards for materials and technique
- Simplified language and visual cues
- Provide sentence starters for discussing artwork
- Offer alternative ways to respond (e.g., pointing, selecting images)





Curriculum Intent:

We want our children to leave Ravensdale having been engaged and intrigued by DT and understand the range of opportunities that DT can give them.

They leave being able to make things and are interested in this area whether it be as a career, hobby or further education opportunity.

Our children can take risks, be resourceful, reflect on their accomplishments as well as the challenges they have faced. They can talk about the impact of DT on daily life in the wider world.

Curriculum Implementation:

DT will be taught through a variety of ways. This will include teacher modelling, exploring, and researching example models.

Children will experience a design phase which makes links to Science and Maths.

Projects will involve the use of a range of task-specific tools and materials.

Children will be encouraged to take a resilient approach to the making stage and a reflective approach at the evaluating stage.

Curriculum Impact:

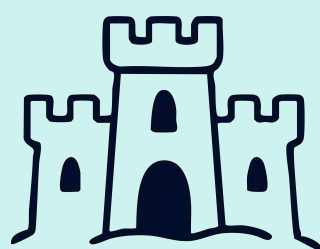
Children will apply DT skills and knowledge through new concepts.

These skills will help with the development of creative, technical, and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.

Children will build and apply a repertoire of knowledge, understanding and skills to design and make high-quality prototypes and products for a wide range of users.

Children will become more aware of the need to critique, evaluate and test their ideas and products and the work of others.

Understanding and applying the principles of nutrition and learning how to cook will be key skills learnt.



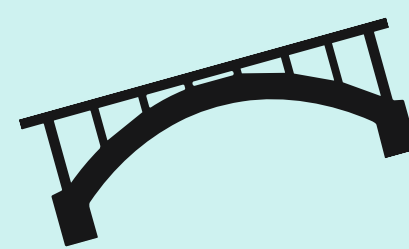
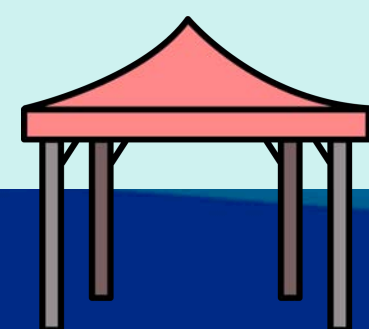
Year 3

- 1 - Textiles (Egyptian collars) Sowing
- 2 - Structures (Castles)
- 3 - Cooking (Eating seasonally)



Year 4

- 1 - Structures (Pavilions)
- 2 - Mechanical systems (Slingshot car)
- 3 - Electrical systems (Torches)



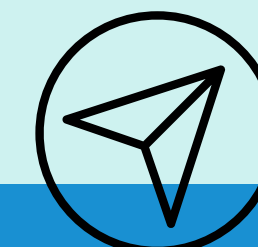
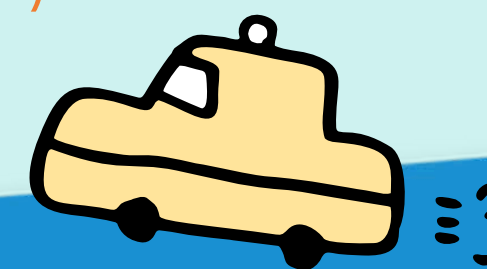
Year 5

- 1 - Electrical systems (Doodlers)
- 2 - Structures (Bridges)
- 3 - Mechanical systems (Making a pop-up book)



Year 6

- 1 - Textiles (Bags)
- 2 - Digital world (Navigating the world)
- 3 - Cooking (Come dine with me)

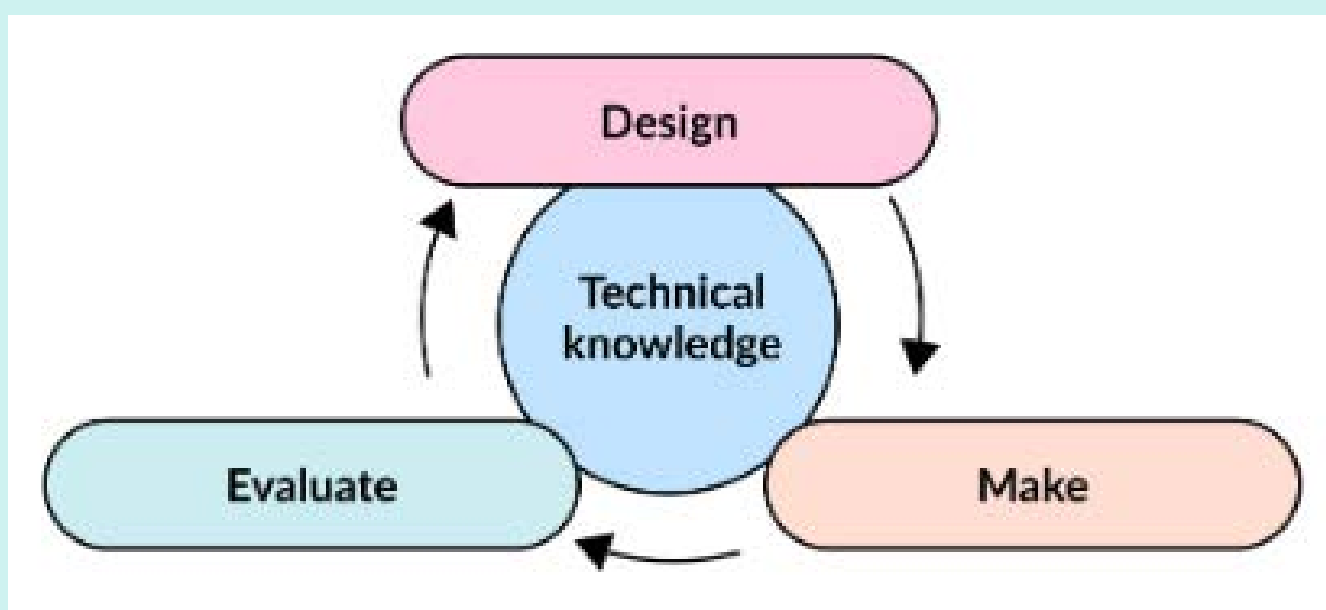




Lesson Design:

It is important that pupils begin to 'think like designers and engineers' by considering how designers identify problems, generate ideas and create solutions to meet real-world needs.

Kapow Primary's D&T scheme uses the design cycle to support planning and making. This encourages pupils to ask design questions and learn how designers and engineers develop and refine their ideas through research, testing and evaluation.



Assessment:

Formative assessment is embedded throughout Kapow Primary's D&T lessons to allow for real time and adapt their teaching accordingly.

- Questioning - targeted and open-ended
- Observation - during tasks, noting how they approach activities, collaborate and apply design skills.
- Discussion and peer interaction
- Retrieval practice
- Short reflections in the Wrapping up - Lessons end with brief written or verbal reflections, enabling pupils to consolidate learning and teachers to gauge understanding.

Each unit provides an Assessment quiz and Knowledge catcher, which allow teachers to measure pupils' understanding at key points. These tools help gauge how well pupils have retained key knowledge and skills over time.

Adaptations

D&T curriculum is designed to be inclusive and representative, ensuring all pupils see themselves reflected in the products, users and contexts they explore.

It features a diverse range of design traditions, food cultures, materials and technologies from around the world and encourages pupils to design with empathy and respect to a variety of users.

This approach helps challenge stereotypes, broaden perspectives and celebrate design as a practical, creative and culturally-rich human endeavour.

French



Curriculum Intent:

In today's increasingly interconnected and interdependent world, learning a foreign language at Ravensdale is considered to be important in accessing, understanding and contributing to our global community. Through a study of linguistic skills and knowledge, we aim for our children to express their thoughts and ideas in French as well as understand and respond to its speakers, both in speech and writing. Our children will be enthused by the subject and develop an appreciation for the traditions, religions, arts, and history of the people associated with the French language. This will mean that upon leaving, children will be engaged and prepared to continue language learning at secondary school.

Curriculum Implementation:

Six units of French are covered across each year – typically one a half term. Many of these units have repetition in different year groups, revisiting key vocabulary while extending sentence structures and improving proficiency of skills. Children have weekly lessons in French throughout Key Stage 2, using the Language Angels programme of study in addition to other resources. There are 3 main levels of teaching as the children progress up the school: Early Language Learning (EL), Intermediate Level (IL) and Progressive Teaching Level (PL).

Curriculum Impact:

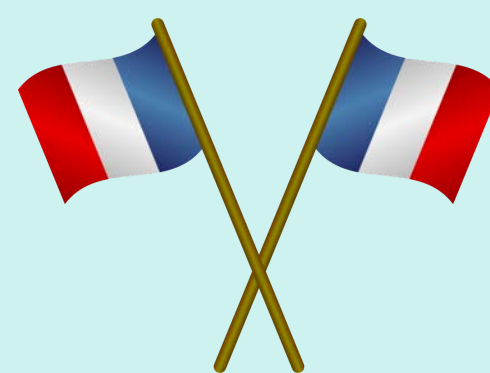
Introducing the French language through the use of interactive activities, songs, role play and familiar topics, should result in pupils being motivated and intrigued by this new subject. The relevancy of the topics to their day-to-day experiences should encourage them to utilise their French beyond the time dedicated in the curriculum. Some class teachers may extend this learning by practicing during registration and general classroom questioning—for example; can I go to the toilet? By the time they complete their journey at Ravensdale Juniors, children will be engaged and prepared to continue language learning into the next year group, secondary school and through into adult life.

Year 3

- 1 - I am learning French
- 2 - Animals
- 3 - Instruments
- 4 - I am Able
- 5 - Ice-Creams
- 6 - Fruits

Year 4

- 1 - Presenting Myself
- 2 - My Family
- 3 - Goldilocks
- 4 - In the Classroom
- 5 - At the Tea Room
- 6 - What's the Weather

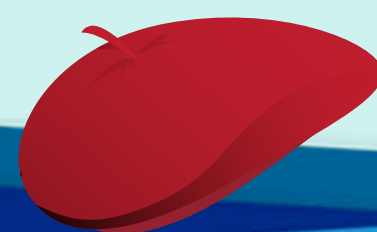
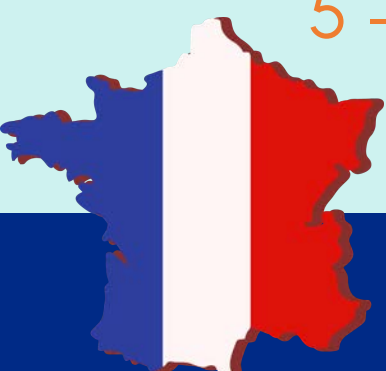


Year 5

- 1 - Do You Have A Pet
- 2 - The Date
- 3 - My Home
- 4 - Clothes
- 5 - The Olympics
- 6 - Habitats

Year 6

- 1 - At School
- 2 - Healthy Lifestyle
- 3 - At The Weekend
- 4 - Planets
- 5 - Vikings
- 6 - Me In The World





Lesson Design:

- Eliciting prior knowledge and learning so that lessons are planned to effectively deepen knowledge and understanding. Often, these involve activities such as low-stake quizzing, translations of sentences or short passages
- Clearly, detailed and considered planning including differentiated tasks for those who require added support as well as those who are naturally adept at language acquisition.
- Practical, active learning tasks including games, role play and performing to engage learners and recap skills.
- Using bilingual dictionaries to look up unknown vocabulary and gender agreement.
- Using gesture and mime for children to emulate to show they understand and to help make themselves understood.
- Where possible, using outside native speakers to share learning with the children

Assessment:

Assessment in French can be seen through:

- Deeper Level thinking Questions - Ask "why" and "how" to check deep understanding.
- Retrieval Grid Starter - Quick recall of prior knowledge
- Mini Quizzes - Short, low-stakes checks during or after the lesson.
- Open-Ended Questions - Encourage detailed, evidence-based responses.

Adaptations

- Differentiated Resources - Simplified texts, visuals, extension materials.
- Scaffolding - Sentence starters, guided questions, chunked tasks.
- Varied Activities - Mix of discussion, writing, creative tasks.
- SEND/EAL Support - Vocabulary lists, dual coding, pre-teaching key terms.
- Assessment Adjustments - Oral responses, structured questions, extra time.
- Challenge for High Ability - Deeper questions, independent research.

Computing



Curriculum Intent:

- To deliver and provide pupils with a high-quality computing education.
- Equip pupils with skills and knowledge to use computational thinking and creativity in an ever changing world where computing is an integral part of everyday life.
- Allow and give opportunities for pupils to use the skills to enable them to use computers, tablets and other hardware effectively for a range of purposes.

For pupils to understand the need to be safe online and use a variety of software to enhance thinking and development.

Curriculum Implementation:

- Well planned and considered lesson structures – ensuring skills and knowledge are covered and built on
 - Have regular, purposeful use of devices, such as computers, tablets and iPad's – showing independence and confidence
 - Inspire pupil's curiosity, creativity and experimentation through teacher modeling, examples, direct instruction and pupils application.
 - Use of age appropriate programs and software (see above)
 - Equip them to solve problems
 - Create algorithms to achieve a given objective.
- An online-safety lesson must be taught the first week of each half term.

Curriculum Impact:

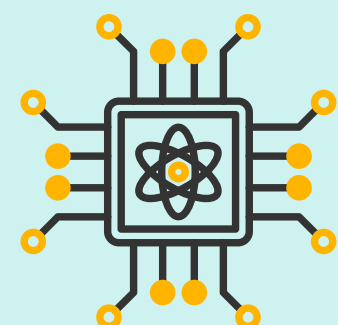
Teachers will observe and see evidence of:

- application of computing skills and knowledge through a range of concepts.
- refer to use of computing terminology and vocab across a range of subjects.
- use of enquiry and questioning.
- increasingly independent research and discerning selection of data
- formal assessment against a given set of criteria & an assessment level is reported to parents as part of the end of year report.

Pupils will be more confident, independent, self-reflective learners; able to transfer skills and knowledge from one concept to another.

Year 3

- 1 - Typing and Using School Network
- 2 - Word Processing/ Using and Applying
- 3 - Programming - Logo and Scratch
- 4 - Internet Research
- 5 - Presentation Skills
- 6 - Desktop Publishing



Year 4

- 1 - Programming - Scratch
- 2 - Programming - Logo
- 3 - Word Processing
- 4 - Animation
- 5 - Photo Story
- 6 - Using and Applying

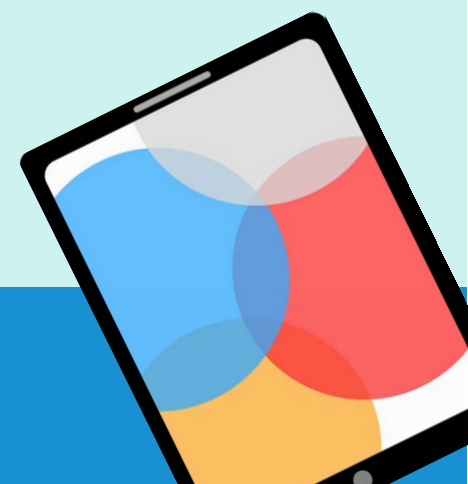
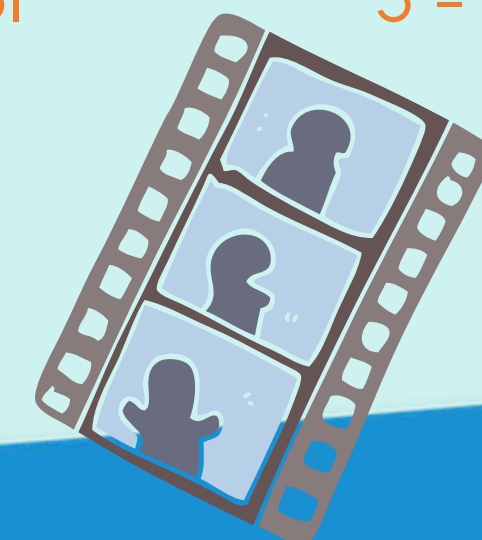


Year 5

- 1 - Radio Station (Garage Band)
- 2 - Scratch - developing games
- 3 - Word/PowerPoint/Keynote
- 4 - 3D Modelling (Sketch-up)
- 5 - Controlling Devices - Flowol
- 6 - Touch Typing/Using and Applying

Year 6

- 1 - Programming - Kudo/Lego
- 2 - Scratch Animated Stories
- 3 - Film Making
- 4 - Spreadsheets
- 5 - Know Your Network





Lesson Design:

- It is taught weekly as a discreet lesson, or as part of a linked topic. Devices are also used to enrich learning throughout the curriculum where possible.
- the use of a range of devices,
- carefully planned, differentiated tasks
- practical, active learning and investigative tasks
- clear linkage between: current curricular topics, year-on-year progression, or linkage threading through the year

Assessment:

Assessment in Computing uses a Plan-Do-Check-Review approach and is supported by planning and assessment documentation, with the facility for to upload and store digital evidence on either the server or on Showbie.
The assessment is based on teacher judgements and final projects.

Adaptations

Challenge partners with mixed ability children.
Guided work in the lessons with help sheets available.
Repetition each week- to embed learning and understanding
Building on knowledge each year from year 3-6.
Coloured screens available on the iPads as well as Text to speech for those children that need it.
Resources shared digitally with the children so they are always available to refer back to.

Practical Resources/ Software

- iPads
- Laptops
- Lego Coding
- Garage Band
- Flowol
- Word
- PowerPoint
- Keynote
- Scratch
- Logo

Threads

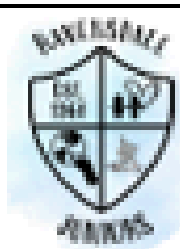


Our curriculum fully meets all expectations of the National Curriculum while also offering a wide range of additional, purposeful opportunities that enrich and deepen pupils' learning. Throughout every subject, we embed a series of important curriculum threads that run consistently across the school.

These include:

- Diversity
- Safety and Safeguarding
- Global Issues
- Citizenship and Community
- Physical Health
- Mental Health and Well-being
- Careers and Aspirations
- Environmental Education

These themes are not taught in isolation; instead, they are woven meaningfully through lessons, texts, topics, discussions, and experiences. This ensures pupils make strong connections, develop informed perspectives, and understand the relevance of their learning to the wider world.



Subject leadership

Subject leadership is characterised by a clear vision, strong subject knowledge, and a relentless focus on improving teaching and learning. Through intent, implementation, and impact, subject leaders contribute to the school's ethos and foster a culture where pupils are **Ready to Learn, Respectful, and Responsible**.

They ensure their subject remains dynamic, coherent, and responsive to pupil needs, supporting high standards, inclusivity, and continuous improvement. Monitoring is carried out through a deliberately designed programme that enables meaningful evaluation and informed development. By inspiring innovative curriculum delivery and promoting inclusive classroom practice, subject leaders ensure that all learners are Ambitious, Proud and Ready for life.

K.I.N.D leadership

Knowledgeable demonstrating deep expertise and guiding colleagues to deliver a coherent, well-sequenced curriculum.

Inclusive ensuring every learner is valued, supported, and challenged.

Never give up attitude, showing perseverance and resilience in driving improvement

Daring fostering innovation, dynamic delivery and a willingness to take informed choices to enhance T & L.

Leaders ...

Encourage innovation & resilience

Build collaborative cultures

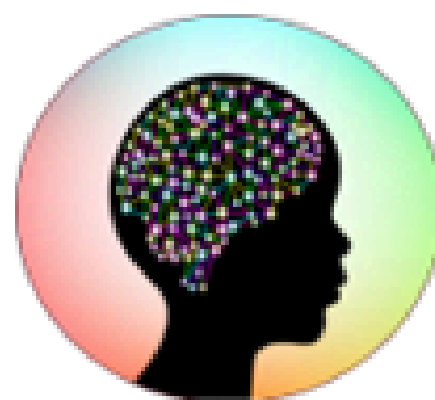
Plan for subject futures

Model high standards

Monitor and evaluate

Champion inclusivity

Implement evidence-informed improvements



Monitoring and Evaluation

Monitoring - Lens

Voice pupil & staff, lesson looks, book and digital

Subject documentation

Action plans, Impact docs planning documents,

Adapt/implement changes

Gather information

Evaluate effectiveness

Assess impact

