



Our Curriculum 2019-2020

What is the curriculum?

The curriculum encompasses:

- ❖ everything **taught**
 - ❖ everything **learnt**
 - and
 - ❖ everything **lived by the children**
- each day in our school.

What is our aim?

At Alexander McLeod Primary School, we are passionately committed to providing our pupils with the best possible start in life. We are driven to equip every child with the **knowledge, skills and values** they need in order to become resilient, responsible and happy citizens of the changing world they live in. We fervently believe that all children deserve to succeed and our ultimate goal is to nurture **articulate, well-informed children** who are prepared for life's many opportunities and challenges.



Our journey to this point...

Subject Leaders created progression maps according to the National Curriculum objectives.

Subject leaders checked that every objective for their subject has been planned for and that the curriculum is progressive from R-Y6.

Year groups chose topics and planned when and how they would cover all NC objectives.

We began teaching our new and improved curriculum in September 2019!

Contextualised learning

Every year group has at least one topic with a strong link to a current affair or world issue.

- ❖ Reception – Animal Cruelty
- ❖ Year 1 – Hunger
- ❖ Year 2 – Recycling
- ❖ Year 3 – Protect the Bees!
- ❖ Year 4 – Deforestation and Poverty
- ❖ Year 5 – Windrush Scandal
- ❖ Year 6 – Plastic Crisis

Curriculum theme weeks

- ❖ STEM week in the autumn term
- ❖ Diversity week in the spring term
- ❖ Creative Arts week in the summer term

Subject leaders will work together to make these weeks meaningful and memorable for the children of our school, helping them to understand why we study different subjects and the opportunities for learning and personal development in each area.

Experiences

- ❖ Educational visits and workshops
- ❖ Forest school
- ❖ Collective celebrations – e.g. Christmas concerts
- ❖ School Journey
- ❖ Performance opportunities – e.g. Y6 production, A FEST, choir at the O2 (Young Voices)
- ❖ Sporting competitions and events
- ❖ Swimming in Y5
- ❖ Fundraising opportunities – e.g. McLeod Marathon
- ❖ After school clubs

Alexander McLeod Primary School

Curriculum Overview 2019-20

	Autumn term		Spring term		Summer term	
Reception	We're Going On A Bear Hunt	On The Farm <small>CURRENT ISSUE: ANIMAL CRUELTY</small>	How Do You Get Around?	How Does Your Garden Grow?	Once Upon A Time	Under And Over The Sea
Year 1	The Incredibles		Towers, Turrets And Trouble		Into The Woods <small>CURRENT ISSUE: HUNGER</small>	
	Superhero Academy	Space Rangers	Fire!	Princesses, Knights And Dragons		
Year 2	Trains And Brains		Our Planet <small>CURRENT ISSUE: RECYCLING</small>		Lost And Found	
	Transport	Inventors	Animals	Humans		
Year 3	Along The Nile	Fireworks!	Born To 'Bee' Wild! <small>CURRENT ISSUE: PROTECT THE BEES</small>		Savage Stone Age	Robots
Year 4	Wonders Of The Ancient World		Conservation Or Exploitation? <small>CURRENT ISSUES: DEFORESTATION AND POVERTY</small>		Incredible Journeys	
	Greeks	Romans	Rainforests	Brazil		
Year 5	Our Planet And Beyond		Viking Invaders		Courage Of The Caribbean <small>CURRENT ISSUE: WINDRUSH SCANDAL</small>	
	Earth	Space				
Year 6	Threats To The Throne		Our World: Our Responsibility <small>CURRENT ISSUE: PLASTIC CRISIS</small>		Let The Games Begin Japan 2020	
	Tudors	Victorians				

Assessment



Principles

The principles that underpin assessment at Alexander Mcleod are:

- Every child can achieve: as teachers, we are constantly evaluating what we need to do next in order to enable all children to achieve
- Well planned teaching sequences across the curriculum will be carefully created using the NC objectives
- Learners will be assessed using Key Performance Indicators (KPI's)
- Assessment for learning (or formative assessment) is at the heart of our system.
- Assessment is used to ensure that all pupils make appropriate progress

Aims

At Alexander Mcleod, we believe that the key aim of assessment is to support pupil achievement and progress. We aim to:

- To find out what children know already
- To identify any gaps in a child's learning
- To address gaps in learning through precise planning and teaching
- To set targets for children and involve pupils in their own learning
- To help children reach these targets through meaningful feedback
- To enable all pupils, including pupils with Special Educational Needs and Disabilities (SEND), to make good progress

Assessment at Alexander Mcleod

Class teacher carries out an assessment prior to teaching a unit



The assessment informs planning and the unit is taught, addressing the gaps in children's learning



Whilst the unit is taught, ongoing formative assessment takes place to address misconceptions and consolidate learning (see marking policy)



Once the unit is complete, children take a post-unit assessment to help inform teacher judgements about what has been learnt and identify where there gaps may still remain in a child's learning



At the end of each term, standardised tests and moderation across phases takes place; the class teacher assesses children against the KPI's for reading, writing and mathematics



Teacher judgements and targets for learning are fed back to parents in the form of parent and teacher consultations and end of year reports

Class teacher carries out an assessment prior to teaching a unit



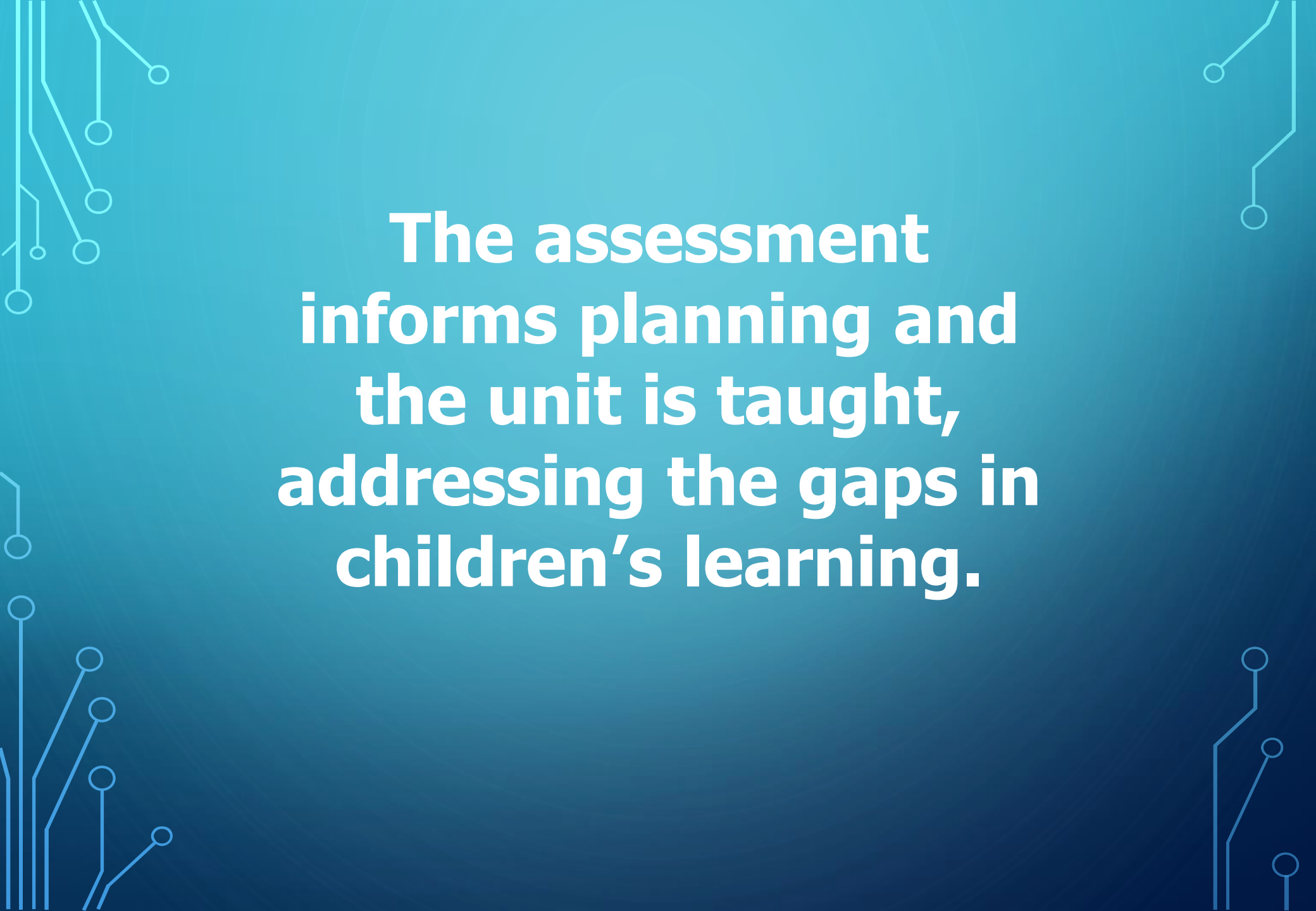
Show what you know!
Colons, semi-colons and dashes

1. Explain when you should use a colon in your writing:
2. Explain when you should use a semi-colon in your writing:
3. Explain when you should use a dash in your writing:
4. Insert a colon, semi-colon or a dash into each of these sentences so that they make sense:
James enjoys playing tennis he doesn't like football.
He was late for school his alarm clock hadn't gone off.
Lilies are my favourite flowers they smell awful though.
5. Where should the semi-colons be placed in this sentence:
For his holiday, Daniel packed: a pair of shorts with a flowery pattern two pairs of green flip-flops a shirt with a red and yellow pattern on the front and a bucket and spade.
6. Insert the dashes in the correct place in these sentences:
Monkeys are my favourite animal they're really funny
Tam who was usually a really cool guy fell flat on his face
Stacey ran as fast as she could she had to catch the bus!

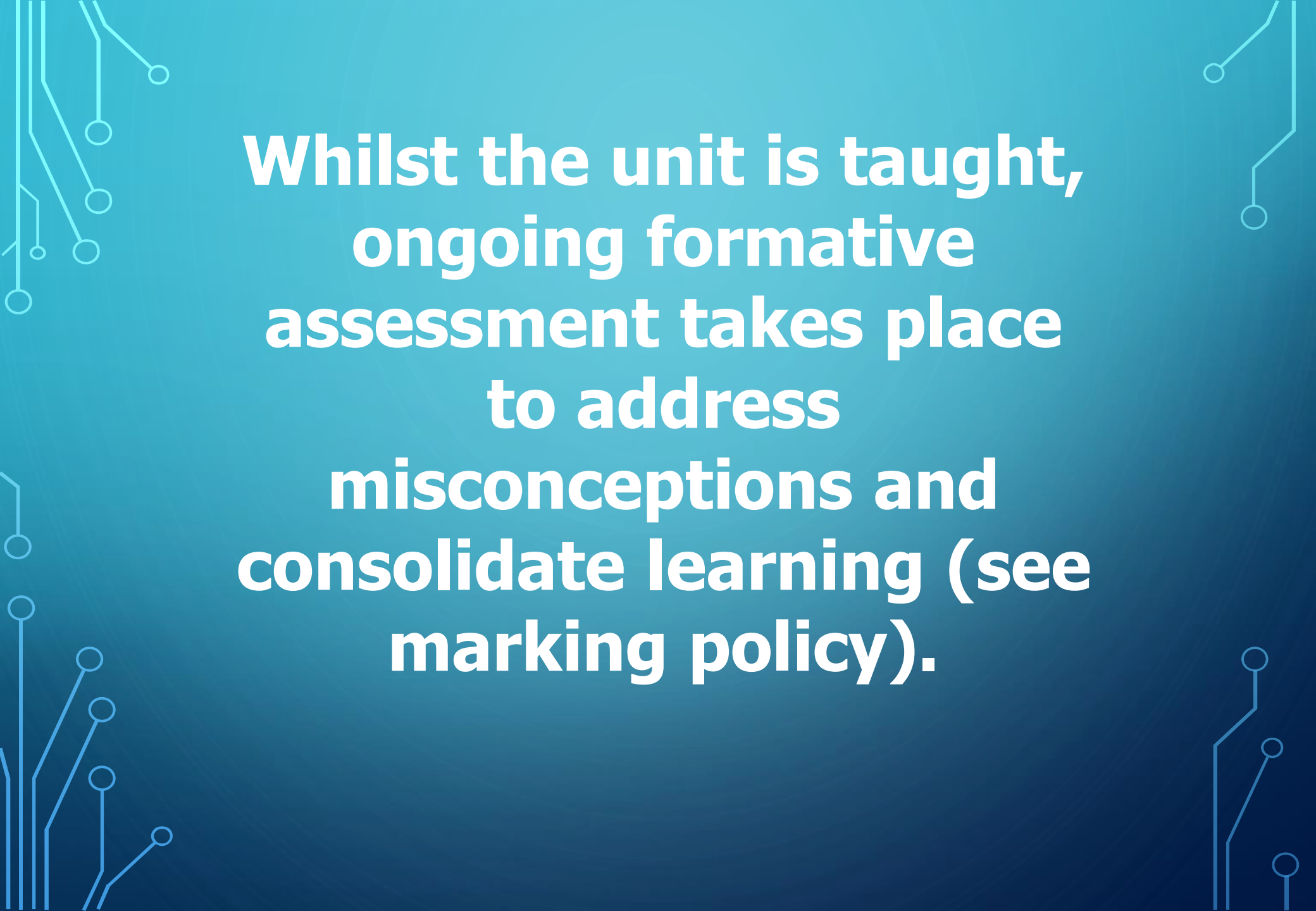


Show what you know!
Place value

1. What is the value of the 3 digit in each of these numbers?
a) 32,456 b) 143,578 c) 2,345,607 d) 5.36
2. Order these numbers from smallest to largest
2.5 25 2.05 205 2.005
3. Round **2,450** to the nearest 10, 100 and 1000
4. Round **124,560** to the nearest 10,000 and 100,000
5. Partition **234,521** in three different ways
6. Use a $<$ or a $>$ to indicate which of these is greater?
20.5 2.55 2.05 2.09 21 2.01
7. What is 13 less than 6?
8. What is 40 more than -11?

The background is a solid teal color. In the four corners, there are decorative white line-art patterns resembling circuit boards or neural networks, with lines connecting to small circles.

**The assessment
informs planning and
the unit is taught,
addressing the gaps in
children's learning.**

The background is a solid blue color with decorative white circuit-like lines in the corners. These lines consist of straight segments connected by small circles, resembling a stylized PCB or network diagram. The lines are positioned in the top-left, top-right, bottom-left, and bottom-right corners, framing the central text.

**Whilst the unit is taught,
ongoing formative
assessment takes place
to address
misconceptions and
consolidate learning (see
marking policy).**

Once the unit is complete, children take a post-unit assessment to help inform teacher judgements about what has been learnt and identify where the gaps may still remain in a child's learning.



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At the end of each term, standardised tests and moderation across phases takes place; the class teacher assesses children against the KPI's for reading, writing and mathematics.

- **Tests are marked and used to inform teacher assessment**
- **Scores are not shared with children, only learning points are shared**
- **Parents will be informed how their child is progressing in relation to age-related expectations**