

Curriculum Policy

At Rainbow Forge Primary Academy, everyone is encouraged to have the confidence to take risks in pursuit of their goals, discover new talents and become resilient learners.

Our curriculum aims to:

- Deliver a broad and balanced education for all pupils.
- Foster the academy values of articulation, resilience, team work, tolerance, confidence, creativity, determination and risk taking.
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to apply these in different contexts.
- Promote a positive attitude towards learning which extends beyond their experience and community.
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support.
- Nurture pupils' spiritual, moral, social and cultural development.
- Support pupils' physical development and build responsibility for their own health and wellbeing; encourage them to be active.
- Raise aspiration for children so that they are ambitious and positive about their future.
- Allow pupils to understand and celebrate their own and other communities.
- Offer a range of cultural enrichment and experiences broaden their experiences and knowledge.
- Provide children with an opportunity to learn about current affairs.
- Encourage pupils to develop a wide vocabulary and good communication skills that enable them to interact effectively with a range of audiences.
- Uphold the fundamental British Values.

This policy reflects the requirements for academies to provide a broad and balanced curriculum as per the [Academies Act 2010](#), and the [National Curriculum programmes of study](#) which the academy has chosen to follow.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

Organisation

In Early Years Foundation stage the curriculum is planned using the LEAD curriculum which is based on the new framework. The emphasis is on developing children's executive functioning and language skills through provision that is planned around core books but led by the cohort's interests and learning needs.

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----------|-----------------------------------|--|------------------------------|-------------------------|--|-----------------------|
| Nursery | Nursery Rhymes | Traditional Tales | Sea/ Pirates | Surprises | Animals | Growing |
| Reception | Do all rhymes need to make sense? | Who are the characters in our traditional tales? | What will I find in the sea? | Are all Surprises good? | Where will I find my favourite animal? | Does everything grow? |

In Y1 – 6, the curriculum is organised into themes. Each theme is linked to Science, History or Geography. Our curriculum is based on the Learning Challenge Curriculum with question-led units that encourage pupils to research and present information taking full account of their ability to retain key knowledge and skills for the long term. We use the National Curriculum as its reference point, but also take account of our context and locality.



Music and art are taught discretely by specialist teachers. Music teaching is based on the Kodaly approach.

As the academy is divided into mixed age classes we have a rolling 2 year programme.

Cycle A

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-------|--|--|--|---|--|---|
| Y1/2 | Why are humans not like tigers? | What do we know about the Victorians and the way they lived? | Why do dinosaurs not make good pets? | Why can't penguins live at the Equator? | How people like Rosa Parks made the world a safer place? | Why do we love to be by the seaside? |
| Y3/4 | From Stone age Britain to the end of the Roman occupation: How did Britain change? | How would you cope without electricity for a day? | Why were the Ancient Greeks ruled by their Gods? | How would we survive without water? | Why would you choose to live in Sheffield? | What do rocks tell us about the way the Earth was formed? |
| | | Why do so many people choose to go to the Mediterranean for their holiday? | | | | |
| Y 5/6 | From the end of the Roman occupation to 1066: how did Britain change | Why is the heart the most important pump we own? | Why should Britain be ashamed of slavery? | Is there anybody out there? | I'm a Rainbow pupil, how can you get me out of here? | Could you be the next CSI investigator? |
| | | Have we always looked like this? | | | | |

Cycle B

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|------|--|--|--|---|---|---|
| Y1/2 | Why are there leaves on the floor? | Would you rather live in England or Kenya? | What would Traction Man use to build our school? | Why are ipads more fun than the toys my grandparents had? | Which plants and animals would Evie find in our park? | Where did the wheels on the bus go? |
| Y3/4 | How can we rediscover the wonders of ancient Egypt? | How far can you throw your shadow? | What makes the Earth Angry? | What happens to the food we eat? | Why are most of the world's cities located by rivers? | Which wild animals and plants thrive in our local area? |
| | | Why is the sound made by a piano enjoyed by so many? | | What makes Usain Bolt run so fast? | | |
| Y5/6 | What do we know about South America and the Rainforests? | How can you light up your life? | What so special about the USA? | Does everything that goes up always come down? | Do all animals start life as an egg and how different will be when you are as old as your grandparents? old as your | How could Hitler have convinced a nation like Germany to follow him to war? |
| | | Could you be the next Nintendo apprentice? | | | | |

Key:



| | | | | | |
|--|---------|--|---------|--|-----------|
| | Science | | History | | Geography |
|--|---------|--|---------|--|-----------|

Time Allocation

The original time allocations for subject areas given in the previous National Curriculum have been removed, and academies can organise the way they teach the foundation subjects much more flexibly. Rainbow Forge Academy has worked out time allocations to ensure a broad and balanced curriculum and this is reflected in the coverage over an academy year and within weekly timetables. Sometimes subjects and activities might be 'blocked' or run over successive afternoons, to support pupils to keep focussed on concepts or to consolidate skills and to allow practical work to flow. Other areas might be dependent on hall/room bookings and happen at a regular time each week.

Planning

We use a number of schemes to form the basis of our planning in different subjects:

RE: Discovery

French: Language Angels

PSHE & RSHE: Sheffield LA agreed curriculum.

Computing: Purple Mash

Maths: White Rose

English: Learning challenge curriculum

Grammar: Active English

Phonics: Little Wandle revised scheme

PE: Get Set PE

Subject leaders ensure progression in learning throughout the school. This is detailed in the progression maps.

Phase leaders ensure coverage over the year through the long term plan

Phase teams devise medium term plans.

Monitoring

Subject leaders are responsible for monitoring the learning environment, books, planning, assessment, pupil voice and teaching of their subject to ensure the highest standards of teaching and learning. Feedback is given promptly and monitoring ensures impact.

This monitoring is quality assured by phase and senior leaders.

Links to other Policies

Teaching and Learning policy • EYFS policy • Assessment policy • Inclusion – SEN • Equality policy • Marking policy • Pupil Premium policy • Behaviour policy • RSE policy