



CURRICULUM POLICY

Thames View Junior School

Author: S.Sanghera
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CURRICULUM RATIONALE

- The ambitious and redesigned curriculum at Thames View Junior School, based on the National Curriculum 2014, aims to provide an engaging and ambitious curriculum which delivers a broad and balanced education that meets the needs of all pupils and gives them the skills, knowledge and understanding to prepare them for their future lives.
- The Thames View Junior Curriculum ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning and themselves.
- The Thames View Junior Curriculum celebrates the diversity and utilises the skills, knowledge and cultural wealth of the community while supporting the pupils' spiritual, moral, social and cultural development.
- The Thames View Junior Curriculum is purposefully designed to ensure our pupils receive a range of exciting opportunities, visits and experiences to enrich their lives as they grow and develop.

Statutory Requirements

The curriculum delivered to pupils at Thames View Junior provides children with access to the full National Curriculum, and fulfil certain other statutory obligations, as detailed below.

The statutory Primary National Curriculum states that:

Every state-funded school must offer a curriculum which is balanced and broadly-based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

The school curriculum comprises all learning and other experiences that each school plans for its pupils.

Thames View Junior School also:

- teaches Religious Education (RE) to pupils (National Curriculum, 2013)
- make provision for personal, social, health and economic education (PSHE), drawing on good practice (National Curriculum, 2013)

Furthermore, the statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education states that:

- Relationships Education (is) compulsory for all pupils receiving primary education and...Health Education (is) compulsory in all schools (Relationships Education, Relationships and Sex Education (RSE) and Health Education – Statutory Guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers, 2019)

CURRICULUM INTENT

OUR STATEMENTS OF INTENT

It is the intention of Thames View Junior School, to promote curiosity and a love of learning.

To achieve this Thames View Junior School intends to:

- Develop a love of reading and learning and continue to build on this from Thames View Infant School
- Develop skills in Reading, Writing and Mathematics across all curriculum areas
- Expose pupils to new experiences and give them new depths of knowledge and cultural capital.
- Recognise the unique learning needs of each pupil and to offer a bespoke curriculum that supports scaffolds and challenges each pupil
- Offer a broad, ambitious and enriched curriculum
- Offer school trips that engage and underpin the learning done in the classrooms
- Develop a wide knowledge base with opportunities for depth of understanding
- Prepare children for the next year stage in their education

The Thames View Junior Curriculum is underpinned by the school's Core Values:

Perseverance	Cooperation	Respect	Courage	Compassion	Honesty
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At Thames View Junior School, we offer a curriculum which is engaging and ambitious.

It delivers a broad and balanced education which builds on the knowledge, understanding and skills of all children, whatever their starting points, as they progress through Key Stage 2 – we want our children to learn more and know more.

The Thames View Junior Curriculum incorporates the statutory requirements of the National Curriculum 2014 and other experiences and opportunities which best meet the learning and developmental needs of the pupils in our school. The aim of our curriculum is for pupils to have the requisite skills to be successful, independent and motivated learners in readiness for their next stage of education. It is important that the curriculum considers the development of the whole child not only concentrate on academic success so, the Thames View Junior Curriculum ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning and themselves.

The National Curriculum is delivered using an integrated topic and subject approach. We use Cornerstones Maestro Curriculum to design, deliver and manage our curriculum through projects. We have adopted a cross-curricular thematic approach through the Cornerstone Curriculum, with topics lasting a term designed to engage and inspire pupils. With the use of this programs cross curricular links are developed to promote and deepen students building on learning across subject specialisms. Each year group will follow 6 cornerstones projects (one per term). Each project has one driver subject,

however each combines at least two other subjects within the lesson sequences. These themes are planned to use the framework of the National Curriculum. When necessary, this approach is supplemented by discrete lessons to ensure full coverage of the National Curriculum.

Engage, Develop, Innovate, Express

The Four Cornerstones of Learning provides the structure for every ILP. We call these Engage, Develop, Innovate, and Express. We believe this pedagogy reflects the best way children learn and is rooted in a variety of different educational approaches and research.

Put simply, the four stages are as follows:

- Engage – hook children in with a memorable experience.
- Develop – allow children time to gather the skills and knowledge they need to develop a deep understanding.
- Innovate – offer creative experiences that allow children to apply their skills, knowledge and understanding.
- Express – provide the space and time for reflecting, evaluating, and celebrating learning.



The Thames View Junior Curriculum supported by Cornerstones ensure that our children:

- ✓ learn within a coherent and progressive framework
- ✓ see clear links between different aspects of their learning
- ✓ understand the purpose and value of their learning and see its relevance to their past, present and future
- ✓ experience the challenge and enjoyment of learning
- ✓ develop new skills through a variety of interesting contexts
- ✓ develop and demonstrate their creativity

- ✓ develop a rich and deep subject knowledge
- ✓ explore the breadth and depth of the national curriculum

National Curriculum objectives are used as a basis to ensure coverage and progression throughout the school. The more able are challenged further in their learning and children who find aspects of their learning more difficult are appropriately supported so that they too are enabled to experience success.

The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.

We aim to provide an aspirational academic environment, which supports pupils to make sustained progress from Year 3 to 6. We aim for our Thames View Junior children to succeed in life and to be happy and fulfilled; we want our children to be successful individuals who enjoy learning, make good progress and achieve excellent outcomes in school in their lives and in their work after leaving us.

Whilst the children are with us, we aim to:

Spiritual - Explore beliefs, experience and faiths, feelings and values; enjoy learning about oneself, others and the surrounding world; use imagination and creativity and reflect on experiences

Moral - Recognise right and wrong and respect the law; understand consequences; investigate moral and ethical issues and offer reasoned views

Social - Use a range of social skills to participate in the local community and beyond; appreciate diverse viewpoints; participate, volunteer and cooperate; resolve conflict

Cultural - Appreciate cultural influences; participate in culture opportunities; understand, accept, respect and celebrate diversity

We want our children to understand how to engage in and take an active role in Modern Britain with a deepening understanding of British Values such as values of democracy, individual liberty, the rule of law and mutual respect and tolerance. We have created a curriculum, which develops an awareness of wider world issues in which they can have a voice. We want our pupils to leave Thames View Junior School as secure and healthy individuals who are self-reliant, assured and motivated to succeed in life.

Our children come from diverse backgrounds with often challenging and difficult situations and with a range of abilities. The Thames View Junior Curriculum is designed so that every pupil, whatever their ability, situation or background, can be successful and achieve. We have designed a coherent and appropriate curriculum for our school community with a commitment at its core that children have the opportunity to overcome social disadvantage or barriers in order to thrive and exceed expectations. Academic achievement is crucial and central to the success of our children and our curriculum is designed to address typical gaps in pupils' experience and context. We aim to broaden and develop our pupils' cultural capital through a range of enrichment activities designed to open pupils' eyes and offer pupils experiences that they may otherwise not have had the opportunity to participate in. As a result of this commitment, our focused curriculum includes provision for pupils with SEND.

Pupils are able to make links between areas of knowledge and learning as well as consolidating skills while being fully engaged. Our curriculum is progressive, which builds upon and expands previous learning. Curriculum experiences extend and deepen understanding of different topics whilst developing pupils' cultural capital. Planning ensures that the curriculum is accessible to all, whilst offering challenge and enrichment at every phase, stage and age.

Through a 'vocabulary rich' curriculum where literature and experiences enable pupils to develop knowledge, understand concepts and acquire skills. The desired aim is for pupils to be equipped in preparation for the next stage of their learning. Prepared with both knowledge and skills, the children are encouraged to question, reflect and evaluate ideas and concepts before forming their own opinions and beliefs.

Lessons support pupils' spiritual, moral, social and cultural development, opening their eyes to the 'awe and wonder' of the world in which they live - giving them opportunities to explore and nurture their own interests and talents. The outdoor environment is integral to our curriculum –so that pupils are active, thus promoting their physical development and responsibility for their own health and well-being.

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PRIMARY SUBJECT CURRICULUM INTENT STATEMENTS

Through review and modification of each subject, and in consultation with curriculum leads, Thames View Junior School has designed a curriculum which reflects the context and needs of all its pupils. Where possible, curriculum areas are connected to the topic for the half or full term however, in some instances they will be taught discretely.

ENGLISH – SPOKEN LANGUAGE, READING AND WRITING

The overarching aim for English at Thames View Junior School is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

The aim of the English Curriculum is to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken language opportunities are taught across the curriculum and aim to give children clarity of speech, confidence and the ability to contribute and participate.

Writing is taught through a range of exciting stimuli which includes books, film clips, artefacts, visitors and real-life experiences. We strive to equip children to develop a rich vocabulary which can help them bring their writing to life. Basic skills and non-negotiables underpin writing in all areas of the curriculum. Teachers model the writing process and demonstrate the ambitious high standards expected of all children. Every child is encouraged to let their imagination and personality shine through in their writing. Writing is linked to our Cornerstones projects and children get the opportunity to write for clear purpose in a variety of genre.

Spelling and handwriting are explicitly taught daily to ensure basic skills are taught. Once a week, we have a spelling and grammar lesson where students are given their new spelling words for that week, complete a spelling test for last week's words and then have a specific SPaG focus that links with their writing lessons for the following week.

Reading is a fundamental part of everything we do at Thames View Junior School. Children are exposed to high quality texts across the curriculum and reading skills are taught explicitly in all year groups, through VIPERS. Alongside the skills of decoding and comprehension, book talk encourages children to think as a reader and discuss their preferences, likes and dislikes. Reading for pleasure is a cornerstone of our approach and the high profile of reading in school is further enhanced by the numerous reading initiatives we carry out throughout the year. Reading is taught whole class with Phonics lessons taught where needed.

PHONICS

- Phonics is taught in Year 3 and also as an intervention where needed.
- At Thames View Junior, we use Read Write Inc. as a way of delivering a progressive and planned phonics lessons.
- To teach children aural discrimination, phonemic awareness and rhyme awareness in order to encourage good spelling.
- To encourage repetition and consolidation, so that spelling becomes automatic.
- To encourage children to segment and blend.
- To learn to read and write all 44 graphemes in the English language.
- To teach children specific strategies to help them remember tricky words.
- To ensure that the teaching of phonics is lively, interactive and investigative.
- To encourage children to apply their phonic skills in all curriculum areas.

MATHS

Maths is taught through a daily maths lesson. Lessons are based on children's needs from prior assessment as well as guidance from the national curriculum. All lessons begin with a mental starter which gives children the opportunity to practice and develop skills using a range of mental calculation methods. Pupils are given the opportunity to explain, reflect on and extend their learning at the end of each lesson. Maths skills are also taught and applied through other areas of the curriculum for example when presenting results in a graph or measuring.

We use White Rose throughout all year groups which is a mastery approach for support and challenge!

SCIENCE

At Thames View Junior School, we aim to equip children with the knowledge required to use and implement Science today, tomorrow and for their futures. A high-quality Science education provides foundations for understanding the world. Therefore, building key knowledge and understanding concepts within our Science curriculum, we ensure our pupils recognise the power of rational explanation, develop a sense of curiosity about natural phenomena and develop respect for the environment and living things, including themselves and each other. Pupils are encouraged to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying, carrying out simple comparative tests, and investigating using secondary sources of information.

The majority of Science taught is embedded within the projects, however, some will be taught discretely to maximise the learning time and experience. Our curriculum is enriched with scientific enquiry using our own school environment, educational visits and whole school workshops.

HISTORY

Through the History curriculum at Thames View Junior School, we strive to inspire a curiosity within our children. We aim to develop an understanding of British history and that of the wider world. We work to develop an understanding of chronology as well as a knowledge and understanding of how our local area has changed over time. The children are given the opportunity to examine, interpret and evaluate a variety of sources in order to make deductions about the past. They are taught to think and behave as historians and archaeologists. The children are also encouraged to pose their own historical questions and investigate how and why the world has changed over time. As learners the children are challenged to think and discuss lessons learned from the past that make the future a better place. Throughout the year we have various themed days including; trips, school visits, workshops, historical experiences to develop a deeper understanding of the time periods studied and to inspire the children, ensuring they have a lifelong love of History. We also aim to help the children develop a better understanding of our British Values that have been formed throughout our history and the influential people who shaped the world, the continents and ultimately where they live today.

GEOGRAPHY

At Thames View Junior School, it is our intention that Geography will inspire pupils with a curiosity and fascination about the world and its people. We offer opportunities for children to explore the world in order to develop an understanding of the human and physical world in which they live in and their place within it. We aim to promote the children's interest and understanding about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Geography will promote children's spiritual, moral, social and cultural development helping them to have a greater understanding of their place in the world, and their rights and responsibilities to other people and the environment. We encourage the children to ask questions about the world and provide opportunities for them to develop geographical skills and knowledge to be able to answer them. Pupils are encouraged to use and interpret a wide range of sources of geographical

information including maps, diagrams, globes and aerial photographs to locate and describe places, gather information and explain variations and changes.

DESIGN AND TECHNOLOGY

We want the children at Thames View Junior School, to develop their imagination, their critical thinking and their understanding of the world around them through their love of Design and Technology. We aim for our children to question and think innovatively about the world around them in order to design and develop their own products with a purpose in mind. Children will build and apply the knowledge and skills needed to design high quality products, which they will test and refine. They are given the opportunity to understand nutrition and learn how to cook and use equipment safely. Our Design and Technology curriculum requires children to draw on skills within Mathematics, Art, Science and Computing. Children will deepen their understanding and independence within all of these subject areas during their Design and Technology lessons.

ART AND DESIGN

We see art as a vehicle for creativity and individual expression. It is important to the development of pupils' well-being, appreciation of the world and understanding and empathy of others. We aim to give all children the confidence to express themselves through a range of chosen mediums. Our curriculum provides children with an opportunity to experience all art forms: drawing, painting, collage, textiles, 3D designs and print making, and pupils are encouraged to experiment with a range of different materials and techniques to bring their ideas to life. Opportunities to practice art and design techniques when using colour, pattern, texture, line, shape, form and space are embedded across the Art curriculum through the use of individual sketchbooks. We want our children to know how Art and Design has contributed to our culture and understanding of our history and the world. They explore a variety of artists and their styles, which is enhanced with a visit to London galleries. Our children will focus on a variety of key artists and they will begin to understand the development of their particular art forms. The children will have opportunities to take inspiration from these key artists and create their own artworks in their particular styles.

RELIGIOUS EDUCATION

The school follows the Plan Bee Syllabus for Religious Education. RE is taught discretely to deepen the understanding of religions where we can learn from or learn about certain people, places, religious books and artefacts. Our curriculum promotes the spiritual, moral, social and cultural development of our pupils and reflects religious traditions in Great Britain – with a focus on Christianity whilst taking account of the teaching and practices of other principal religions represented in Great Britain and our school community.

At Thames View Junior School, we aim to ensure that children know about and develop an understanding of a range of religions to ensure they can describe, explain and analyse beliefs and practices, recognising the diversity which exists within and between communities and amongst individuals. Through this subject we enable children to express ideas and gain insights about the nature, significance and impact of religions and worldviews to enable them to express with increasing discernment their personal reflections and critical responses to questions and teachings about identity, diversity, meaning and value including ethical issues.

MUSIC

Music is a powerful, unique form of communication that can change the way pupils feel, think and act. It transcends different cultures, abilities and generations - stimulating responses on both emotional and

intellectual levels. It allows opportunity for personal expression and plays an important part in the personal development of an individual. At Thames View Junior School, our Music curriculum aims to promote the enthusiasm for and the enjoyment of music in all its forms. Our goal is for the children to develop musical skills and knowledge through effective teaching where children are fully engaged in their learning. By engaging children in musical experiences, we offer our children opportunities to develop skills, attitudes and attributes that can support learning in other curriculum areas as well as developing life skills such as listening skills, the ability to concentrate, creativity, self-confidence and a sensitivity towards others and the environment.

To ensure our pupils have the best opportunity to acquire and nurture their musical talents and awareness, Music is taught by both peripatetic instructors and class teachers. We use '*Charanga*', a program that teaches the children to listen and respond to a variety of musical genres, through the medium of singing, playing instruments, exploring form and composing their own musical creation. The school subscribes to the borough's 'Community Music Service', which provides each Year Four classes learn to play a musical instrument, read music and perform as part of an ensemble. The children then have the option to continue lessons into Year Six as individuals or in small groups.

These lessons are linked to the topic where possible. However, the majority is taught discretely outside of the theme.

PHYSICAL EDUCATION

At Thames View Junior School, we have a diverse PE curriculum, which inspires our pupils to enjoy, succeed and excel in competitive sport and other physically demanding activities. Regular physical activity improves children's quality of life, improves their health, promotes social inclusion, raises individual self-esteem and confidence, whilst countering anti-social behaviour. Therefore, our curriculum aims to develop pupils' attitudes, knowledge, confidence, and competences to help encourage a lifelong commitment to physical activity. We provide opportunities for pupils to become physically confident in a way, which supports their physical health and fitness as well as their mental well-being. Part of our daily curriculum is set aside for the 'Daily Active Bursts' which aims to promote healthy life choices and promotes the idea of self-care with children becoming more aware of their own health and the need to take responsibility for it.

Our children are taught to compete in sport and other activities to build character and help to embed core values such as fairness, collaboration and respect. P.E. is mostly taught discretely and follows the PE Passport scheme of work. This programme provides a structured, digital curriculum for teaching Physical Education, aligning with national standards, and tracking pupil progress through an app. Our P.E. curriculum focuses on broad, balanced, and progressive learning in various sports. Over the year, the children take part in a variety of invasion games, athletics, gymnastics and dance activities, incorporating skill development, tactical understanding, health-related fitness, and inclusive practices for all abilities. Skills are taught, developed and enhanced through skill activities, small-sided games and challenges. Children are taught to use accurate and fluent techniques, recognise tactics and game play and adhere to the rules and regulations of their sport. Pupils are taught about healthy lifestyles and the effects of exercise on their bodies. Some lessons are delivered by a PE specialist. Year 5 children are taught to swim competently, confidently and proficiently.

We encourage pupils to develop their sport interests outside of school and provide a range of after-school clubs to support this. The whole school participates in Sports Day where the children are arranged into teams and encouraged to show team spirit, perseverance and enthusiasm. The school also participates in various Borough sporting events, festivals and competitions, fielding teams of both girls and boys of various ages.

COMPUTING

E-safety is a key focus in our curriculum and at Thames View Junior School - we ensure our children are taught the importance of safe internet use (at home and at school) during computing lessons and through a whole-school 'Safer Internet' focus day in February. Children have opportunities to use ICT outside the timetabled lesson slot as it is embedded across the curriculum including activities in mathematics and English.

Computing and Information and Communications Technology (ICT) play a vital role in our lives, particularly in current times where technologies are constantly changing and evolving. At Thames View Junior School we believe a sound knowledge and understanding of ICT and Computing enables and prepares pupils to be active participants in a world where work, and other activities, are increasingly transformed by access to varied and developing technology. The Computing curriculum follows the Rising Stars 'Switched on' Scheme of work. It enables our children to develop and practice skills through accessible applications, software and programs available both in school and at home, ensuring they become competent and confident analytical thinkers, computer programmers and understand how technology works.

PSHE

We believe that our children need to acquire the knowledge, understanding and skills needed to manage their lives and thrive as individuals and members of society. We therefore deliver a well-sequenced and progressive PSHE scheme of work (JIGSAW) in line with new Government guidelines. It is constructed to meet the needs of our children and is taught alongside SEAL lessons as well as class and 'School Ambassador' activities. This is enriched further by a comprehensive assembly timetable, which reinforces the ideals of SEAL and the British Values. We also ensure we have a clear and structured SRE syllabus (JIGSAW) which is delivered throughout the school in the summer term. The school has a number of PSHE focused workshops, and visits to cater for the needs of our school community.

MODERN FOREIGN LANGUAGES (MFL)

At Thames View Junior School, the core language taught is Spanish. Our overview and planning cover all the components of the Programme of Study. It is the intention that all children in KS2 have the opportunity to learn Spanish through song, speech, games and other activities. It is our aim to make learning a new language fun and useful in the children's lives. The children will access quality first teaching of Spanish in order to adequately prepare and lay the foundations for secondary education. We shall instill and foster pupil's curiosity and deepen their understanding of the world beyond the United Kingdom opening up their knowledge and experiences to other cultures.

SPIRITUAL, MORAL, SOCIAL AND CULTURAL (SMSC) VALUES

SMSC development is interwoven through the entire curriculum and has been identified by each subject coordinator within their own subject. SMSC development can be found in every lesson and is an integral part of our children's learning. Alongside British Values and SEAL, it is the foundation of our assembly timetable.

CURRICULUM IMPLEMENTATION

How is the curriculum delivered?

It is our aim that our Curriculum is delivered in the following ways:

- The Thames View Junior Curriculum is designed and structured with the National Curriculum, using Cornerstones Curriculum to delivered an integrated topic and subject approach. We use Cornerstones Maestro Curriculum to design, deliver and manage our curriculum through subject driven projects.
- To ensure the development of knowledge across and within all phases.
- So that knowledge and skills are structured and sequenced across the phases.
- The goal of our curriculum is for students to reach clearly defined end points at the end of each phase, in line with National priorities.
- Our curriculum has been designed to transfer key knowledge to long term memory.
- It is designed with core texts at its heart, so that all curriculum content and knowledge is built around fiction and non-fiction texts – this links to each Cornerstones Project and through Literacy lessons
- We aim to fill cultural capital gaps through trips, texts and enrichment experiences
- Children are always at the heart of how our curriculum is designed in order to support and develop them holistically; learning, wellbeing, socially and emotionally
- Children's stages of development are central to the design of the curriculum.
- We aim to deliver a curriculum which is enriched by experiences outside of the classroom, in the wider environment and in the local community.

ORGANISATION

We recognise the importance of creating links within learning and believe that where links are effective, they enable pupils to apply their knowledge and skills across areas of learning.

We directly teach knowledge and then plan opportunities for children link knowledge across subjects and learning. We also teach skills and allow children to practice and embed new skills as well as bringing coherence and continuity to learning.







We have adopted a cross-curricular thematic approach through the Cornerstones Curriculum, with topics lasting half a term designed to engage and inspire pupils. These themes are planned to use the framework of the National Curriculum. When necessary, this approach is supplemented by discrete lessons or focused learning weeks, to ensure full coverage of the National Curriculum.

Reading, writing and Maths are taught daily.

Reading and Writing are linked to the Cornerstones Book list, spoken language and writing projects. Spelling and handwriting are linked and taught daily as part of Writing lessons.

Maths is delivered through White Rose.

Other subjects are either taught on a weekly basis or are blocked, depending on the topic.

	AUTUMN TERM	SPRING TERM 2026	SUMMER TERM 2026
Year 3			
Year 4			
Year 5			
Year 6			

PLANNING











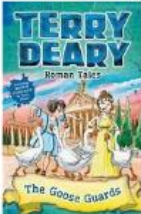



The curriculum is planned to ensure coherence, continuity, progression and full coverage of all aspects of the statutory curriculum and areas of learning.

The curriculum is planned on a long, medium- and short-term basis:

- Long term planning includes an overview of the themes taught across the school, with information on the subjects covered in each topic.









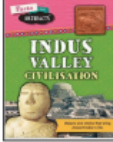



Thames View Junior Whole School Curriculum

Year 3 Yearly OVERVIEW

	AUTUMN TERM 2025	SPRING TERM 2026	SUMMER TERM 2026
YEAR 3			
Driver	History	Geography	History
Passenger	Geography	Science	Geography
Supporting units	Tribal tales, Prehistoric Pots	One Planet Our world, Tremors	I am Warrior! Invasion
RSJ link	Human Migration: Prehistoric people were early migrants, moving across continents in search of food, shelter, and better living conditions. Discuss how migration has always been a part of human history and can relate to modern issues around migration, refugees, and the reasons people move.		Impact on Indigenous Peoples: Roman expansion often displaced indigenous peoples and imposed Roman culture and laws on them. The effects of colonization and how power imbalances have impacted various communities throughout history relating to more recent examples of colonization and its lasting effects.
Trips	Valence House – Prehistoric Times	Volcanoes workshop Visit Synagogue	National Gallery
Reading & Writing Key text	<p>The Papaya That Spoke;</p>   	    <p>The Volcano by Judi Billcliff</p>	<p>Summer 1</p>   <p>Summer 2</p>  
Writing	<ol style="list-style-type: none"> 1. Fiction - Setting description of Stone Age settlement 2. Fiction – Character description of Stone Age Boy 3. Non-Fiction - Information text about Stone Age 	<ol style="list-style-type: none"> 1. Fiction - Setting description – Escape from Pompeii 2. Non-Fiction – Diary entries 3. Fiction – Adventure story – Stranded! 4. Non-Fiction – Non-Chronological report about Volcanoes 	<ol style="list-style-type: none"> 1. Fiction - Innovated myth – Romulus and Remus 2. Non-Fiction – Historical Poem 3. Non-Fiction – Biography of Roman Emperor 4. Fiction – Letter from a Roman soldier







Maths	Place Value Addition & Subtraction	Addition and subtraction Multiplication and Division A	Multiplication and Division B Length and Perimeter	Fractions A Mass and Capacity	Fractions B Money Time	Time Shape Statistics
Science	Rocks Plants		Animals including humans		Forces and magnets Lights	
History	Historical vocabulary; Prehistory; Stone Age; Bronze Age; Iron Age; Chronology and timelines; Everyday life; Tools and weapons; Settlements; Stonework and metalwork; Religion and beliefs; Wealth and power; Invention and ingenuity; Evidence and enquiry Prehistoric Britain – Stone Age to Iron Age		Significant people – Mary Anning; Pompeii Ancient Rome – Pompeii		Chronology; Everyday life in ancient Rome; Founding of Rome; Power and rule; Roman Empire; Significant emperors; Social hierarchy; Roman army; Roman invasion of Britain; Significant people – Boudicca; Everyday life in Roman Britain; Romanisation of Britain; Roman withdrawal; Roman legacy The Roman Empire and its impact on Britain	
Geography	Human features; Stone Age monuments Fieldwork; Human and physical geography; Using maps and aerial images		Layers of the Earth; Rocks; Plate tectonics; Ring of Fire; Features of volcanoes; Lines of latitude and longitude; Volcanic eruptions; Earthquakes and tsunamis; Compass points; Maps Volcanoes and earthquakes Maps; Locating countries; Human and physical features; Four-figure grid references; Primary data; Compass points; Earth's layers; Plate tectonics; Latitude and longitude; <i>European countries and cities; UK counties and cities; Carbon footprints; Weather and the local environment; Land use; Fieldwork; Local enquiry</i>		Maps Comparing Britain and Italy; Using maps; Locational knowledge; Human and physical geography	
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
D&T	Cooking and Nutrition – Breakfast Fruit and Yoghurt parfait- Healthy breakfast. Skill: scooping and layering.		'Making it move' - Design, make and evaluate a child's automaton toy using a cam .		Design, make and evaluate and use technical knowledge to create a mosaic tile.	
Art		DRAWING Through the Ages <u>Study of Stone Age CAVE</u> <u>Paintings</u> Outcome: Cave art Media: Chalk Pastels and Charcoal Element focus: LINE & TONE		DRAWING & 3D SCULPTURE Rocks, Relics and Rumbles <u>Study of Giuseppe Fiorelli</u> Outcome: Clay sculpture Media: Sketching Pencils & Clay Element focus: LINE & FORM		TEXTILES Emperors and Empires <u>Study of Roman Military and Civic</u> <u>Textiles</u> Outcome: Textile Roman Standard (mini hanging banner or shield emblem) Media: Fabric, felt, buttons, sequins, fabric glue and card backing. Element focus: TEXTURE & PATTERN DRAWING and PAINTING <u>Study of Georgia O'Keefe</u> Outcome: Flower painting Media: Watercolours & Oil pastels Element focus: LINE, SPACE and COLOUR
Music	Charanga Unit - R&B – Let Your Spirit Fly	Charanga Unit – Glockenspiel Stage 1	Charanga Unit – Reggae – Three Little Birds	Charanga Unit – Friendship – The Dragon Song	Charanga Unit – Bringing Us Together	Charanga Unit – Reflect, Rewind, Replay
R.E	Diwali	What is the bible and why is it important for Christians?	What do we know about Jesus?	Jewish Celebrations	Islamic Rites of Passage	Signs & Symbols
P.E	Teacher – Gymnastics PE Teacher - Football	Teacher – Yoga PE Teacher - Hockey	Teacher – Gymnastics PE Teacher - Netball	Teacher – Handball PE Teacher - OAA	Teacher – Gymnastics PE Teacher - Athletics	Teacher – Dance – The Romans PE Teacher - Tennis
Computing	Computing systems and networks – Connecting computers	Creating media - Stop-frame animation	Programming A - Sequencing sounds	Data and information – Branching databases	Creating media – Desktop publishing	Programming B - Events and actions in programs
Spanish	Phonetics lessons I'm Learning Spanish	Seasons	Musical Instruments	Vegetables	Ice-Creams	Minibeasts

Year 4 Yearly OVERVIEW

	AUTUMN TERM 2025		SPRING TERM 2026		SUMMER TERM 2026	
YEAR 4						
Driver	History		Geography		History	
Passenger	Geography		Science		Geography	
Supporting units	1066		Flow (Y3), Misty Mountain Sierra		Pharaohs	
RSJ links	Conversion to Christianity: The Anglo-Saxons were initially pagan, but many converted to Christianity, which changed their culture and society. Discuss how religious changes can impact societies and how religious tolerance is important in today's world				Class Structure: Ancient Egypt had a rigid social hierarchy, with the Pharaoh at the top, followed by nobles, priests, artisans, and farmers. At the bottom were enslaved people. This structure provides a way to introduce the concept of inequality and how a person's social status often determined their opportunities and rights.	
Trips	Hindu Temple Science museum STEM Day – Schools Outreach, Bellway		Barking Riverside: Meet at Project office, talk on Thames and location, tides, look at wildlife, pollution, get the binoculars out, walk along the river etc. (a morning or afternoon)		Ancient Egypt workshop Tate Modern	
Reading	Autumn 1 – Talk for Writing The Magic Porridge Pot & Rumpelstiltskin 		   		   	
Writing	1. Fiction – Narrative based on The Magic Porridge Pot 2. Fiction – Traditional tale based on Rumpelstiltskin 3. Non-Fiction - Non-chronological report about Anglo-Saxons		1. Fiction - Setting description – Flood 2. Police Transcript – The Abominables 3. Fiction – Narrative - Through the digestive system 4. Non-Fiction - Explanation text – The Water Cycle		1. Fiction - Character description - Marcy and the Sphinx 2. Poetry - Cinquain Poem – Ancient Egyptian Civilisation 3. Non-Fiction - Newspaper report – Howard Carter's discovery 4. Non-Fiction - Instructional text – How to mummify a body	
Maths	Place Value Addition and subtraction	Area Multiplication and Division A	Multiplication and Division B Length and Perimeter Fractions	Fractions Decimals A	Decimals B Money Time	Shape Statistics Position and Direction

Science	Living things and their habitats Data collection A States of matter		The digestive system Deforestation Food chains Data collection B		Electricity Data Collection C Sound	
History	Roman withdrawal from Britain; Chronology of invasion; Anglo-Saxon invasion; Anglo-Saxon kingdoms, beliefs and customs; Religion; Everyday life in Anglo-Saxon Britain; Viking invasion; Everyday life in Viking Britain; Significant people – King Athelstan; Norman invasion; Legacy 1066 – Norman Conquest Anglo-Saxons and Vikings				Features of <u>civilisations</u> ; Ancient Sumer; Ancient Egypt; Indus Valley <u>civilisation</u> ; Artefacts; Timelines; New inventions and technology; Everyday life; Social hierarchy; Significant leaders; End of ancient <u>civilisations</u>	
Geography	Geographical sources, map reading/plotting, settlements and land use Human and physical geography Using maps; Settlements; Europe		Rivers; Maps; Grid references; Contour lines; Physical processes – erosion, transportation and deposition; World rivers; Aerial images; Mountains; UK mountains; World mountains; Compass points; Water cycle; Soil; Altitudinal zones; Data analysis Using maps; Fieldwork; Water cycle; Human and physical geography; Rivers of the world; Counties and cities of the UK Using maps; Human and physical geography		Human and physical features of Egypt; The River Nile; Tourism - use the eight points of a compass, four and sixfigure grid references	
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
D&T	Design, make and evaluate armour helmet functioning helmet		Cooking and Nutrition – Lunch Mini Pita Pizza- Healthy lunch. Skill: Spreading, layering and heat safety		Design, make and evaluate a structurally strong 3D pyramid.	
Art		DRAWING & PAINTING Invasion <u>Study of Friedensreich Hundertwasser</u> Outcome: Adventure dreamscapes Media: pencil & colouring pencils Marker pens & Oil Pastels Element focus: LINE & COLOUR		DRAWING & PAINTING Misty Mountain, Windy River <u>Study of David Hockney</u> Outcome: Landscape Painting Media: Oil Pastels & <u>Waterscolours</u> Element focus: LINE & COLOUR		TEXTILES Ancient Civilisation <u>Study of Pablo Picasso</u> Outcome: Self Portrait in Cubist style Media: Textiles & fabrics Element focus: TEXTURE & PATTERN Visit: National Portrait Gallery DRAWING and PAINTING <u>Study of Hokusai</u> Outcome: 'The Great Wave' Media: Chalk pastels & Acrylic paints Element focus: LINE, COLOUR and TEXTURE
Music	Toot	Toot	Toot	Toot	Toot	Toot
R.E	Hindus Home & Mandir	Christmas Journeys	Buddhist Festivals	Why is Easter important?	Sikh Rites of Passage	Identity & Belonging
P.E	Teacher Invasion Games Skills 3 PE Teacher Basketball	Teacher Gymnastics- Arching & Bridges PE Teacher Tag Rugby	Teacher Yoga PE Teacher Dodgeball	Teacher Gymnastics- Rolling & Travelling Low PE Teacher Ultimate Frisbee	Teacher Dance- Egyptians PE Teacher Athletics	Teacher Gymnastics- Partners- Pulling & Pushing PE Teacher Cricket
Computing	Computing systems and networks – The Internet	Creating media - Audio production	Programming A – Repetition in shapes	Data and information – Data logging	Creating media – Photo editing	Programming B – Repetition in games
Spanish	Presenting myself	Family	Goldilocks	Habitats	Classroom	My home





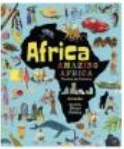




Year 5 Yearly OVERVIEW

	AUTUMN TERM 2025	SPRING TERM 2026	SUMMER TERM 2026
YEAR 5			
Driver	History	Geography	History
Passenger	Geography	Science	Geography
Supporting units	Gods and Mortals (Y3), Architecture	Allotment, Beast Creator, Sow, Grow and Farm	
RSJ links	The Hellenistic World: After Alexander the Great's conquests, Greek culture spread across diverse regions, including parts of Africa and Asia.		Trade and Exploration: Under Henry VIII, England began to explore global trade routes, bringing them into contact with different cultures. Early globalization, cultural exchange, and how European nations interacted with and sometimes exploited other peoples and lands.
Trips	British museum: Tablet tours (Wider Curriculum and Art)	Habitat Heroes – Living Things Workshops	Buddhist Temple History Workshop
Reading			
Writing	<ol style="list-style-type: none"> 1. Narrative - Myth: Retwriting a labour for Hercules 2. Playscript: Hercules Myth 3. Non-Fic: Brochure of British museum 	<ol style="list-style-type: none"> 1. Narrative: Albi – changing setting 2. Non-chrono report: Farming in the UK 3. Balanced argument: For and against types of farming 4. Newspaper report recount: Reporting on someone's global expeditions 	<ol style="list-style-type: none"> 1. Letter: Treason 2. Biography: King Henry VIII 3. Narrative: Treason change character and outcome 4. Poetry: Sonnet
Maths	Place Value Addition and Subtraction Multiplication and Division A Fractions A	Multiplication and Division B Fractions B Decimals and Percentages Perimeter and area Statistics	Shape Position and Direction Decimals Negative numbers Converting units Volume

Science	Living things and their habitats Properties and changes of materials		Animals including humans		Earth and space Forces	
History	Ancient Greek periods – Minoan civilisation, Mycenaean civilisation, Dark Age, Archaic period, Classical period, Hellenistic period; Chronology and timelines; Primary and secondary sources; City states; Democracy; Role of men and women; Social hierarchy; Great Athenians; the Acropolis; Greek art, culture, architecture, philosophy, medicine and mathematics; Olympic Games; Alexander the Great; End of the Greek Empire; Legacy				Tudors – Significant people, architecture, civilisations, social hierarchy, monarchy, Henry the VIII	
Geography	Interpreting geographical sources Ancient and modern day Greece; Geographical features; Using maps		Land use in the UK; Allotments; Farming in the UK; Maps; Grid references; Climate zones; Physical features of North and South America; Farming in North and South America; Food transportation Land use; Food origins; Geographical skills and fieldwork; Map work; Climate Fieldwork; Contrasting locations Ordnance Survey maps; Contour lines; Six figure grid references; Time zones; Climate zones; Vegetation belts; Biomes; Human geography; World cities; Sustainable manufacturing processes; Relative locations and distances; Transport networks; Settlement hierarchy; Local enquiry; Fieldwork		Maps; using globes and atlases to locate countries and describe features, use the eight points of a compass, four and six figure grid references, symbols and key, Ordnance Survey maps, human and physical geographical features.	
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
D&T	'Fabric crumb' - Combine stitches and fabrics to create a mixed media collage.		'Minibeast hotel' - Design, make an evaluate a shelter for minibeasts to protect them from the elements.		Cooking and Nutrition – Cooking up the curriculum (LBBD)	
Art	3D SCULPTURE Ground Breaking Greeks Study of Greek Art Outcome: 3D Greek Vase Media: Sketching pencils & Clay Element focus: LINE, FORM & SHAPE Visit: British Museum - Greek Vases		DRAWING & PAINTING Investigating Our World Study of Van Gogh Outcome: Observational Painting of flowers Media: Chalk Pastels & Acrylic Paint Element focus: LINE & COLOUR		PAINTING & TEXTILES Off with Her Head! Study of Alma Woodley Thomas Outcome: Abstract art / Weave pattern Media: Watercolours & Yarn/Fabric Elements focus: COLOUR, SHAPE & TEXTURE DRAWING and PAINTING Study of Noriyoshi Yamamoto Outcome: Spirit of the Rainforest Media: Oil Pastels & Watercolours Drawing and painting Element focus: COLOUR, SPACE and SHAPE	
Music	Charanga lessons Livin' on a Prayer	Classroom Jazz 1	Make you feel my love	Fresh Prince of Bel Air	Dancing in the Street	Reflect, Rewind, Replay
R.E	Why is Muhammad important to Muslims	Where does the Christian bible come from?	Stories of Christianity	Jewish Worship & Community	Buddhist Worship & beliefs	Belief in our community
P.E	Teacher Leadership skills PE Teacher Football	Teacher Gymnastics PE Teacher Hockey	Teacher Netball	Teacher Handball PE Teacher Dance The haka	Teacher Gym – Synchronisation & Canon	Teacher Abbey Coach Swimming

			PE Teacher Gym – matching, mirroring and contrasting		PE Teacher Athletics	PE Teacher Tennis
Computing	Computing systems and networks – Systems and searching	Creating media – Video production	Programming A – Selection in physical computing	Data and information – Flat-file databases	Creating media - Introduction to vector graphics	Programming B – Selection in quizzes
Spanish	Phonetics lesson 3 & Do You Have A Pet?	What is The Date?	The Weather	Habitats	Olympics	Clothes

Year 6 Yearly OVERVIEW

	AUTUMN TERM 2025	SPRING TERM 2026	SUMMER TERM 2026
YEAR 6			
Driver	History	Geography	History
Passenger	Geography	Science	Geography
Supporting units	Trailblazers, Barrier Breakers	Frozen Kingdom, Our Changing World	Fallen fields (Y5), A Child's War
RSJ link	Origins of Racial Inequality: The transatlantic slave trade was built on the belief that Africans were inferior to Europeans, and it reinforced harmful racial stereotypes. The system of racial hierarchy was created to justify slavery, and how those ideas of racial superiority/inferiority have persisted into modern times, fuelling systemic racism.		Overlooked Contributions: The contributions of over a million Indian soldiers (many of them Sikh) during both World Wars are often left out of mainstream narratives about the wars. This exclusion is a powerful example of historical erasure—where the roles of non-European soldiers are not given the recognition they deserve.
Trips	Museum of London - London, Sugar & Slavery Billingsgate Seafood School Workshop	Natural History Museum	Danbury Residential Mosque Trip War museum <i>Science museum</i> Ben Kinsella Knife Crime Workshop TFL – Travelling safe
Reading	  Windrush 75 by Benjamin Zephaniah	  Poems from a green and blue planet by Sabrina Mahfouz	  The Charge of the Light Brigade

Writing	Narrative: Based on The Village that Vanished Gothic Narrative: Hansel and Gretel Missing person's report: Hansel and Gretel		Dystopian Narrative: Wall-E Manifesto for a future World Non-Chronological Report: Frozen Kingdom		Narrative: The Soup Story Non-Chronological Report: Significant Figures	
Maths	Place Value Addition, Subtraction, Multiplication and Division Fractions A Fractions B Converting units		Ratio Algebra Decimals	Fractions, Decimals and Percentages Area, Perimeter and Volume Statistics	Shape Position and Direction	Preparation for Year 7 Maths
Science	Living things and their habitats Evolution and inheritance		Animals including humans		Electricity Light	
History	Ancient African kingdoms; Development of the transatlantic slave trade; Britain's role in the slave trade; Human impact; Everyday life on plantations; Rebellion and marronage; Causes and consequences of the abolition of the slave trade and slavery; Colonisation of Africa; Black people in 20th century Britain; Race Relations Act; Equality Act; Significant black Britons; Multiculturalism		Polar exploration; Significant people – Robert Falcon Scott; Ernest Shackleton; Significant events – Titanic Emigration and exploration in the early 1900s		First and Second World Wars; Causes; Warring nations; Weaponry, warfare and technology; Key events and battles; Impact on citizens and everyday life; Significant leaders; End of war; Local history study; Remembrance; Post-war Britain The First World War; Causes; Timelines; Significant people; Rationing; Significant events; Propaganda; Remembrance Second World War	
Geography	Africa – countries, land use, natural resources, location, settlements, population, climate and physical features		Arctic and Antarctic regions; Lines of latitude and longitude; Polar climates; Polar day and night; Polar oceans; Polar landscapes; Climate change; Natural resources; Indigenous people; Tourism Features of the polar regions Features of Earth including the Arctic and Antarctic Circles; Time zones; Latitude and longitude; Map scale; Grid references, contours and symbols; Climate change, extreme weather and people; Worldwide trade; Natural resource management; Road safety; Fieldwork; Settlement patterns; Local enquiry		Place and interconnections; Maps Maps of Europe Human geography; Cities of the UK	
PSHE	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
DT	Cooking and nutrition Billingsgate Market – Seafood School		'Large scale igloos' - Design, make and evaluate a large-scale igloo.		'Make do and mend' - Recycle and repurpose old clothes (sewing)	
Art		DRAWING & PAINTING Maafa Study of Kehinde Wiley Outcome: Self Portrait Media: Sketching pencils, Acrylic Paint, Oil pastels and Watercolours Element focus: LINE, TONE & COLOUR			DRAWING Frozen Kingdoms Study of Beatrix Potter, Botanical Artists, and Veronica Lamb Outcome: Observational drawing of fruit, vegetables and shells Media: Sketching pencils Element focus: TONE & LINE	DRAWING & PAINTING Britain at War Study of Paul Nash Outcome: Abstract War Art Seascapes & Landscapes Media: Sketching pencils, chalk, charcoal & Oil pastels/paints Element focus: SHADE, TONE & COLOUR Visit: Tate Modern London DRAWING, PAINTING AND SCULPTURE Study of Frida Kahlo

						Outcome: Self Portraits with Parrots Media: Range of media, including paints & Mexican Craft - Foli Work Element focus: COLOUR, FORM, SPACE and TEXTURE
Music	Happy	Classroom Jazz 2	NO MUSIC - SATS	NO MUSIC - SATS	NO MUSIC - SATS	Music and Me You've Got a Friend
RE	Sikh Worship & community	What is a Church	Expressing faith through the Arts	Stories of Hinduism	What is the Qur'an & why is it important for Muslims.	What happens when we die
PE	Teacher Team Building and Problem Solving PE Teacher Basketball	Teacher Gymnastics- Flight PE Teacher Tag Rugby	Teacher Gymnastics – <u>Counter balance</u> and counter tension PE Teacher Dodgeball	Teacher Gymnastics – Group sequencing PE Teacher Ultimate Frisbee	Teacher Rounders PE Teacher Athletics	Teacher Dance – World War 2 PE Teacher Cricket
Computing	Computing systems and networks – Communication and collaboration	Creating media – Web page creation	Programming A – Variables in games	Data and information – Introduction to spreadsheets	Creating media – 3D Modelling	Programming B – Sensing movement
Spanish	Phonetics lesson 4 (C) & At School (P)	World War II (P)	The Weekend (P)	Regular Verbs (P)	Planets (P)	Me In The World (P)

- Medium term planning for each subject identifies the objectives to be covered from the National Curriculum or other published schemes, this also includes where prior learning has taken place in previous years and in some cases Key Stage One.
- Short term planning details what will be taught in individual lessons
- The format for short-term plans have been designed by subject leads, including information on learning objectives and outcomes, activities based on levels of learning resources, key vocabulary and key questions.

Subject leaders are responsible for ensuring progress, standards across the school whilst keeping skills and knowledge for other teachers at the fore front of their role. Subject leaders oversee, develop, monitor and evaluate the effectiveness of their subject within school across all year groups and phases.

INCLUSION

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND can study every National Curriculum subject, wherever possible, ensuring there are no barriers to every pupil achieving. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned to ensure teaching opportunities help pupils to develop their English, and support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.

HOW IS READING PROMOTED WITHIN OUR CURRICULUM?

- English learning, knowledge and skills are the golden thread which underpin our entire curriculum.
- Spoken language, reading and writing are developed through rich texts and exposure to explicitly taught vocabulary and reading domains.
- Phonics is systematically taught to targeted pupils to ensure children gain the mechanics of segmenting and blending sounds and phonemes, so that they are prepared to develop fluency and comprehension. This is also applied to new starters and children for whom English is not their first language.
- A love of reading is generated by a whole school approach and promotion of reading through book celebrations, and whole class reading texts where children are given the opportunity to a whole story being read aloud by a proficient reader – they have time to enjoy it.
- We focus on ensuring that reading and writing in all subjects have equal weight, as it does in English. Expectations of reading and writing are as high in humanity subjects, as in English.
- We aim to develop a love of reading outside the classroom too with visits to our library, children trained as librarians, book clubs and planned special days

- Cross- curricular writing has been carefully chosen to find opportunities for children to find their inner voice as writers, whilst embedding key subject knowledge alongside writing skills. We try and always create a love and a passion for writing linked to reading and books.
- We promote a love of books and stories, by carefully selecting a variety of texts from various authors and genres and these are read daily. Texts also thematically link to each half terms learning focus.

HOW DO WE DEEPEN LEARNING AND DEVELOP SKILLS?

- Lessons begin with a short review of previous learning
- Sequenced curriculum planning builds on existing knowledge
- New material is presented in small steps with practice time after each step where possible
- Recap and retrieval is used to deepen understanding
- Teaching is designed to help pupils remember what they have learned and develop their long-term memories.
- Link to previous learning and what comes next is integral to practice
- A large number of questions are asked to check for understanding
- Cross curricular links are developed to promote and deepen students building on learning across subject specialisms.
- The transition from infants to juniors has been developed so that prior knowledge is built on to transfer understanding to long term memory and deepen thinking – we work together
- Discussion is promoted in lessons to deepen students learning.
- Curriculum is planned to build on and deepen learning.
- Pupils are guided as they begin to practice.
- Think aloud and modelled steps are used to support learning and practice.

HOW DO WE USE ASSESSMENT?

- Assessment is used to help pupils embed and use knowledge fluently
- Teachers constantly check understanding and intervene to clarify misconceptions and inform planning
- A range of feedback is used support student progress (see Feedback Policy)
- Data is collected at key points across the year and used to identify underachievement and strategies for progress (see Assessment Policy)
- Every effort is taken to minimise negative impact in teachers' workload and maximise children's progress
- Assessment is used to check pupils understanding and correct their misunderstandings
- Assessments of both summative (3 times a year) and formative. Assessment of and for learning is planned into lessons and is part of teaching practice

VISITS AND VISITORS

In the curriculum we recognise that children's learning is enhanced by different experiences. We offer children a wide range of educational visits which are used to motivate and engage learning which improves retention. Regular visitors in school give the children another perspective on values, attitudes, learning and understanding. These include charities, people from different professions and the community. We aim to

close cultural gaps through visits with in an across London and use the richness of the city to support our children's learning and experiences.

JIGSAW FOR PHSE - What is Jigsaw, and how does it work?

Jigsaw is a comprehensive and completely original PSHE Education programme.

Jigsaw has two aims for all children:

- To build their capacity for learning
- To equip them for life

Jigsaw brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. A variety of teaching strategies are used and are mindful of each child's preferred learning style. Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time. This enables each Puzzle to start with an introductory assembly, generating a whole school focus for adults and children alike. There is a Weekly Celebration that highlights a theme from that week's lesson across the school, and encourages children to reflect that learning in their behaviour and attitudes.

CURRICULUM IMPACT

The impact of the quality of education at Thames View Junior School is assessed continuously through discussions between subject leaders and teachers to ensure that our curriculum intentions are leading to good results and good progress for all groups of pupils, preparing them well for the next stage in their education.

ASSESSMENT AND RECORDKEEPING

Assessment data is collected at different points in the year to track and monitor pupil progress. This information is used to inform planning, implement interventions, get feedback on the curriculum and its impact and put in place further improvements to the curriculum.

The achievement of different groups of pupils is analysed through data trawls, analyses and reports to ensure that all groups of pupils achieve well.

We collect data in an on-going way using Pupil Asset. Data is scrutinised and Pupil Progress Meetings at the carried out in order to respond to changes in data.

Pupil progress is reported to parents on a number of occasions during the school year. Written information is sent to parents regularly and full reports sent to parents once each academic year. Parents are welcome to discuss their child's progress at any other time during the year, preferably by prior arrangement.

MONITORING

As a result of the school's curriculum, pupils are expected to achieve well in National tests and examinations, in line with government expectations. The curriculum is continuously monitored through analyses of the school's ISDR and FFT reports, the quality of work seen in observations and in children's work and the destinations they move on to in order to ensure that the curriculum meets the needs each cohort of pupils and that it is fit for purpose.

The curriculum is continuously monitored, evaluated and reviewed in the following ways:

- Analysis and review of external reports such as the ISDR and FFT reports
- Reviews and analyses of formal assessments and tests
- Analyses of data trawls at set points during the year
- Analyses of lesson observation feedback forms
 - Scrutiny of pupils' work
 - Analysis of Pupil Asset data

We aim to ensure that when children from Thames View Junior School leave for secondary school, they will be able to:

- Have a growing self-esteem and confidence in their abilities
- Respect themselves and others
- Follow their own interests and be themselves
- Reflect and think mindfully about their learning
- Recognise that people are good at different things

They will have:

- Made a positive contribution to the school and local community
- Explored ways of becoming an active citizen
- Made choices about things that are important to them
- Expressed their opinions on a range of different topics and issues
- Taken part in age-appropriate discussions

LINKS TO OTHER POLICIES

This policy links to the following policies and procedures:

- Subject policies
- SEND policy & Information Report
- Feedback Policy
- Assessment Policy

- Teaching and Learning Policy

LEGISLATION AND GUIDANCE

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 school 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](#). In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#)

ROLES AND RESPONSIBILITIES

THE GOVERNING BODY

The governing body will monitor the effectiveness of this policy and hold the Headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- The school is complying with its funding agreement and teaching a "broad and balanced curriculum" which includes English, maths, and science, and enough teaching time is provided for pupils to cover the requirements of the funding agreement
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum

SUBJECTS LEADERS AND THE AREA OF CURRICULUM FOR WHICH THEY ARE RESPONSIBLE:

Subject	Subject Lead
Wider Curriculum (Cornerstones) History / Geography	Nazhath Khan
RE	Nazhath Khan
Science	Nadia Quayam
Maths	Nadia Quayam
Computing	Nadia Quayam
Music	Nneyra Pass
PE	Gurpreet Uppal
PSHE/SMSC/RSE/ RRSA	Gurpreet Uppal
Art & Design	Gurpreet Uppal
Inclusion, EAL, SEND	James Hall

Reading and Phonics	Catherine Bannigan
Writing	
MFL	Catherine Bannigan

HEADTEACHER

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- They manage requests to withdraw children from curriculum subjects, where appropriate The school's procedures for assessment meet all legal requirements
- The governing body is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing body is advised on whole-school targets in order to make informed decisions
Proper provision is in place for pupils with different abilities and needs, including children with SEN.

OTHER STAFF

Other staff will ensure that the school curriculum is implemented in accordance with this policy. Subject leaders provide a strategic lead and direction for their subject; and support and offer advice to colleagues on issues related to the subject. They monitor progress and coverage within their subject and provide efficient resource management. They review their subject across the school and plan for future improvement. It is the role of each subject leader to keep up to date with developments within their subject and to share this with staff.