

CURRICULUM AIMS & INTENT	#WeAreLemington	#WeAreAmbitious	#WeAreResilient	#WeAreCollaborative	#WeAreGlobal
	We engage with our parents, our families and our wider Lemington community. We value education. We are a traditional, close-knit community and need to be at the heart of this community as a school, whilst having ambition for the future of Lemington!	We need to be aware of the huge array of options and possibilities ahead of us in our lives. We need to recognise our endless potential.	We need emotional resilience and determination to prepare us for life at high school and beyond in the twenty-first century.	We need to work collaboratively both with our peers in school and other of our age from other settings and backgrounds. We also need to communicate and socialise with adults from different backgrounds and generations.	We need an aware of where we come from and our place in the wider world. We need to experience the full cultural offer of Newcastle and the North East. Our teachers need to ensure we experience the very best of our city, the countryside and the coast.

CURRICULUM IMPLEMENTATION	Opp ortun ities*	Educational visits*	Extra-Curricular Opportunities*	Worship*	Visitors*	Community Links*						Fundraising*		
	KS1 & 2	FOUNDATIONS OR CORE CURRICULUM				TAUGHT – mainly - AS DISCRETE SUBJECTS								
		ENGLISH	MATHS	SCIENCE	HISTORY	GEOGRAPHY	DESIGN TECHNOLOGY	ART & DESIGN	COMPUTING	P.E	MUSIC	FRENCH	RE	PHSCE
What are we doing during 2019 - 2020?	<p>Consistent phonics scheme to be adopted and embedded (Letters and Sounds).</p> <p>VIPERS reading approach to be embedded across KS1 and KS2.</p> <p>Writing genres to be mapped out across KS1 and KS2.</p> <p>20%+ most vulnerable children to be targeted for reading intervention.</p> <p>Reading Plus to be embedded in Year 5 and Year 6.</p> <p>Consistent approaches to spelling and handwriting across the school.</p>	<p>Power Maths scheme to be adopted in KS1 and KS2.</p> <p>White Rose to be adopted in EYFS.</p> <p>Consistent approaches to teaching, assessment and marking & feedback to be embedded.</p> <p>Great North Maths Hub membership with two lead mastery teachers.</p> <p>Concrete, pictorial and abstract teaching approaches to be introduced and embedded.</p> <p>Fluency, reasoning and problem solving opportunities in all lessons.</p> <p>Personalised staff CPD.</p> <p>Times Table Rockstars.</p>	<p>1 year action plan.</p> <p>Phil Watkins CPD and support to map out the Science curriculum.</p> <p>Knowledge organisers to be developed.</p> <p>Information stations to be introduced.</p> <p>STEM themed days to be organised.</p> <p>Homework menus to boost the profile of the subject and parental engagement.</p> <p>Progression of skills mapped out and evidenced within books.</p>	<p>1 year action plan.</p> <p>Knowledge organisers to be developed.</p> <p>Information stations to be introduced.</p> <p>Homework menus to boost the profile of the subject and parental engagement.</p> <p>Progression of skills mapped out and evidenced within books.</p>	<p>1 year action plan.</p> <p>Knowledge organisers to be developed.</p> <p>Information stations to be introduced.</p> <p>Homework menus to boost the profile of the subject and parental engagement.</p> <p>Progression of skills mapped out and evidenced within books.</p>	<p>1 year action plan.</p> <p>Knowledge organisers to be developed.</p> <p>Information stations to be introduced.</p> <p>Homework menus to boost the profile of the subject and parental engagement.</p> <p>Progression of skills mapped out and evidenced within books.</p>	<p>1 year action plan.</p> <p>Knowledge organisers to be developed.</p> <p>Information stations to be introduced.</p> <p>Homework menus to boost the profile of the subject and parental engagement.</p> <p>Progression of skills mapped out and evidenced within books.</p>	<p>1 year action plan.</p> <p>Knowledge organisers to be developed.</p> <p>Information stations to be developed.</p> <p>Information stations to be introduced.</p> <p>Homework menus to boost the profile of the subject and parental engagement.</p> <p>Progression of skills mapped out and evidenced within books.</p>	<p>1 year action plan.</p> <p>Homework menus to boost the profile of the subject and parental engagement.</p> <p>Coaches utilised to develop staff confidence in teaching.</p> <p>Range of sporting events and competitions entered.</p> <p>Sports day to be developed.</p> <p>Progression of skills mapped out and evidenced within books.</p>	<p>1 year action plan.</p> <p>Knowledge organisers to be developed.</p> <p>Information stations to be introduced.</p> <p>Homework menus to boost the profile of the subject and parental engagement.</p> <p>Music Service and funding utilised to full effect for teaching in EYFS, KS1 and KS2.</p> <p>Music tuition to be provided in KS2.</p> <p>Progression of skills mapped out and evidenced within books.</p>	<p>1 year action plan.</p> <p>Knowledge organisers to be developed.</p> <p>Information stations to be introduced.</p> <p>Homework menus to boost the profile of the subject and parental engagement.</p> <p>Progression of skills mapped out and evidenced within books.</p>	<p>1 year action plan.</p> <p>Knowledge organisers to be developed.</p> <p>Information stations to be introduced.</p> <p>Subject leader to attend RE network meetings.</p> <p>Homework menus to boost the profile of the subject and parental engagement.</p> <p>Progression of skills mapped out and evidenced within books.</p>	<p>1 year action plan.</p> <p>Knowledge organisers to be developed.</p> <p>Information stations to be introduced.</p> <p>New RSE curriculum to be developed and adopted.</p> <p>Links with school nurse to be developed.</p> <p>Homework menus to boost the profile of the subject and parental engagement.</p> <p>Progression of skills mapped out and evidenced within books.</p>	
EYFS	Specific Areas					Prime Areas								
	LITERACY		MATHS		UNDERSTANDING THE WORLD		EXPRESSIVE ARTS & DESIGN			PHYSICAL DEVELOPMENT		COMMUNICATION & LANGUAGE		PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT
Curricular Assessment KS1 & 2	We use the iTrack electronic assessment system to track attainment and progress internally for all subject areas in EYFS, KS1 and KS2.													
	Emerging: consolidating their learning from the previous year(s) while accessing age related content with support and scaffolding.				Developing: accessing age related content but still needing to consolidate understanding for learning to be secure across the curriculum.				Secure: accessing and retaining age related content across the curriculum				Greater Depth: accessing, retaining and connecting age related content across the curriculum	
EYFS	Working towards the Early Learning Goal						‘Working Securely’ within the Early Learning Goal				‘Working at a level above’ the Early Learning Goal			

LEMINGTON RIVERSIDE PRIMARY VISION and CURRICULUM OVERVIEW 2019 - 2020

IMPACT	<p>#WeAreLemington</p> <p>Our children engage with our parents, our families and our wider Lemington community. Our children and families value education. Our children are proud of their community, proud of where they come from and are proud to represent the school.</p>	<p>#WeAreAmbitious</p> <p>Our children are aware of the huge array of options and possibilities that lie ahead of them. Our children recognise their endless potential.</p>	<p>#WeAreResilient</p> <p>Our children have emotional resilience and determination to prepare them for life at high school and beyond in the twenty-first century. Our children do not give up when confronted with a problem; they are resilient and if they fail they demonstrate bounce-back-ability.</p>	<p>#WeAreCollaborative</p> <p>Our children work collaboratively both with their peers in school and other children of their age from other settings and backgrounds. They communicate and socialise with adults from different backgrounds and generations.</p>	<p>#WeAreGlobal</p> <p>Our children have an awareness of where they come from and their place in the wider world. They will experience the full cultural offer of Newcastle and the North East. Teachers will ensure the children experience the very best of our city, the countryside and the coast.</p>
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Oppor- tuniti- es*	Educational visits *	Extra-Curricular Opportunities*	Worship*	Visitors*	Community Links*	Fundraising*
CULTURAL CAPITAL The Lemington Experience	<p>NURSERY:</p> <ul style="list-style-type: none"> ▪ See Fenwick's Window at Christmas ▪ Visit a farmyard. ▪ Visit the beach and enjoy an ice cream. <p>RECEPTION:</p> <ul style="list-style-type: none"> ▪ Travel on the Metro. ▪ Visit the Angel of the North. ▪ Visit Whitley Bay, Spanish City and the beach. <p>YEAR 1:</p> <ul style="list-style-type: none"> ▪ Explore the Quayside and walk over the bridges. ▪ Visit Locomotion Shildon. ▪ Explore Newburn Riverside Country Park. ▪ Visit South Shields beach. <p>YEAR 2:</p> <ul style="list-style-type: none"> ▪ Visit Seven Stories – the National Centre for Children's Books. ▪ Explore the Castle Keep. ▪ Visit the Great North Museum. ▪ Visit Northumberlandia. ▪ Visit Tynemouth, see the Priory and visit the beach. ▪ Visit an RNLI Lifeboat Station. <p>YEAR 3/4:</p> <ul style="list-style-type: none"> ▪ Sing at the Sage. ▪ Visit the Baltic Art Gallery. ▪ Play rugby with Newcastle Thunder/visit Kingston Park rugby stadium ▪ Visit a castle. ▪ Visit St. Mary's Lighthouse. <p>YEAR 4/5:</p> <ul style="list-style-type: none"> ▪ Explore St. James Park – the home of Newcastle United F.C. ▪ Visit the National Railway Museum in York on a train. ▪ Visit the Discovery Museum. ▪ Perform at the Live Theatre. ▪ Go on a hike in Northumberland. ▪ Explore the Farne Island by boat. ▪ Visit North Shields Fish Quay and travel on the Shields ferry across the Tyne. <p>YEAR 6:</p> <ul style="list-style-type: none"> ▪ Visit a capital city. ▪ Explore the Victoria Tunnel. ▪ Explore Lindisfarne and Holy Island. ▪ Visit Newcastle or Northumbria University. ▪ Visit a famous seaside town. 	<p>Football</p> <p>Rugby</p> <p>Guitar lessons</p> <p>Performances</p> <p>Dance festival</p> <p>Swimming</p> <p>Visiting other educational establishments.</p>	<p>EARLY YEARS:</p> <ul style="list-style-type: none"> ▪ Visit the churches of Lemington. (Christianity). <p>YEAR 1:</p> <ul style="list-style-type: none"> ▪ Visit the Protestant and Catholic cathedrals of Newcastle (Christianity). <p>YEAR 2:</p> <ul style="list-style-type: none"> ▪ Visit a mosque (Islam). <p>YEAR 3/4:</p> <ul style="list-style-type: none"> ▪ Visit the Sikh temple (Sikhism). <p>YEAR 4/5:</p> <ul style="list-style-type: none"> ▪ Visit the Hindu temple (Hinduism). <p>YEAR 6:</p> <ul style="list-style-type: none"> ▪ Visit the synagogue (Judaism). 	<p>Newcastle Thunder</p> <p>Newcastle United</p> <p>Newcastle Eagles</p> <p>Newcastle Music Service</p> <p>Fire Service</p> <p>Ambulance Service</p> <p>Police</p> <p>Curious Beasts Mental Health</p> <p>Cath Campbell (Artist)</p> <p>Father Neil Heslop</p> <p>Reverend Tim Wooley</p> <p>Ann Foxley-Johnson (Anti-Bullying)</p>	<p>Lemington Methodist Church</p> <p>Fish Club</p> <p>Newcastle Thunder</p> <p>Sugley Church</p> <p>Coffee on the Corner</p> <p>Waverley Lodge Care Home</p> <p>Newcastle Recycling Team</p>	<p>Children in Need</p> <p>Comic Relief</p> <p>MacMillan Coffee Morning</p> <p>Lemington Food Bank</p> <p>People's Kitchen</p> <p>St Oswald's Hospice</p> <p>Elmer Parade</p> <p>Prostate Cancer UK</p> <p>British Legion</p>



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