

LEMINGTON RIVERSIDE PRIMARY VISION and CURRICULUM OVERVIEW 2021-2022

| 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 rtun 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 2021/2022? | Consistent phonics scheme to be embedded (Monster Phonics). | Maths Mastery to be embedded in all key stages. | 1 year action plan. | Quality of Education documents. | Quality of Education documents. | Quality of Education documents. | Quality of Education documents. | Quality of Education documents. | Quality of Education documents. | Quality of Education documents. | Quality of Education documents. | Quality of Education documents. | Quality of Education documents. | Quality of Education documents. |
| | | VIPERS reading approach to be embedded across KS1 and KS2. | Covid-19 catch up interventions across all age ranges. | Knowledge organisers to be developed. | Knowledge organisers to be embedded. | Knowledge organisers to be embedded. | Knowledge organisers to be embedded. | Knowledge organisers to be embedded. | Knowledge organisers to be embedded. | Homework menus to boost the profile of the subject and parental engagement. | Knowledge organisers to be embedded. | Knowledge organisers to be embedded. | Knowledge organisers to be embedded. | Knowledge organisers to be embedded. | Knowledge organisers to be embedded. |
| | | Covid-19 catch up interventions across all age ranges. | Great North Maths Hub membership to continue into third and final year. | STEM themed days to be organised. | Homework menus to boost the profile of the subject and parental engagement. | Homework menus to boost the profile of the subject and parental engagement. | Homework menus to boost the profile of the subject and parental engagement. | Homework menus to boost the profile of the subject and parental engagement. | Homework menus to boost the profile of the subject and parental engagement. | Range of sporting events and competitions entered post Covid-19. | Homework menus to boost the profile of the subject and parental engagement. | Homework menus to boost the profile of the subject and parental engagement. | Subject leader to attend RE network meetings. | New RSE curriculum to be embedded. | |
| | | Consistent approaches to spelling and handwriting across the school. | Personalised staff CPD. | Resources for Science to be purchased | Progression of skills mapped out and evidenced within books. | Progression of skills mapped out and evidenced within books. | Progression of skills mapped out and evidenced within books. | Progression of skills mapped out and evidenced within books. | Progression of skills mapped out and evidenced within books. | Daily Mile. | Music Service and funding utilised to full effect for teaching in EYFS, KS1 and KS2. | Progression of skills mapped out and evidenced within books. | Homework menus to boost the profile of the subject and parental engagement. | Homework menus to boost the profile of the subject and parental engagement. | Homework menus to boost the profile of the subject and parental engagement. |
| | | Lexia/Reading Plus used across the school. | Times Table Rockstars/Doodle Maths. | Links to be made with Grammar/High Schools and Universities. | Educational visits to be organised to fit with topic weeks. | Educational visits to be organised to fit with topic weeks. | Architecture Day in school (whole school) – famous buildings and structures of the world. | Art Residency Community project. Theme 'Hadrian's Wall'. | Progression of skills mapped out and evidenced within books. | Sports day to be developed. | | Progression of skills mapped out and evidenced within books. | Progression of skills mapped out and evidenced within books. | Progression of skills mapped out and evidenced within E books. | |
| | | Tutoring offer for all vulnerable pupils to promote rapid catch up. | Tutoring offer for all vulnerable pupils to promote rapid catch up. | Trips to be organised to fit within topic weeks. | EG. World War workshops at Discovery museum, visit places linked to local history eg Roman wall, Holy Island. | E.g River Tyne, Quayside, Tynemouth, local area walks identifying types of houses. | | | | | Music tuition to be provided in KS2. | | Educational visits to be organised to fit with topic weeks Eg Temples, churches, synagogue and mosque. | Educational visits/ school visitors to be organised to fit with topic weeks school nurse, NSPCC. | |
| | | | | | | | | | | | | | | | |
| 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 | | | | |

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| IMPACT | #WeAreLemington | #WeAreAmbitious | #WeAreResilient | #WeAreCollaborative | #WeAreGlobal |
|--------|--|---|--|---|---|
| | 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. | Our children are aware of the huge array of options and possibilities that lie ahead of them. Our children recognise their endless potential. | 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. | 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. | 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. |

Please note, following the INEOS 'Forgotten 40' donation of £20,000 for the next three academic years (2021/22, 2022/23 and 2023/24), the following cultural capital experiences will be fully-funded and expanded.

| Oppor- tunities* | Educational visits * | Extra-Curricular Opportunities* | Worship* | Visitors* | Community Links* | Fundraising* |
|--|---|---|--|---|---|---|
| CULTURAL CAPITAL The Lemington Experience | NURSERY: <ul style="list-style-type: none"> See Fenwick's Window at Christmas Visit a farmyard. Visit the beach and enjoy an ice cream. RECEPTION: <ul style="list-style-type: none"> Travel on the Metro. Visit the Angel of the North. Visit Whitley Bay, Spanish City and the beach. YEAR 1: <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. YEAR 2: <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. YEAR 3: <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. YEAR 4: <ul style="list-style-type: none"> 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. YEAR 5: <ul style="list-style-type: none"> Explore St. James Park – the home of Newcastle United F.C. Take part in a residential. Visit the National Railway Museum in York on a train. Take part in Wilderness Schools. YEAR 6: <ul style="list-style-type: none"> Visit a capital city. Take part in a residential. Explore the Victoria Tunnel. Explore Lindisfarne and Holy Island. Visit Newcastle or Northumbria University. Visit a famous seaside town. | Football Rugby Dance festival Swimming Visiting other educational establishments. | EARLY YEARS: <ul style="list-style-type: none"> Visit the churches of Lemington. (Christianity). YEAR 1: <ul style="list-style-type: none"> Visit the Cathedral Church of St. Nicholas (Christianity). YEAR 2: <ul style="list-style-type: none"> Visit a mosque (Islam). YEAR 3: <ul style="list-style-type: none"> Visit the Sikh temple (Sikhism). YEAR 4: <ul style="list-style-type: none"> Visit the Hindu temple (Hinduism). YEAR 5: <ul style="list-style-type: none"> Visit St. Mary's Cathedral (Christianity) YEAR 6: <ul style="list-style-type: none"> Visit the synagogue (Judaism). | Newcastle Thunder Newcastle United Newcastle Eagles Newcastle Music Service Curious Beasts Fire Service Ambulance Service Police Curious Beasts Mental Health Hadrian's Wall Artist Residency Father Neil Heslop Reverend Tim Wooley Ann Foxley-Johnson (Anti-Bullying) | Lemington Methodist Church Newcastle Thunder Sugley Church Coffee on the Corner Waverley Lodge Care Home Newcastle Recycling Team Newcastle United Foundation | INEOS Forgotten 40 Local Ward Funding Children in Need Comic Relief MacMillan Coffee Morning Lemington Food Bank Newcastle West End Foodbank St Oswald's Hospice British Legion |