CURRICULUM PLAN

Class	**Upper Juniors (Year Six)**
Overview	The Upper Juniors (currently all Year Six) follow a broad and balanced curriculum based on the areas of learning and objectives in the National Curriculum. We encourage all our students to build upon their prior learning and to be aspirational. Lessons are planned to provide challenge and support to each individual and to provoke curiosity and joy. Progress is assessed against the statements contained in the Norfolk Assessment Pathway (NAP) and our own bespoke frameworks to allow progress to be measured in small steps to meet individual needs.
Literacy	**Reading and phonics-** Students are taught to develop their decoding and word recognition skills and become more fluent readers. This is delivered and monitored through the Fresh Start programme. Students receive small group or 1:1 intervention that is designed to meet them at their challenge point and promote rapid progress. Students who are more fluent readers are placed into guided reading groups where they explore a range of more complex texts. In lessons, students read and discuss a wide range of fiction, poetry, plays and non-fiction, including myths and legends, traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. We explore literary themes and conventions and begin to make comparisons and recommendations, and justify our views and opinions. Reading for pleasure is encouraged through regular visits to the library, reading aloud and sharing high quality books. **Writing** In Year Six, we encourage students to write more fluently and with increasing speed and accuracy. They are taught to draft and write narratives; describe settings, characters, atmosphere, and integrate dialogue to convey character and advance the action. We discuss the structure, vocabulary, and grammar of different styles of writing, and learn to apply this to plans for written work. Students learn strategies to review and evaluate their own writing and make improvements. **Speaking and Listening** Students are supported to develop their oracy skills and independent thought through regular opportunities to discuss and share their opinions and responses. They are given the opportunity to listen to a range of voices in different situations (e.g. drama, radio, teachers, students). We discover how to ask questions to obtain information from different people and for different purposes. Students will be encouraged to verbally respond to information appropriately in a one-to-one and group context, and give short explanations, accounts and descriptions in less familiar contexts.
Maths	We recognise the diversity of our students and the support that is needed to develop mathematical fluency, reasoning and potential in each child. In order to achieve this, Maths is taught in “Stages” (based on students current mathematical understanding)

	rather than in year groups. This allows teaching to be focused at a level appropriate to students and allows teachers to support any gaps in understanding, misconceptions and allows for consolidation of topics. Students build on their knowledge as they move through the Stages (there are 6 Stages in KS2/KS3). Students begin at the school at the Stage which is appropriate for them and progress through the Stages based on the development of their own mathematical knowledge. This method of teaching ensures students progress at the rate that is right for them. The Stages schemes of work have been designed to broadly cover the KS2 and KS3 Maths National Curriculum. Focus in the earlier Stages is on gaining a secure understanding in numeracy and fluency in using the four operations (including times tables) as well as developing an understanding of geometry, statistics, measures, fractions and time. As students progress through the Stages further topics from the KS2 and KS3 Curriculums are included (such as algebra, ratio and probability). Underpinning this is our aim to develop each student's confidence, fluency, reasoning and problem-solving skills.
Science	We encourage all our students to be inquisitive and the Science curriculum is designed to promote the acquisition of knowledge, concepts, skills and positive attitudes. In Year Six our Science lessons promote a healthy curiosity about our universe and encourage a respect for the living and non-living. The upper Junior class follows a consolidation course made up of smaller topics designed to fully cover the content of Year 6 National Curriculum Science content and also reinforce aspects from the topics taught in the lower Juniors rotation. This enables any students who might have joined our school in Year 5 or 6 to have some experience of KS2 Science before they move into KS3. Building on the skills and knowledge acquired in the lower Juniors, the Year Six programmes of study are designed to give students opportunities to acquire and develop key knowledge and connect it to the real world. We ensure that the ability to work scientifically is developed so that students are prepared for the next stage. We aim for all students to be able to apply their knowledge securely when using equipment, conducting experiments, building arguments and support them to explain concepts confidently and continue to ask questions and be curious about their surroundings.
Humanities	We use both History and Geography to give children the opportunity to learn more about our world making cross-curricular links when possible. History helps children to understand the differences in people's lives, the process and impact of change and the challenges of their times. In our lessons, children gain a deeper knowledge and understanding of Britain's past and that of the wider world. We aim to inspire curiosity, equip pupils with the skills to ask insightful questions and develop a judgement based on the sources and arguments available to them. Through the teaching of Geography, we encourage children to become interested and curious about the world around them. We equip children with knowledge about diverse places, resources, and both natural and human environments. We develop a deeper understanding of the Earth's physical and human processes and the formation of different environments. The children's geographical knowledge allows them to

	examine the connections between the Earth’s features and how these change over time.