



Learning at Duncombe Primary School

Curriculum Intent Statement

At Duncombe we give the children the very best start in life by providing them with high quality education. We equip our children with the essential knowledge and key learning skills needed to succeed, with a curriculum that promotes communication, critical thinking, and creativity. Our **ASPIRE** ethos encourages the development of attributes children require to be life long learners. These are:

- **Ambition**
- **Self- esteem**
- **Perseverance**
- **Independence**
- **Respect**
- **Enthusiasm**



These values underpin our curriculum and ensure that every child can reach their full potential. At Duncombe Primary, we recognise that every child is unique. Our curriculum is inclusive; not only is it diverse in content, but our teaching staff adapt the curriculum in their lessons to make it accessible to different groups of pupils, including disadvantaged pupils, those with English as an Additional Language (EAL) and pupils with Special Educational Needs and Disabilities (SEND).

We celebrate the rich diversity of our pupils and strive to ensure that their wellbeing and safety is embedded in all that we do.

Our curriculum is broad and balanced and designed to build knowledge and skills by meeting these objectives:

- To encourage pupils to become ambitious, empowered learners who can make a positive contribution to the school and wider community.
- To develop pupils' knowledge and skills by providing a coherent, progressive, vertical curriculum.
- To build rich cultural capital that will advantage our pupils as they progress to secondary school and the world of work.
- To make learning experiences memorable, to ensure long-term retention of new ideas, with a whole-school focus on environmental issues.
- To develop a wide vocabulary among our pupils, through regular talk, so they are well-equipped with a rich understanding of language so that they may become articulate orators.

Progressive framework of knowledge and skills

To develop the school's curriculum, subject leaders identified the essential knowledge, skills and key vocabulary that pupils should learn year on year. We build upon knowledge by making links to prior learning. Lessons are carefully sequenced to ensure that learning is revisited, built upon, and used as a foundation to acquire new learning. By breaking down the learning into small steps and memorable experiences, learning goes from the short to the long-term memory. Our curriculum is designed to provide depth, breadth, and balance and to be relevant and meaningful to the lives of our pupils.

Cultural capital

During their time at Duncombe, our pupils accumulate cultural capital by being exposed to the vital background knowledge and range of cultural experiences required to become active, informed, thoughtful citizens. We use our local community effectively and pupils benefit from the fantastic opportunities that living in London offers. We ensure that our pupils have access to the many local museums, galleries, and exhibitions in our exciting, multicultural city. We provide opportunities which align with our **ASPIRE** values to learn about higher education and the world of work. Every year group has the opportunity to take part in a wide range of visits and workshops, in addition to special curriculum days and weeks focused on the foundation subjects. Some examples include taking part in the Islington schools 11 by 11 charter, Climate Change marches, International Evening, British Science week, RE days and Black History month workshops. Children meet experts and specialist visitors, who may be parents or from the local community, who can help bring the curriculum to life.

Environmental issues

We pride ourselves on equipping our children to take on the biggest challenges our planet will face in the future. Every year group has an environmental unit which they study in depth e.g. deforestation in Year 2 and the how to reduce waste in Year 5. These units progress year on year to ensure that children have a sound knowledge of environmental issues by the time they leave Duncombe. These provide authentic contexts for learning.

Word power & communication

We know that one of the keys to addressing disadvantage and ensuring success is developing a wide vocabulary in our pupils. We help children unlock language by working on word building and finding opportunities to use new vocabulary in context. Subject leaders have developed 'vocabulary ladders' which allow children to acquire subject specific vocabulary of increasing sophistication over time. We give pupils regular chances to talk, and learn the fluency and confidence needed to address a variety of audiences. We promote adventurous vocabulary through the use of high-quality texts woven throughout our curriculum.

SEN

In line with our ASPIRE values, the curriculum is planned and differentiated to meet the range of individual needs of all pupils at Duncombe. All our pupils have access to a broad and balanced curriculum. We set high expectations for every pupil, whatever their prior attainment. Teachers at our school use appropriate assessment to set targets which are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. By planning this way, our pupils with SEN and disabilities are able to receive their full entitlement to the National Curriculum. The progress of SEN pupils across the curriculum is carefully monitored and is part of the continuous professional development we offer all staff. Further details can be found in the SEN and Accessibility Plan policies on our school website.

Due to our broad, balanced, and knowledge-rich curriculum, children leave Duncombe with a solid foundation of the key skills gained through meaningful learning experiences and with the cultural capital that they need to succeed.

Please see the Teaching and Learning policy and Curriculum Statements for each subject for further information.



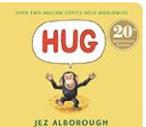
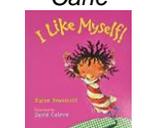
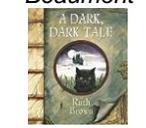
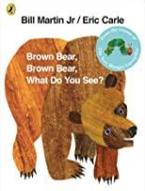
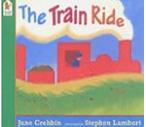
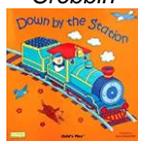
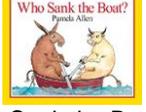
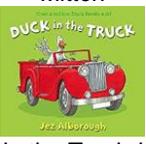
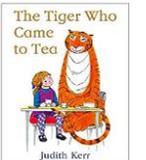
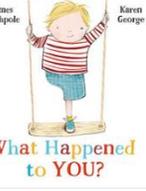
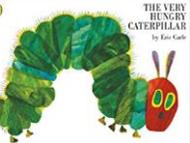
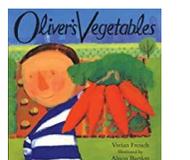
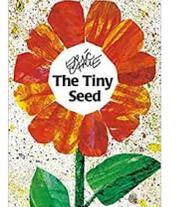
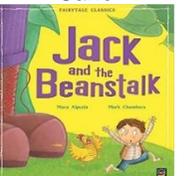
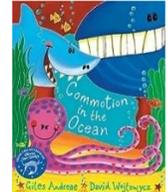
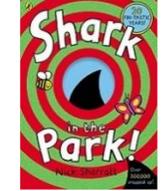
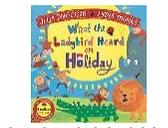
Overview

How to use this curriculum map:

The early years curriculum has seven areas of learning communication and language, personal, social and emotional development, physical development, literacy, mathematics, understanding the world and expressive art and design. The learning for each of these sections is broken down into individual sections in this curriculum map. The skills and knowledge children learn have been carefully sequenced to ensure progression from the beginning of the year to the end and to ensure readiness for Reception. Although we have carefully mapped our curriculum around high quality texts and seasonal changes, we also consider pupils' interests when designing our curriculum.

Nursery

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Phonics and reading	OVERVIEW	In nursery we develop a love of reading using a range of fiction, non-fiction, rhymes and poems. Children are taught to join in with repeated phrases and identify rhythm. In the summer term, Children will begin to follow the nursery programme for Read Write Inc to prepare them to begin learning grapheme-phoneme correspondences in Reception. Pupils begin their phonics journey by working through interactive games and activities planned to develop their speaking and listening skills. Pupils become attuned to the sounds around them and ready to begin developing oral blending and segmenting skills. We focus on: general sound discrimination, environmental sounds, instrumental sounds, body percussion, rhythm and rhyme, alliteration, voice sounds and finally oral blending and segmenting					
	UNIT	<p>Children learn to:</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> - print has meaning. - print can have different purposes. - we read English text from left to right and from top to bottom. -the names of the different parts of a book -page sequencing. 	<p>Children learn to:</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> -spot and suggest rhymes. - count or clap syllables in a word. - recognise words with the same initial sound, such as money and mother. <p>Practising listening and attention skills so children can hear individual sounds.</p>	<p>Children learn to:</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Become attuned to the sounds around them. Perform rhymes, poems and stories.</p>			

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Literacy: Writing</p>	<p>Children are exposed to texts which have varied characters and themes, and reflect the diversity of the world in which we live. Through the Talk for Writing approach children develop the skills they need to prepare them for writing in reception and beyond. Children develop their vocabulary and language structure through story times, shared reading, role play and using props and puppets. Each week children create a shared class story which they learn to retell from memory and is kept to become part of their learning journal. Staff model high quality language.</p>					
	<p>OVER VIEW</p>  <p>Hug y Jez Alborough</p>  <p>Ruby's Worry by Tom Percival</p>  <p>From Head to Toe by Eric Carle</p>  <p>I Like Myself by Karen Beaumont</p>  <p>A Dark Dark Tale by Ruth Brown</p>  <p>Aaaarrgghh, Spider! by Lydia Monks</p> <p>CORE TEXTS</p>	 <p>Brown Bear Brown Bear by Eric Carle</p>  <p>We're Going on a Bear Hunt by Michael Rosen</p>  <p>Peace at Last by Jill Murphy</p>  <p>The Snowman by Raymond Briggs</p>	 <p>The Train Ride by June Crebbin</p>  <p>Down by the Station by Jess Stockham</p>  <p>Who Sank the Boat by Pamela Allen</p>  <p>Roaring Rocket by Tony Mitton</p>  <p>Duck in the Truck by Jez Alborough</p>  <p>Naughty Bus by Jan Oke</p>	 <p>Mog and the V.E.T. by Judith Kerr</p>  <p>The Tiger Who Came to Tea by Judith Kerr</p>  <p>What happened to YOU? by James Catchpole</p>  <p>Isaac and His Amazing Asperger Superpowers! by Melanie Walsh</p>	 <p>The Very Hungry Caterpillar by Eric Carle</p>  <p>Oliver's Vegetables by Vivian French</p>  <p>The Tiny Seed by Eric Carle</p>  <p>Jack and the Beanstalk by Mara Alperin</p>	 <p>Sharing a Shell by Julia Donaldson</p>  <p>Commotion in the Ocean by Giles Andreae</p>  <p>Shark in the Park by Nick Sharratt</p>  <p>Barry the Fish with Fingers by Sue Hendra</p>  <p>What the Ladybird Heard on Holiday by Julia Donaldson</p>

	<p>SKILLS AND KNOWLEDGE</p>	<p>Children are prepared to start their writing journey in Autumn and Summer term through:</p> <p>Watching teachers model writing. Learning story structure through story time. Learning new vocabulary through storytimes and using it in context during the day. Tracing shapes and letters which with increasingly smaller tools. Creating and recording their own stories with the support of adults.</p> <p>For the physical development required for children to learn to write, please see our Physical Development section. For the oracy skills required for children to learn to write, please see our Communication and language section.</p>	<p>Children learn to:</p> <p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</p> <ul style="list-style-type: none"> • Write some or all of their name. • Write some letters accurately.
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Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Mathematics	<p>OVERVIEW</p> <p>In nursery our aim is for all children to develop the mathematical foundations to prepare them for Reception in a way that is engaging and age appropriate. Maths is taught discreetly and the activities which follow in that session are designed to primarily develop the children’s mathematical skills. Opportunities for children to apply the concepts taught are then embedded in the learning environment so that children can engage with them in play based scenarios. These are then built upon in quality verbal interactions between children and adults.</p>					
	<p>LEARNING</p> <p>Children learn to:</p> <ul style="list-style-type: none"> • Recognise up to 3 objects, without having to count them individually ('subitising'). • Recite numbers past 5. • Say one number for each item in order: 1,2,3,4,5. • Know that the last number reached when counting a small set of objects tells you how many there are in total ('cardinal principle'). • Show 'finger numbers' up to 5. • Link numerals and amounts: for example, showing the right number of objects to match the numeral, up to 5. 	<p>Children learn to:</p> <ul style="list-style-type: none"> • Experiment with their own symbols and marks as well as numerals. • Solve real world mathematical problems with numbers up to 5. • Compare quantities using language: 'more than', 'fewer than'. • Talk about and explore 2D and 3D shapes (for example, circles, rectangles, triangles and cuboids) • using informal and mathematical language: 'sides', 'corners'; 'straight', 'flat', 'round'. 	<p>Children learnt to:</p> <ul style="list-style-type: none"> • Understand position through words alone – • for example, "The bag is under the table," – • with no pointing. • Describe a familiar route. • Discuss routes and locations, using words like 'in front of' and 'behind'. • Make comparisons between objects relating • to size, length, weight and capacity. 	<p>Children learn to:</p> <ul style="list-style-type: none"> • Select shapes appropriately: flat surfaces for building, a triangular prism for a roof, etc. • Combine shapes to make new ones – an arch, a bigger triangle, etc. 	<p>Children learn to:</p> <ul style="list-style-type: none"> • Talk about and identify the patterns around them. • For example: stripes on clothes, designs on rugs and wallpaper. Use informal language like 'pointy', 'spotty', 'blobs', etc. • Extend and create ABAB patterns – stick, leaf, stick, leaf. • Notice and correct an error in a repeating pattern. • Begin to describe a sequence of events, real or fictional, using words such as 'first', 'then...' 	

Subject		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Understanding the World	OVERVIEW	Understanding the world allows children to explore the world around them and make sense of it. These sessions will lay the foundations needed for children to understand the geography, history, R.E. and science curriculum as they move through the school. We ensure children have hands on experiences to make the learning enjoyable and memorable such as meeting members of the local community. Many aspects of learning are linked to our core texts but some knowledge and skills are taught discretely or will occur naturally from children's interests throughout the year.					
	UNITS	All about Me	Winter Festivals	Space	Local heroes	Growing	Under the sea
	LEARNING	Children learn to: <ul style="list-style-type: none"> Use all their senses in hands-on exploration of natural materials. (The Natural World) Explore collections of materials with similar and/or different properties. (The Natural World) Talk about what they see, using simple sentences. (The Natural World) Make sense of their own life-story and family's history. (Past and Present) Develop positive attitudes about the differences between people through learning about winter festivals. (People, culture and communities) 		Children learn to: <ul style="list-style-type: none"> Explore and talk about different forces they can feel. (The Natural World) Talk about the differences between materials and changes they notice. (The Natural World) Show interest in different occupations. (People, culture and communities) Explore how things work. (People, culture and communities) Develop positive attitudes about the differences between people. (People, culture and communities) 		Children learn to: <ul style="list-style-type: none"> Plant seeds and care for growing plants. (The Natural World) Understand the key features of the life cycle of a plant and an animal. (The Natural World) Begin to understand the need to respect and care for the natural environment and all living things. (The Natural World) Talk about what they see, using a wide vocabulary. (The Natural World) Know that there are different countries in the world and talk about the differences they have experienced or seen in photos. (People, culture and communities) 	

Subject		Autumn		Spring		Summer	
PSED	OVERVIEW	Children’s personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development. In Nursey, our aim is for all children to feel safe and happy coming to school and to feel confident when separating from parents/carers. Children are introduced to Duncombe’s school rules- Be Ready, Be Respectful and Be safe. As it for the first time that many children have mixed with a large group of their peers, we teach them how to be kind, patient and share with others. PSED will be taught through continuous provision throughout the year and in our communal play with modelling and guidance from teachers. Some areas, however, will be taught discreetly, particularly at the start of the year, as we learn about each other and create our class expectations.					
	UNITS	All about me	Winter festivals	Transport	Local heroes	Growing	Under the sea
	LEARNING	Children learn to: <ul style="list-style-type: none"> • Become more outgoing with unfamiliar people, in the safe context of their setting. • Show more confidence in new social situations. • Follow rules, understanding why they are important. • Remember rules without needing an adult to remind them. • Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’. • Talk with others to solve conflicts. 		Children learn to: <ul style="list-style-type: none"> • Develop their sense of responsibility and membership of a community. • Select and use activities and resources, with help when needed. • Achieve a goal they have chosen, or one which is suggested to them. • Play with one or more other children, extending and elaborating play ideas. • Develop appropriate ways of being assertive. • Find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas. • 		Children learn to: <ul style="list-style-type: none"> • Be independent in meeting their own care needs, e.g., brushing teeth, using the toilet, washing and drying their hands thoroughly. • Make healthy choices about food, drink, physical activity and toothbrushing. 	

Subject		Autumn		Spring		Summer	
Communication and Language	OVERVIEW	The development of children’s spoken language underpins all seven areas of learning in nursery. We ensure that pupils have high quality conversations with adults and peers throughout the day and that they receive a good model of vocabulary and sentence structure. We expose children to new vocabulary through our core texts and the Talk for Writing approach ensures new words are taught, practised and then applied in context through role play and conversation. We ensure we create a language rich environment, where children can see the new words they have learnt. Through story times, we expose children to a wide range of fiction, non-fiction, rhymes and poems, through which they acquire new vocabulary which they are then encouraged to use. Vocabulary ladders for curriculum areas ensure children are taught the subject specific vocabulary they will need for learning in reception and beyond.					
	UNITS	All about me	Winter festivals	Transport	Local heroes	Growing	Under the sea
	LEARNING	<p>Children learn to:</p> <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Understand simple instructions like “stop” or “give it to me”. Recognise and point to objects if asked about them. Make themselves understood and start to say how they are feeling, using words as well as actions. Understand simple questions about “who”, “what” and “where”. 		<p>Children learn to:</p> <ul style="list-style-type: none"> Develop their communication further by speaking in simple sentences. Begin to use correct irregular tense forms. Develop correct pronunciation of many words. Follow a stop and listen signal, even when engaged in an activity. Understand a question or instruction that has two parts, such as: “Get your coat and wait at the door”. 		<p>Children learn to:</p> <ul style="list-style-type: none"> Develop their communication further by speaking in full sentences using conjunctions and using the future and past tense. Express a point of view. Show when they disagree or agree with a statement using words. Start a conversation with an adult or a friend and continue it for many turns. Use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.” Use a wider range of vocabulary linked to their literacy learning in their talk. Understand and respond to ‘why’ questions, like: “Why do you think the caterpillar got so fat?” Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	

Subject		Autumn		Spring		Summer	
Expressive Art and Design	OVERVIEW	The development of children’s artistic and cultural awareness supports their imagination and creativity. We give children regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. Children will learn to explore, use and refine a variety of artistic effects to express their ideas and feelings. They will engage in pretend play, music making and dance.					
	UNITS	All about me	Winter festivals	Space	Local heroes	Growing	Under the sea
	LEARNING	<p>Children learn to:</p> <ul style="list-style-type: none"> Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop stories using small world equipment like animal sets, dolls and dolls houses, etc. Explore different materials freely, to develop their ideas about how to use them and what to make. Show different emotions in their drawings and paintings, like happiness, sadness, fear, etc. Explore colour and colour mixing. 		<p>Children learn to:</p> <ul style="list-style-type: none"> Develop their own ideas and then decide which materials to use to express them. Join different materials and explore different textures. Create closed shapes with continuous lines and begin to use these shapes to represent objects. Draw with increasing complexity and detail, such as representing a face with a circle and including details. Use drawing to represent ideas like movement or loud noises. Listen with increased attention to sounds. Constructs with a purpose in mind, using a variety of resources. 		<p>Children learn to:</p> <ul style="list-style-type: none"> Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know. Play instruments with increasing control to express their feelings and ideas. Make imaginative and complex 'small worlds' with blocks and construction kits, such as a city with different buildings and a park. 	

Subject		Autumn		Spring		Summer	
Physical Development	OVERVIEW	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Developing gross and fine motor skills and hand-eye coordination is crucial in the development in Early Literacy. In nursery, we provide children with opportunities for physical development through weekly specialist P.E. sessions, opportunities for play indoors and outdoors and do the daily mile. We model all physical activities so children learn to develop the correct technique. We teach children the specialist vocabulary they need to discuss their physical health and wellbeing and ensure a smooth transition into the reception curriculum.					
	UNITS	All about me	Winter festivals	Transport	Local heroes	Growing	Under the sea
	LEARNING	Children learn to: <ul style="list-style-type: none"> Develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. Skip, hop, stand on one leg and hold a pose for a game like musical statues. Use large-muscle movements to wave flags and streamers, paint and make marks. Begin to use scissors to make snips in paper. Take part in simple pretend play. 		Children learn to: <ul style="list-style-type: none"> Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. Go up steps and stairs, or climb up apparatus, using alternate feet. 		Children learn to: <ul style="list-style-type: none"> Use one-handed tools and equipment confidently, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips. Start taking part in some group activities which they make up for themselves, or in teams. Use and remember sequences and patterns of movements which are related to music and rhythm. Take part in pretend play involving different roles. Negotiate solutions to conflict in their play. 	