



Our School's Curriculum





A caring, safe,
inclusive
community



Value the outdoors as a
way to enrich learning
and provide wider life
experiences



Instil our
school values in
everything we
do



Open minds to show
tolerance, kindness and
love for all people



Enable children to value,
retain and recall knowledge
from lesson-to-lesson and
over time



Provide a rich range
of personal, social and
cultural opportunities



Instil ambition and
self-motivation
within children



Strong links with St
Peter's church



Deliver the National
Curriculum and EYFS
framework to a high standard



Support and nurture our
children to develop a love
of learning and challenge



Nurture children to be safe,
ready and respectful, with an
understanding of how to care
for themselves and others

LOVE • COURAGE • COMMUNITY



Love

Courage

Community

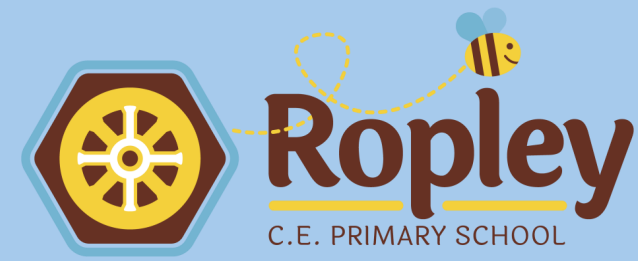


Here at Ropley CE Primary School our curriculum reflects what our children and community need. We are ambitious and passionate for our children and this is conveyed in our school slogan: '**Be The Best You Can Be**'. We are committed to developing a school community that is driven to continuously develop and improve.

Love

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Our curriculum is designed to deliver these values. Everyone at the school works hard to ensure all our children are challenged to have the age related skills and knowledge needed to read, write and calculate with numbers.

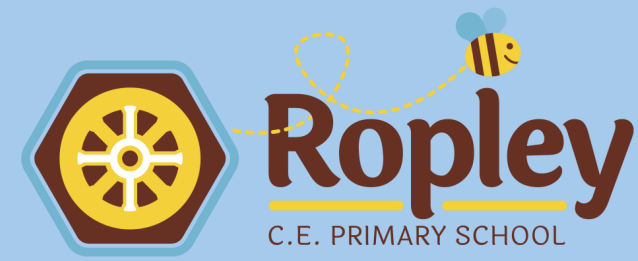
Closing the gap in vocabulary on entry and promoting rich language throughout the curriculum gives children the tools they need to appreciate and participate in the world around them. We want our children to develop their voice and to be able to communicate, with confidence, their view and understanding.



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We believe in ensuring every child is valued as an individual, and where hard work and perseverance is valued. Within a culture of caring and celebration, we support and nurture our children to develop a love of learning and challenge, with the skills, understanding and resourcefulness to achieve their potential. The school actively seeks to nurture children's healthy lifestyles and mental health.



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Our curriculum is purposeful and relevant for our community. Children enjoy lessons alongside engaging experiences that bring learning to life. Each subject is valued individually which ensures children develop subject specific skills, knowledge and understanding.



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Staff receive high quality development opportunities from outside providers, subject leaders, senior leaders and Hampshire County Council to enable them to confidently deliver the curriculum and lead their individual subject areas.

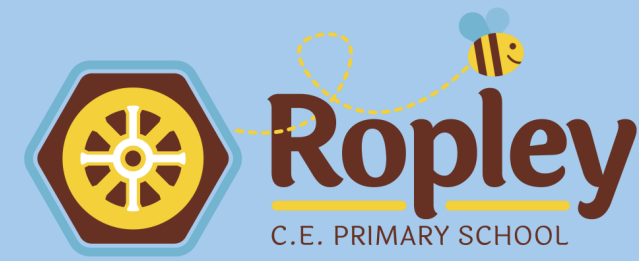
Our rigorous assessment processes ensure that all children are supported and challenged appropriately throughout their learning journey at Ropley CE Primary School.



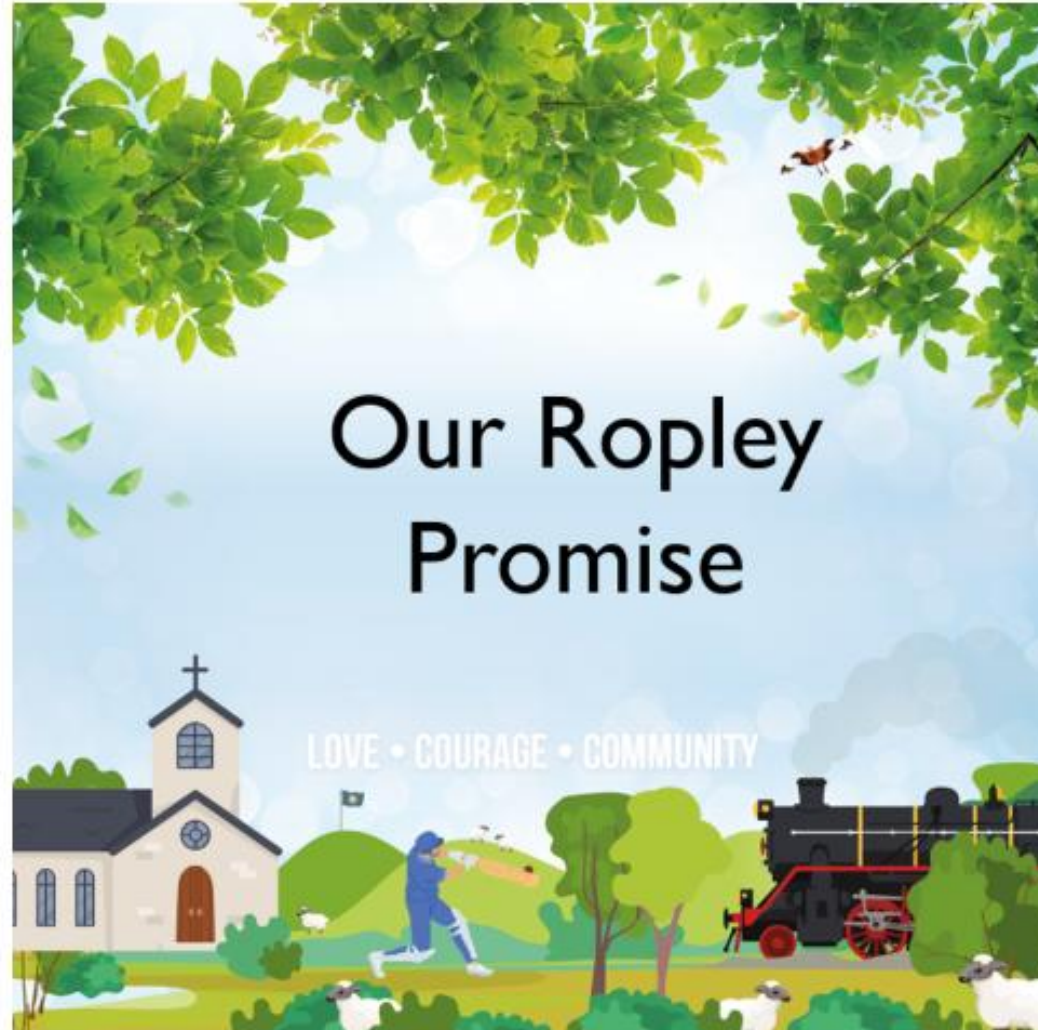
Love

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The Ropley Promise has been created by staff, governors and pupils. Our Promise encapsulates the rich range of personal, social and cultural opportunities which we believe every child has the right to experience. The seven-year journey that children embark on across the school provides this excellent foundation for later learning and life.



- Experience a residential trip
- Have the opportunity to take part in a variety of water sports such as kayaking, canoeing and paddleboarding
- Run an enterprise project
- Visit the seaside
- Gain a cycling award
- Hatch and care for animals
- Dance, sing and perform
- Learn a musical instrument
- Take part in sporting events
- Travel on a train, boat/hovercraft and coach
- Visit a variety of places of worship
- Supported the local community



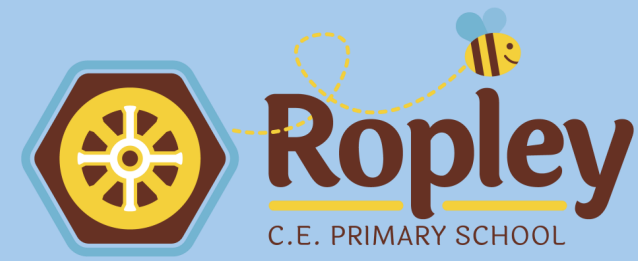
Our Early Years Foundation Stage



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Have a positive attitude to learning and a confidence to tackle new challenges

Understand and articulate the components of a healthy lifestyle

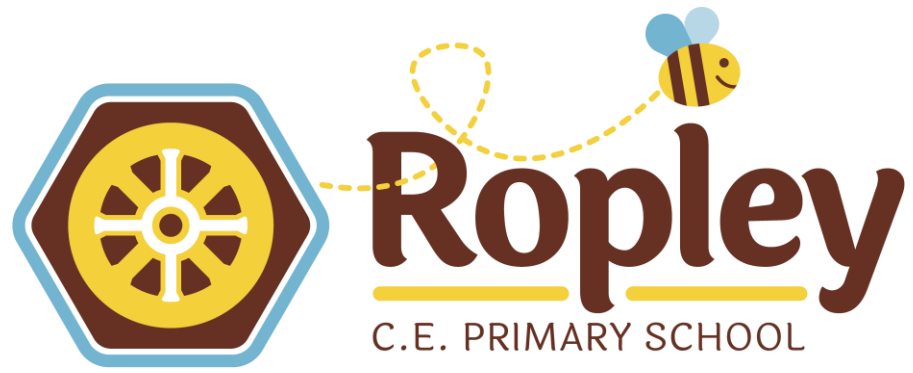
Value their own and the culture of others, demonstrating empathy and respectfulness

Be inspired by a love of books to independently read and write simple sentences by applying phonetic knowledge

Be confident in their understanding of number, its representation and patterns

Plan and create pieces of artwork that reflect their interests





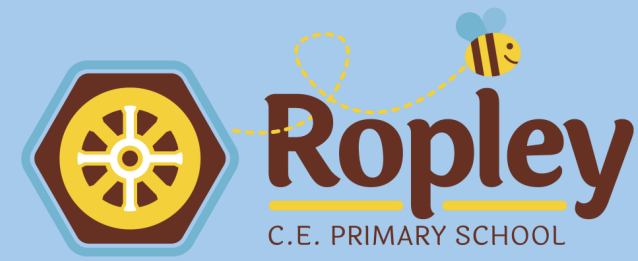
Progressing into Key Stage 1



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English and mathematics are at the core of each day. Sequences of learning link and build key ideas and knowledge within and across subject domains. Where necessary, children with SEND are provided with bespoke objectives and tasks relevant to their development.

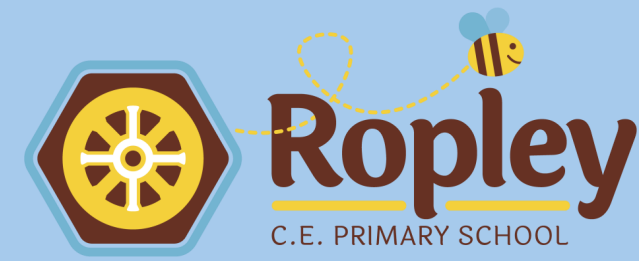
Reading and mastering vocabulary are also equally important in enabling our children to overcome any difficulty and challenge in their lives. Our curriculum enhances children's opportunity to achieve this through extensive promotion of independent reading our 'Ropley Words' initiative.



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Throughout the school year there are weekly lessons in Science, History, Geography, PSHE, Computing, Physical Education, Art & Design, Music and French. The timetable is also punctuated with occasional theme days in Art & Design, Design & Technology and Religious Education. We find outcomes for children are sometimes more effective when these subjects are taught with a short, dedicated focus. Within our Science and Humanities subjects, units are taught through enquiry questions that encourage children to articulate and apply their understanding. Our PSHE program incorporates many aspects of safeguarding, relationships and mental well-being. We believe strongly that our children must be taught proactively how to keep themselves safe and happy on a weekly basis.





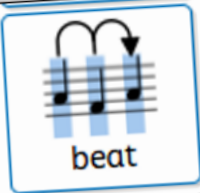
Ropley Words



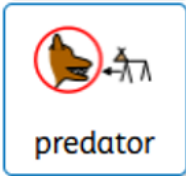
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Year 1		
Dance		
Beat	The steady sound or rhythm in music that helps guide movements.	
Rhythm	A repeated pattern of sounds or actions, often set to music.	
Movement	A repeated pattern of sounds or actions, often set to music.	

Each subject has specific Tier 3 vocabulary with clear definitions.

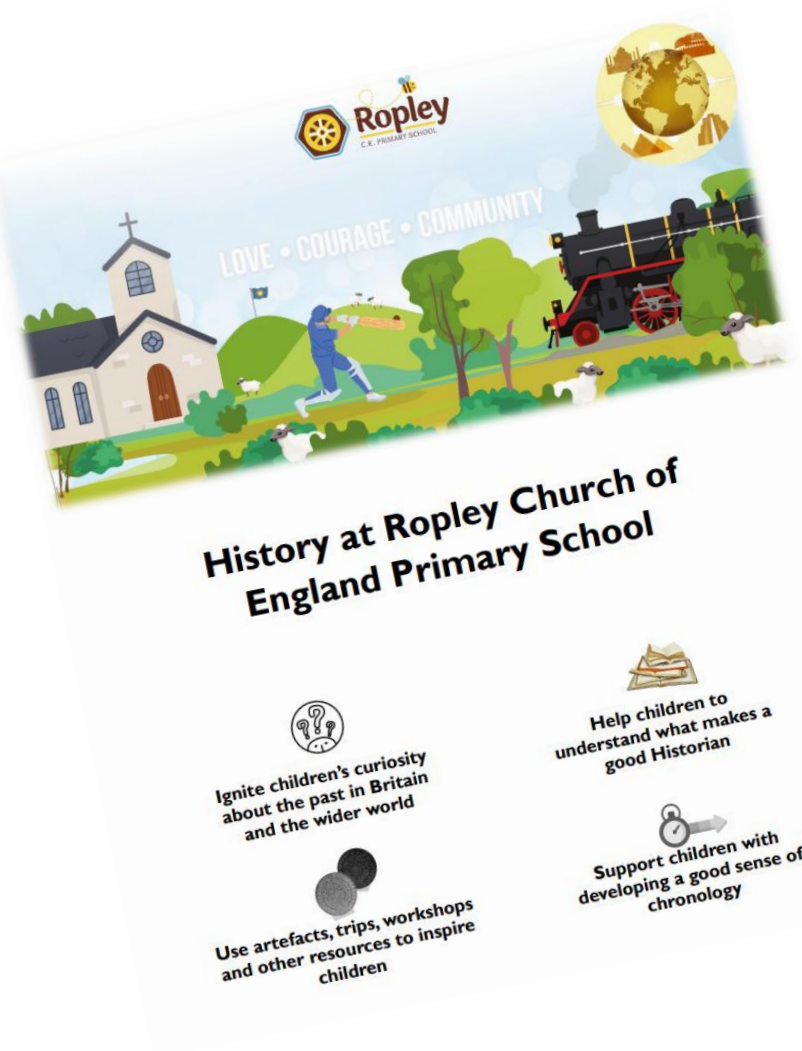
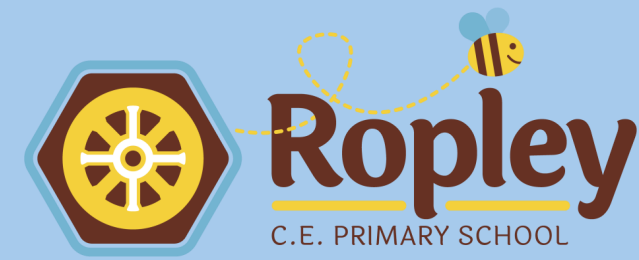
Animal Survival		
Predator	An animal that hunts, kills and eats other animals.	
Prey	An animal that is hunted and killed by another for food.	
Carnivore	An animal that eats meat.	
Herbivore	An animal that only eats plants.	

Every Ropley Word has a picture symbol to aid retention and recognising of words.

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Year 1

		
How have toys changed over time?	What is nursing, and what famous nurses have lived in Britain?	What was so special about the Titanic and what was life on board like?

Objectives

- Be able to sequence objects from oldest to new
- Know how to create a timeline
- Understand what is meant by nursing
- Know who Florence Nightingale was, and why she is well-known
- Know who Mary Seacole was, and why she is well-known
- Know who Edith Cavell was, and why she is well-known
- Be able to identify the similarities and differences between Florence Nightingale, Mary Seacole and Edith Cavell
- Understand what life was like for different people on board the Titanic
- Know some of the reasons why the Titanic sank

Sticky Knowledge

- Know that the toys their grandparents played with were different to their own AND why
- Organise a number of toys by age from oldest to newest
- Know what a number of older toys were used for
- Know who Florence Nightingale was
- Know who Mary Seacole was
- Know why the Titanic was important
- Know the date when the Titanic sank
- Be able to organise a number of artefacts by age

Ropley Words

Autumn	Toy, Console, Batteries, Electronic, Cog, Lever, Factory, Museum, Entertainment, Figurine, Pulley
Spring	Nurse, War, Soldiers, Hospitals, Medicine, Infection, Hygienic, Lantern, Honourable, Profession, Lamp
Summer	Bow, Hull, Stern, Port side, Starboard side, Maiden voyage

*Ropley Words
are in subject
progression
documents, unit
planning, wall
displays, on the
school website
and are also sent
home.*



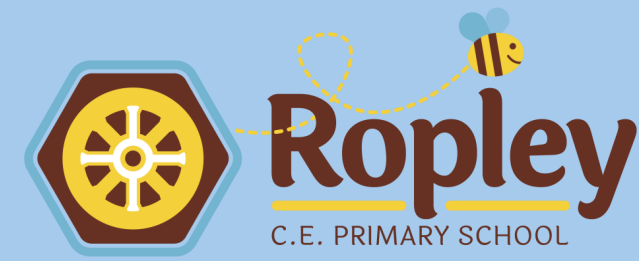
Sticky Knowledge



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Art & Design at Ropley Church of England Primary School

Children to experience a variety of different art, design and craft techniques such as drawing, painting, sculpture, textiles, printing, collage and the use of technology

Inspire children through a range of modern, contemporary and traditional great artists, craft makers and designers including artists

Children develop a variety of skills and techniques to produce creative outcomes, individual works of art and skills for art at and after Ropley Church of England Primary School

Support the children to become independent, resilient and reflective artists who are able to describe the differences and similarities between practices and disciplines, and making links to their own work

EYFS Art Learning Journey

Autumn 1

Fine motor skills	-Begin to cut paper, card, tissue paper and objects such as straw to help create a piece of work -With support, be able to weave fabric -Roll and stretch Playdough to create a piece of work -Draw lines and circles using gross motor movements -Hold pencil/paint brush beyond whole hand grasp -Begin to develop a more effective pencil grip
Expressive Arts and Design	-Begin to mix colours to make more colours -Create self-portrait paintings -Use glue, sellotape or masking tape to produce a junk model piece of art

Autumn 2

Fine motor skills	-Continue to develop muscle tone in order to put pencil pressure on paper -Use tools to effect changes to materials -Engage children in structured activities: guide them in what to draw, write or copy
Expressive Arts and Design	-Be able to use chalk to create a drawing with inspiration of artwork from Kandinsky (Year 1 link) -Create firework pictures developing all the skills developed so far within paint

Spring

Fine motor skills	-Handle tools, objects, construction and malleable materials with increasing control -Encourage children to draw freely -Developing use of scissors
Expressive Arts and Design	-Further develop colour mixing (painting) -Decorating dinosaurs by making different textures and patterns using colours -Using resources to make a natural sculpture/ collage based on Andy Goldsworthy

Summer

Fine motor skills	-Use one hand consistently for fine motor tasks -Cut along a straight line with scissors -Start to cut along a curved line, like a circle -Draw a cross -Copy a square -Begin to draw diagonal lines, like in a triangle -Start to colour inside the lines of a picture -Start to draw pictures that are recognisable
Expressive Arts and Design	-Develop and build on collage skills from the Spring Term to create a character from a traditional tale or minibeast theme

Sticky Knowledge

- Know a range of different colours
- Know how to use and control a variety of media e.g. paint, pencils, pens, crayons, chalk
- Know to manipulate clay
- Know how to use scissors to cut
- To use glue with control

Sticky Knowledge is the key learning in each subject we want all children to remember.

Sticky Knowledge is in subject progression documents, unit planning, on the school website and is what we use for our foundation subject assessments.



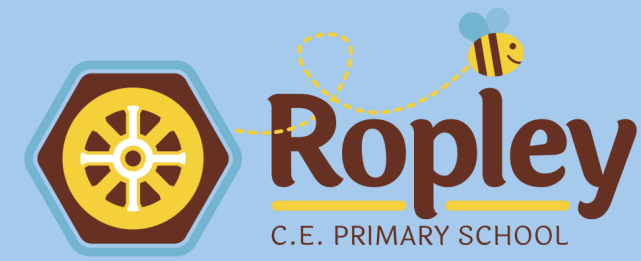
Outward Looking



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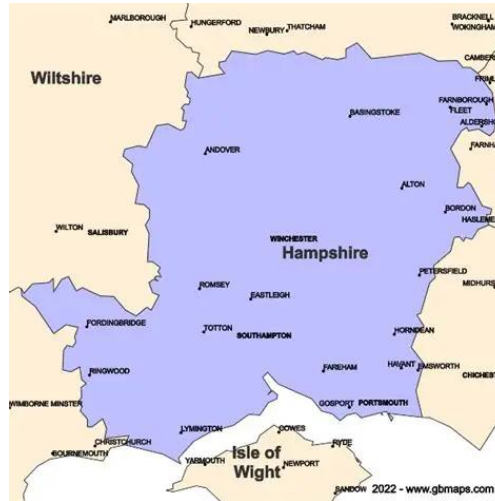
Community



Eggar's School



The school works closely with the three nearest secondary schools. We work with secondary colleagues to ensure our curriculum prepares children for Key Stage 3.



As a Hampshire Local Authority School we regularly work with colleagues across the county. The school attends the EYFS, English and Mathematics Core Provisions



We are proud to be part of two clusters of schools. This ensures we can work collaboratively on different projects and draw upon expertise from different areas



Wider Enrichment

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Some examples of our Curriculum Trips

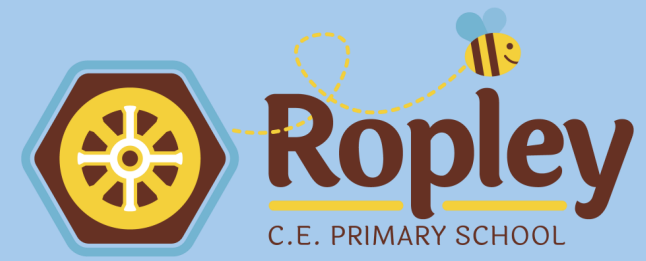
- Birdworld
- New House Farm
- Marwell
- Southsea
- Watercress Line
- Butser Ancient Farm
- Weald & Downland Museum
- Visits to nearby villages
- Hovercraft to Ryde
- Longleat Safari
- Alresford river
- Winchester Cathedral
- Paultons Park



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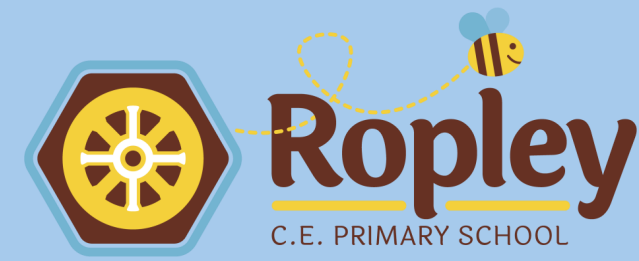
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Do you believe teaching and learning is improving across the school?

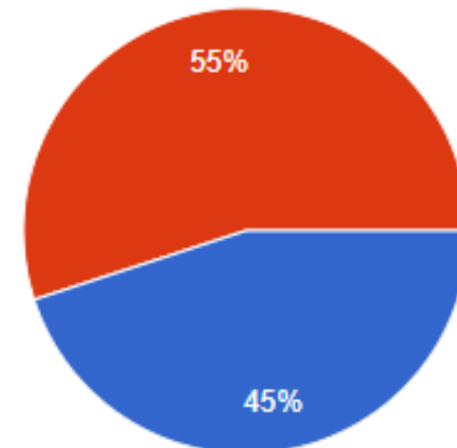
20 responses



● Yes
● No

I believe in the direction the headteacher is taking the school in

20 responses



● Strongly Agree
● Agree
● Disagree
● Strongly Disagree

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