

Core Values

Readiness Resilience Respect

Responsibility

Collaboration

Independence

Aspiration

Kindness

Confidence

Courage

Honesty

Compassion

Vision

At Kender we promote positive attitudes towards each other through the Kender Values. We provide a curriculum that is rich and diverse, all our curriculum areas are underpinned by our curriculum aims which are:

- To develop and build upon knowledge and skills year upon year.
- To raise aspiration so that children can reach their full potential.
- To develop self confidence, self belief and self control.
- To ensure that children are able to develop their own identity and are provided with role models who can help them to do this.
- To provide a wealth of experiences both academic and practical so that children can develop life skills.
- To engage with the local community and make links with the local area to enrich then children's learning and experience.
- To embed the Kender Values throughout the curriculum as they encompass all that we are trying to achieve.

RE

Faith and Belief
Belonging/community
The natural world
Being a good citizen
Philosophy

Music

Singing
Listening
Composing
Performing
Musicianships
Pulse beat
Rhythm
Pitch
Instruments and playing techniques

Art

Design and make
Draw
Paint
Sculpt
Generating ideas
Making links
Exploring artists
Sketchbooks
Evaluate

History

Time lines and Chronology
Artefacts
Interpretation, enquiry, analysis
Cause and consequence
Change and continuity
Past and Present
Fact and Fiction

English

Speaking and Listening
Vocabulary
Phonics
Handwriting
Reading
Spelling
Punctuation
Grammar
Writing
Composition
Transcription

Science

Working scientifically
Materials
Animals including humans
Plants
Everyday materials
Investigations

PE

Games
Gymnastics
Dance
Yoga
Swimming
Athletics
Orienteering

Kender Curriculum 2024



Computing

E-safety
Programming
Handling data
Multimedia
Technology in our lives

MFL (KS2) French

Speaking and listening
Vocabulary
Reading
Writing
Grammar

PSHE/RSE/MHWP/CZS/BV

Relationships and health education (RHE)
Drug, alcohol and tobacco education (DATE)
Keeping safe and managing risk
Mental health and emotional wellbeing
Physical health and wellbeing
Identity, society and equality

DT

Using technology
Construction/joining
Practical skills
Designing skills
Textiles
Cooking and nutrition
Evaluating n

Geography

Map and Atlas work
Place and locational knowledge
Humans and physical geography
Geographical skills and field work
Impact of humans on the environment
Economy

Maths

Fluency
Reasoning
Problem solving
Number - Place Value
Addition and subtraction, multiplication and division, fractions, decimals and percentages
Measurement
Geometry

Wider Curriculum

We offer a wide range of sporting opportunities including:

- Swimming lessons;
- Dance and gymnastic lessons;
- PE lessons led by sports coaches, which ensure progression in sports skills across the school;

We have a specialist Art teacher who enhances children's creativity through different media enhanced by local art community projects and in partnership with the South London Gallery, Bold Tendencies and British Council.

We contribute to children's life skills and Social, Moral, Spiritual and Cultural Development through experiences within the classroom and beyond. These opportunities include: Forest School, residential trips, making links with businesses, participating in sporting events and educational visits - including to places of worship.

Our involvement with the Opal Play Project – recognised nationally - and our school play philosophy encourages creativity, emotional and social development, independence and risk taking amongst our pupils.

Through a positive and caring ethos and meaningful curriculum, we provide the opportunity for every child strive to reach their full potential, becoming successful citizens.

SUBJECT: Maths

Intent - We aim to...

- It is our aim that the Kender Mathematics curriculum ensures that:
- * Children become fluent in the fundamentals of mathematics and can reason and solve problems.
 - * Encourages a positive attitude towards mathematics and a growth mindset.
 - * Develops children's ability to articulate, discuss and explain their thinking using appropriate mathematical vocabulary.

Implementation - How do we achieve our aims?

EYFS

Nursery and Reception adopt the understanding that mathematics is everywhere and encourage mathematical development through their interactions and routines (e.g. number songs, counting fruit, counting objects whilst playing). Children explore mathematics in the indoors and outdoor environments and through the use of water, sand and holistic play.

The White Rose Maths scheme of learning is used to help plan adult-led and continuous provision activities based on Development Matters and Birth to 5 Matters. During their time in Nursery and Reception children develop their understanding of comparison, shape, space and measure, pattern, counting, the composition of numbers and subitising. Children in Reception have whole class/small group adult directed input daily and linked provision where children complete activities that consolidate and extend taught skills as well as allowing children to practise previously taught skills.

KEY STAGE 1 and KEY STAGE 2

At Kender we follow the White Rose Schemes of Learning. The White Rose provide sequential blocks of learning for the whole year, where children meet each area of learning each year providing a spiral curriculum.

- Each block provides sequential Small Steps towards meeting curriculum outcomes.
- When planning using the White Rose Schemes of Learning as guidance teachers:
- * Consider guidance in relation to prior and future years' learning, supporting pitch and expectation
 - * Help children to build mental images using the Concrete-Pictorial-Abstract approach
 - * Use varied fluency which enables children to meet concepts in different ways
 - * Include Reasoning and Problem Solving activities to give children opportunities to apply the small steps learning in new contexts
 - * Use Guided Practice - teachers use an 'I do' 'We do' 'You do' approach
 - * Teach and reteach mathematical vocabulary
 - * Follow the calculation policy

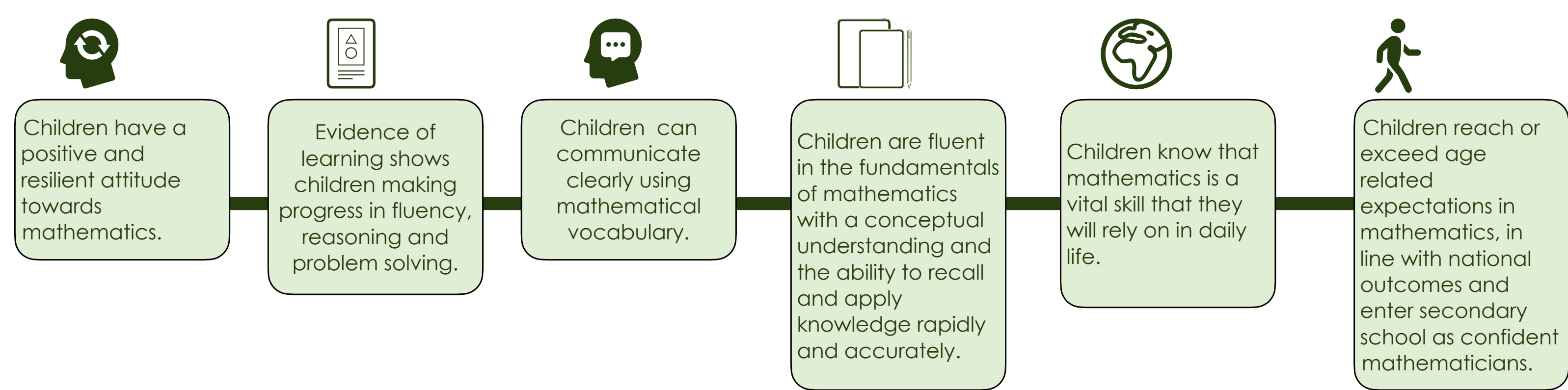
Teachers use their professional judgement to decide how long to spend on each small step (more or less consolidation may be needed), to decide whether to break steps down further to prevent cognitive overload and where appropriate to adjust the order of steps. They may supplement the curriculum with additional resources e.g. Twinkl Deepening Understanding, NRich etc.

Fluency

We have started using Fluency Bee to improve children's confidence with numbers and knowledge of timestables through varied and frequent practice. Children may have whole class short 15 minute sessions or have Fluency Bee lessons as interventions. These lessons are used in years 1 to 4 and where appropriate as intervention in years 5 and 6.

The use of the 1 minute White Rose Maths app and Timestable Rockstars app helps further develop subitising, addition, subtraction, multiplication and division fluency in Maths.

Impact - How will we know we have achieved our aims?



SUBJECT:

Comparison 1

More than, fewer than, same

VIEW

Shape, space and measure 1

Explore and build with shapes and objects

VIEW

Pattern 1

Explore repeats

VIEW

Counting 1

Hear and say number names

VIEW

Counting 2

Begin to order number names

VIEW

Subitising 1

I see 1, 2, 3

VIEW

Pattern 2

Join in with repeats

VIEW

Shape, space and measure 2

Explore position and space

VIEW

Subitising 2

Show me 1, 2, 3

VIEW

Counting 3

Move and label 1, 2, 3

VIEW

Shape, space and measure 3

Explore position and routes

VIEW

Pattern 3

Explore own first patterns

VIEW

Counting 4

Take and give 1, 2, 3

VIEW

Shape, space and measure 4

Match, talk, push and pull

VIEW

Subitising 3

Talk about dots

VIEW

Comparison 2

Compare and sort collections

VIEW

Pattern 4

Lead on own repeats

VIEW

Shape, space and measure 5

Start to puzzle

VIEW

Pattern 5

Making patterns together

VIEW

Subitising 4

Make games and actions

VIEW

Counting 5

Show me 5

VIEW

Pattern 6

My own pattern

VIEW

Counting 6

Stop at 1, 2, 3, 4, 5

VIEW

Comparison 3

Match, sort, compare

VIEW

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

Autumn term

Number

Place value (within 10)

VIEW

Number

Addition and subtraction (within 10)

VIEW

Geometry

Shape

VIEW

Consolidation

Spring term

Number

Place value (within 20)

VIEW

Number

Addition and subtraction (within 20)

VIEW

Number

Place value (within 50)

VIEW

Measurement

Length and height

VIEW

Measurement

Mass and volume

VIEW

Summer term

Number

Multiplication and division

VIEW

Number

Fractions

VIEW

Geometry

Position and direction

VIEW

Number

Place value (within 100)

VIEW

Measurement

Mass

VIEW

Measurement

Time

VIEW

Consolidation

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

Autumn term

Number

Place value

VIEW

Number

Addition and subtraction

VIEW

Geometry

Shape

VIEW

Spring term

Measurement

Money

VIEW

Number

Multiplication and division

VIEW

Measurement

Length and height

VIEW

Measurement

Mass, capacity and temperature

VIEW

Summer term

Number

Fractions

VIEW

Measurement

Time

VIEW

Statistics

VIEW

Geometry

Position and direction

VIEW

Consolidation

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

Autumn term

Number

Place value

VIEW

Number

Addition and subtraction

VIEW

Number

Multiplication and division A

VIEW

Spring term

Number

Multiplication and division B

VIEW

Measurement

Length and perimeter

VIEW

Number

Fractions A

VIEW

Measurement

Mass and capacity

VIEW

Summer term

Number

Fractions B

VIEW

Measurement

Money

VIEW

Measurement

Time

VIEW

Geometry

Shape

VIEW

Statistics

VIEW

Consolidation

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

Autumn term

Number

Place value

VIEW

Number

Addition and subtraction

VIEW

Measurement

Area

VIEW

Number

Multiplication and division A

VIEW

Consolidation

Spring term

Number

Multiplication and division B

VIEW

Measurement

Length and perimeter

VIEW

Number

Fractions

VIEW

Number

Decimals A

VIEW

Summer term

Number

Decimals B

VIEW

Measurement

Money

VIEW

Measurement

Time

VIEW

Consolidation

Geometry

Shape

VIEW

Statistics

VIEW

Geometry

Position and direction

VIEW

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

Autumn term

Number

Place value

VIEW

Number

Addition and subtraction

VIEW

Number

Multiplication and division A

VIEW

Number

Fractions A

VIEW

Spring term

Number

Multiplication and division B

VIEW

Number

Fractions B

VIEW

Number

Decimals and percentages

VIEW

Measurement

Perimeter and area

VIEW

Statistics

VIEW

Summer term

Geometry

Shape

VIEW

Geometry

Position and direction

VIEW

Number

Decimals

VIEW

Number

Numerical number

VIEW

Measurement

Converting units

VIEW

Measurement

Volume

VIEW

Week 1

Week 2

Week 3

Week 4

Week 5

Week 6

Week 7

Week 8

Week 9

Week 10

Week 11

Week 12

Autumn term

Number

Place value

VIEW

Number

Addition, subtraction, multiplication and division

VIEW

Number

Fractions A

VIEW

Number

Fractions B

VIEW

Measurement

Converting units

VIEW

Spring term

Number

Ratio

VIEW

Number

Algebra

VIEW

Number

Decimals

VIEW

Number

Fractions, decimals and percentages

VIEW

Measurement

Area, perimeter and volume

VIEW

Statistics

VIEW

Summer term

Geometry

Shape

VIEW

Geometry

Position and direction

VIEW

Themed projects, consolidation and problem solving