



Millbank Primary School

Curriculum Rationale



Millbank Primary School

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Who are we?

Millbank looks to the future. As you go higher in classes you learn more skills for daily life. P7 learned skills when we organised Happiness Day for the rest of the school. Teaching can be hard!

Struan P7

I like the assemblies because you all get together and they give out awards.

Lucy GM1-3

School dinners make you healthy. They are yummy and tasty. I love them.

Archie P2/3

It's amazing because you don't just do literacy and numeracy you do Drama, PE, Science and computers and you learn lots.

Caitlyn P4/5

I like the playground because there is lots of space and you can play easily with all your friends.

Tom P3

I like to play games where I learn my letters and I learn how to make numbers to make even bigger numbers. School is great fun.

Matei P1

Learning is fun in Millbank. I learn lots about things while having fun at the same time.

Jayden P5/6

What makes us unique at Millbank?

Millbank is a very inclusive school where we all follow the Millbank Way.

The Millbank way

- ★ **I smile and say hello.**
- ★ **I listen to learn.**
- ★ **I care for everyone and everything.**
- ★ **I keep healthy and have a positive attitude.**
- ★ **I work hard and challenge myself.**



Happiness Day 2017

How we have designed our curriculum

When considering the design of our Curriculum we wanted to ensure that we placed our learners at the centre of our planning.

Rationale

- ❖ We want a curriculum that will raise standards by developing an interest and enthusiasm for learning.
- ❖ We want a curriculum that takes into account the importance of emotional literacy.
- ❖ We want a primary curriculum which develops active and independent learners. We know that the interdisciplinary approach through topic and thematic work is the way to interest young children.
- ❖ We want a curriculum which develops pupils' creativity and individual learning styles while raising standards. Pupils evaluate their work in relation to success criteria and think of next steps to improve their work.
- ❖ We want to develop learning in different ways.

Global Dimensions

- ❖ We want our pupils to be aware of the wider world and recognise and respect similarities and differences.
- ❖ We encourage our pupils to take an active role within our local, national and global community.
- ❖ A global dimension can be included in all aspects of our learning.

Our next consideration when planning our Curriculum was to ensure that we helped our children to develop the attributes and capabilities of the four capacities. Our aim is to provide a variety of opportunities for our learners to become:

- Successful Learners
- Responsible Citizens
- Confident Individuals
- Effective Contributors

At Millbank Primary we follow the advice and guidance found in Curriculum for Excellence. The Curriculum for Excellence documentation identifies seven principles for curriculum design:

- Challenge and enjoyment
- Breadth
- Progression
- Depth
- Personalisation and choice
- Coherence
- Relevance

Our Curriculum Framework

Subjects

- Highland Literacy Progression
- Highland Numeracy Progression and ASG planners for maths
- Big Maths
- Health and Wellbeing
- RME
- Expressive Arts
- 1+2 Modern Languages
- Gaelic Medium
- ICT

IDL

Planned on a three year programme at first and second level.

Es and Os coverage mapped out.

Global/Sustainable education in rolling programme.

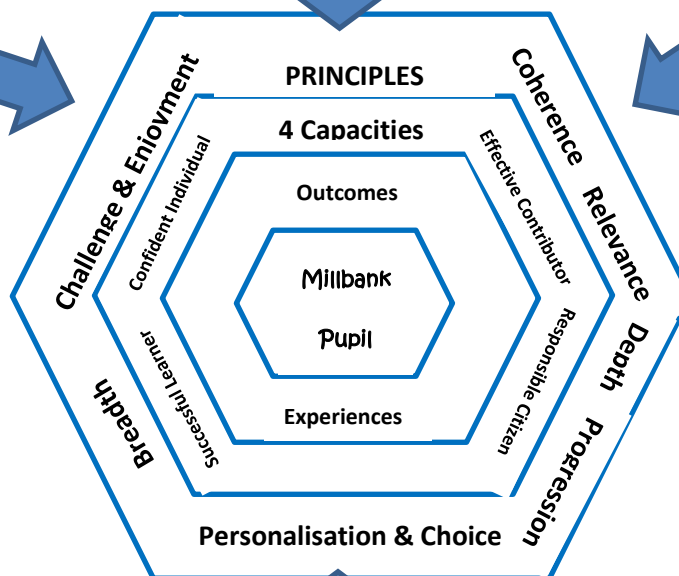
Curriculum Partners

Eco School Partners

- Nairn Gardening Club
- Keeping Nairnshire Colourful

School Partners

- Parents
- ASG Colleagues
- NHS & Social Work colleagues
- Partner centres – Croileagan/Junior World
- Local Churches
- ASG Health Day
- Science Day
- Nairn Library
- Nairn museum
- Nairn swimming pool
- Active Schools Co-ordinator
- Nairn Book and Arts festival
- Local Businesses



Recognising Success

- Weekly assemblies
- Achievement Wall
- Stars of the Week
- Maths Magicians
- Super Spellers

Outdoor Learning

- Use of local environment
- Craggan Activity Centre
- Loose Parts Play
- Gardening Club

Wider Achievements

Sports

- Active schools
- Local Sports Clubs
- School/ASG/Regional sporting events
- Nairn Swimming Pool

Responsibility

- Eco Committee
- Pupil Council
- Prefects
- House Captains
- Buddies
- JRSOs

Performance

- School Performances
- Eden Court
- Feis music instructors
- HC guitar & drumming
- Brass, strings & chanter tuition



Curricular Areas



| Curriculum Area | Description (What/How/Resources) | Assessment |
|--------------------------------|--|---|
| Literacy | | |
| Reading | <p>The CfE Experiences and Outcomes provide the core framework</p> <ul style="list-style-type: none"> We use the structure of the Highland Literacy Progression to organise our reading sessions. Key Resources include – Oxford Reading Tree, Four Corners, a variety of novels, Storyworld (GM) and Discovery World (GM). We follow the Emerging Literacy Programme. Progression of phonics through the Highland Literacy Programme using Jolly Phonics as a core resource. All classes have a class library as well as having access to the school library. Paired reading between different stages promotes reading for enjoyment. Pupils at Early and First level regularly visit Nairn library. Primary 1 – 3 pupils participate in the Book Bug Scheme. | <ul style="list-style-type: none"> Children’s comprehension, accuracy and fluency through ongoing teacher, self and peer assessment. Results inform planning. Phonics checklist informs next steps. Reading trackers – to ensure wide coverage Annual INCAS help support teacher assessment |
| Writing | <p>The CfE Experiences and Outcomes provide the core framework</p> <ul style="list-style-type: none"> We follow the Emerging Literacy Programme. We use the Highland Literacy Programme, Spelling made Easy and Nelson Spelling to support our spelling. Progression of phonics through the Highland Literacy Programme using Jolly Phonics as a core resource. Millbank Super Spellers 3 times per session. | <ul style="list-style-type: none"> Unsupported pieces of writing in a variety of genre are used for assessment and for reflection with the teacher, peer or parent. These support pupils and teachers in identifying clear next steps/targets for future learning. Weekly and four weekly spelling tests. |
| Talking & Listening | <p>The CfE Experiences and Outcomes provide the core framework</p> <ul style="list-style-type: none"> Daily opportunities in class for news time, check ins, etc. Weekly Circle Time activities. Resources such as board games, listening tapes and computer games support learning. Pupils from P4 – 7 are required to prepare and deliver a solo talk on an annual basis. | <ul style="list-style-type: none"> Continued formative assessment against success criteria by teacher, pupil and peer. |
| Mathematics | <p>The CfE Experiences and Outcomes provide the core framework</p> <ul style="list-style-type: none"> In Millbank teachers plan in line with the Highland Numeracy Progression and use Big Maths and ASG planners for guidance. A broad range of resources are used to support learning including Tee-Jay, Big Maths and | <ul style="list-style-type: none"> Continual formative assessment against success criteria by teacher, pupil and peer. Individual pupil trackers. |

| | | |
|---------------------------------------|--|--|
| | <p>Scottish Heinemann.</p> <ul style="list-style-type: none"> • We try to use a wide range of active and practical materials at all stages. • We have well-organised maths resources available including five and ten frames, Rekenreks , Numicon, Shape and Measure. • We use a wide range of online learning resources. • Millbank Maths Magicians 3 times per session | <ul style="list-style-type: none"> • Annual INCAS results help support teacher assessment. |
| <u>Health & Well Being</u> | <p>The CfE Experiences and Outcomes provide the core framework</p> <ul style="list-style-type: none"> • Through implementation of the High Five programme and PE Programme including Better Movers, Better Thinkers. • Teachers plan and deliver learning for the 2 hour entitlement of PE each week for every pupil. • Pupils at P4 and P5 stages access swimming lessons for approximately ten weeks each academic session (Highlife Highland supporting delivery). • Additional opportunities for personal achievement are offered thorough after-school clubs eg football, athletics. • Pupils develop skills in emotional literacy through daily check-ins. • Resilient Kids is well established in the school with 4 members of SMT trained so far. • Seasons for Growth is delivered regularly by CSW. • This session we are using some of our PEF allocation to further develop emotional literacy. • We follow Living and Growing for P6 and P7 in teaching Sexual Health. | <ul style="list-style-type: none"> • The pupils are involved in discussing and evaluating their targets through learning conversations and their learning logs. |
| <u>Modern Languages</u> | <p>The CfE Experiences and Outcomes provide the core framework</p> <ul style="list-style-type: none"> • Our 2nd language is French and it is delivered across the school using the 1+2 Power Platform. • Gaelic Medium • Makaton | <ul style="list-style-type: none"> • Much assessment is completed orally through pair/trio work. |



IDL (Interdisciplinary Learning)



We plan for Interdisciplinary learning at Early, First and Second Level. We have bundled Experiences and Outcomes at first and second level and shared them over a three year programme. We also work together through whole school themes. Our themes are identified at the beginning of the session which allows for personalisation and choice while allowing room for flexibility to include local, national and world events.

| | | |
|---|---|---|
| <p>The following curricular areas are delivered through IDL topics or stand-alone lessons [where no natural links exist]. Wherever possible, staff will plan contextualized opportunities for Numeracy, Literacy and Health and Well-Being within these IDL topics. The cross cutting themes of Learning for Sustainability (including citizenship, global citizenship etc), outdoor learning, enterprise and creativity education will be woven into themes, as and when appropriate.</p> | | |
| <p>Social Studies</p> | <ul style="list-style-type: none"> Through implementation of staff and pupils' own selection of key IDL themes, ensuring progression and coverage of the CfE Experiences and Outcomes at Early, First and Second Level. Where Es and Os cannot be delivered through a linked topic they will be taught within stand-alone lessons. | <ul style="list-style-type: none"> Once we have determined our themes of learning for the year we are able to identify the skills that our children are required to learn. |
| <p>Science</p> | <ul style="list-style-type: none"> Through implementation of the Highland Science Programme (through IDL or through stand – alone lessons). | |
| <p>Religious and Moral Education</p> | <ul style="list-style-type: none"> Through implementation of the school Religious and Moral Education Programme. In addition to the above, pupils will have opportunities for religious observance during school assemblies and church services. | |
| <p>Technologies</p> <ul style="list-style-type: none"> • ICT • E Safety • Food Technology | <ul style="list-style-type: none"> Through implementation of the school ICT programme. Wherever possible, learning in ICT is contextualized. Through use of the CEOP materials - http://ceop.police.uk/ Pupils are given opportunities for baking and cooking, sometimes using produce from the school garden, as part of IDL Themes or as part of learning about festivals and celebrations such as Burns Day or Chinese New Year. | |
| <p>Expressive Arts</p> | <ul style="list-style-type: none"> Through implementation of the school Art and Design programme. Wherever possible, the programme activities will be delivered through contextualized learning. Where possible musical activities will be delivered through contextualized learning. Additional learning opportunities will also be provided by Feis Rois and Kodaly instructors. Christmas performance | |



Ethos and Life of our School



| Opportunity | How we do it? |
|--|--|
| ➤ Exercise their responsibilities as members of the community. | P6 Buddies Charity work – Blythwood, LEpra, Comic Relief, Children in Need, Team Hamish, Highland Hospice, Save the Children Safe Highlanders Happiness Day |
| ➤ Participate responsibly in decision making. | Pupil Council representative Eco Committee JRso representatives Child led learning Euro and Rotary Quiz Talent Show |
| ➤ Contribute as leaders and role models. | Paired reading and mixed stage joint work on a variety of topics. Happiness Day Health and Science Days Prefects House Captains Pupil Council representative Eco Committee JRso representatives |
| ➤ Offer support and service to others and play an active part in putting the values of the school community into practice. | Visit to the senior citizen residential home. Community projects such as bulb planting and beach clean up. Circle Time |



Opportunities for Personal Achievement



| Opportunity | How we do it? |
|---|---|
| <ul style="list-style-type: none"> ➤ Develop their resilience and confidence. | Resilient Kids PEF Groups HWB programme Safe Highlanders Learning in mixed stage groups – health day, happiness day, science day, Scottish week, paired reading activities, joint topic activities. Performance opportunities – Christmas Show, Inverness Music festival, church services, leavers’ assembly, sports tournaments e.g. football, tennis and cricket, book and arts festival competitions, gardening competitions. |
| <ul style="list-style-type: none"> ➤ Experience a range of achievements in the classroom and beyond. | Achievement awards – Counters related to the Millbank Way, Star of the Week awards, DOJO points. Bikeability for P6 Celebrating achievements with the wider community in newsletters, wall displays, on facebook, on our website and in the local newspaper. |
| <ul style="list-style-type: none"> ➤ Step forward to undertake activities which they find challenging. | Craggan – P7 residential trip. Christmas Show Talent Show |
| <ul style="list-style-type: none"> ➤ Work closely with different organisations. | Links with local organisation – High life Highland – variety of sporting specialists Eden Court – Drama Feis Ros |
| <ul style="list-style-type: none"> ➤ Have their voices heard. | Pupil Voice activities gathering opinions. Pupils identifying and sharing achievements/progress and informing their families by writing to them at parents’ nights and completing Learners’ statement to accompany report. |



Partnerships with our Community



| Opportunity | How we do it? |
|--------------------------------------|--|
| ➤ Our local Community work with us. | Competing in the Mod and Inverness Music Festival – supported by parents and local community volunteers. Working with Out of Eden Worker to provide additional opportunities for drama. Working with Countryside Ranger and parental volunteers to develop our outside learning environment. Working with local museum to develop pupils' awareness of the history of their local area. Working with local library to develop pupils' interest in books. |
| ➤ Our work with the local community. | Preparing musical and drama activities to entertain local senior citizens. Raising funds for local charities including Highland Hospice and Team Hamish. |

Through delivery of the above curricular areas pupils will develop a range of skills. Pupils will constantly reflect on this [skills](#) development as part of their on-going reflection about learning.

This Curriculum Rationale will be revised and updated annually with our staff, partners and pupils as we develop and enhance our curriculum.

December 2017