



# Pelton Community Primary School

## Curriculum Enrichment Document

2023-2026

# Curriculum Aims and Values

## Intent

In the Beamish and Pelton Federation, we aim to provide an interesting and enriched curriculum that enables pupils to become enthusiastic, curious learners and respectful, responsible citizens who know how to keep themselves safe. We aim to raise aspirations so that children know that if they believe, they really can achieve.

The curriculum is ambitious, it is based on the full national curriculum and has been designed to give our pupils, particularly disadvantaged pupils and pupils with SEND, the knowledge they need to take advantage of opportunities, responsibilities and experiences in later life.

Some subjects are taught discretely while in others, quality links are made to enhance learning. The curriculum is clearly sequenced across EYFS, KS1, LKS2 & UKS2 with clear end points with objectives building on pupils' prior knowledge, so that all pupils acquire the intended knowledge and skills. Our objectives and related assessment for each subject are kept on FFT. Assessment is used to check pupils' understanding of what the curriculum intent says they should know, and to identify and correct misunderstandings and inform teaching. Teachers encourage children to ask questions and articulate their thinking, gaining an increasing vocabulary whilst making links across their learning.

Our ambitious curriculum meets the needs of all pupils in school. Across all subjects of our curriculum, teachers plan and assess against carefully organised learning objectives to continually build upon and extend knowledge and skills. We promote the spiritual, moral, social, cultural, mental and physical development of pupils at the school and we prepare pupils for the opportunities, responsibilities and experiences of later life. Children acquire knowledge of cultural capital that they need to succeed in life through our career's curriculum, enrichment activities, forest school sessions and our carefully planned 'Enrichment Document'. These activities ensure that by the time they leave us, children have had a wide variety of opportunities and experiences. (See below)

## Implementation

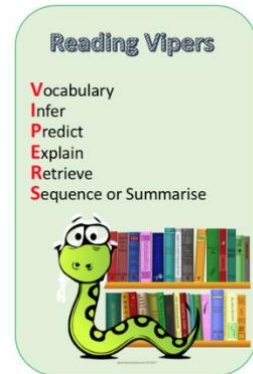
Across all subjects of our curriculum, teachers plan and assess against carefully organised learning objectives to continually build upon and extend knowledge and skills. Our carefully planned 'Curriculum Enrichment' enhances this further, ensuring that by the time they leave us, children have had a wide variety of opportunities and experiences.

## English

### Reading

From the very start, children are encouraged to have a love of books and reading. Word reading skills are taught through the Read, Write, Inc approach supported by a wide range of home readers, books and texts. Comprehension skills are taught through a range of individual, group and whole class teaching where teachers use VIPERS to develop the children's skills across the range of abilities.

High quality class texts have been chosen to challenge and inspire children's thinking and this often drives the work done in Writing and GPS.

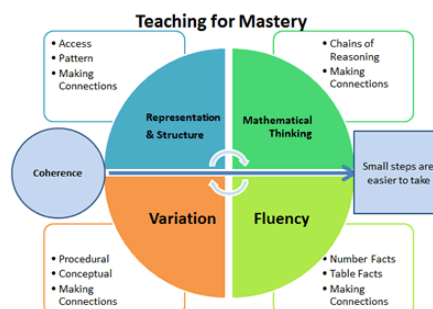


### Writing

Class texts are the main driver for the teaching of writing. Through these children are taught the skills of Spelling, Handwriting, Composition, and Vocabulary, Grammar and Punctuation in line with national end of year expectations. As with all subjects, able children are extended further and those requiring support receive additional teaching and intervention. By the end of Key Stage 2, all children will have worked with an author.

### Maths

We use the Mastery approach to teach Maths using our work with the Archimedes Maths Hub to develop highly focussed and interactive maths learning. We follow a broad and progressive Maths curriculum which develops children's mental fluency as well as written methods and problem solving. Children make links between different areas of Maths so that they acquire a deep knowledge and understanding of key mathematical skills that they can apply in different ways.



### Science

Through an enquiry-based approach, teachers pose scientific questions for children to explore, investigate and reflect upon. Science is taught progressively, in line with the National Curriculum and end of year expectations. Across the year, children also take part in STEM week to further enhance their scientific knowledge and enquiry skills through working with outside educational agencies. In 2023, our work in Science was commended by achieving the Gilt Primary Science Quality Mark.

## Humanities

Similarly to Science, Geography and History are taught through an enquiry-based approach. Children explore, investigate and answer questions in order to gain knowledge and understanding of a given topic, local, national or worldwide. Each topic helps to build upon children's current knowledge and skills. The teacher plans for cross-curricular links across other subjects such as Art and Design to enhance this learning further. A wide range of visits and visitors support this learning.

## Computing

Within the teaching of Computing, children develop key skills across the three areas: Computer Science, Information Technology and Digital Literacy. Teachers plan lessons that support and challenge children to develop coding skills and how to use a range of computer programs. We also aim to ensure that all our children become 'digitally literate' and know how to stay safe online when using all forms of technology.

## Art and Design/Design and Technology

Children develop their creative, technical and evaluative skills while learning about the work and influence of artists and designers. This work is often closely linked to other subject areas. Each autumn term we have an Arts Week where each class focusses on a particular artist or theme and then shares their work with the rest of the federation. By the end of Year 6, all children will have worked with a professional artist, and visited a range of art galleries and museums.

## Music

We use the Charanga scheme as the basis of our work in music. This is extended through whole school singing and ukulele and clarinet tuition in KS2. Every class takes part in a musical performance at some time across the year which helps to develop drama and performance skills further. Some children choose to develop their skills further by taking addition music lessons or coming to after school clubs such as choir. Every child will also work with professional musicians, take part in musical performances and have listened to a professional concert or performance.

## PSHCE

The teaching of PSHCE is delivered using the JIGSAW scheme of work. Personal, Social and Health Education, emotional literacy, social skills and spiritual development are taught across the year in lessons and whole-school assemblies. Raising aspiration is a key element to this work and we ensure children have the opportunity to visit secondary schools and universities, as well as take part in enterprise and charity work.

## Languages

Children learn French from Reception, first focussing on the spoken word and understanding the culture of French speaking countries. Across KS2, the skills of

reading and writing are introduced. We aim to ensure all children have had the opportunity to work with a native speaker by the time they leave primary school.

### P.E

We are very proud to have achieved our fifth Gold Mark in P.E and Sport this year. Physical Education is taught through Durham Core tasks, which include all forms of sport. Children are assessed at their starting point at the beginning of a unit of work. Teachers then plan, differentiate and assess to the needs of the children, before re-assessing their skills at the end of a unit. P.E is also delivered across the year through whole-school events such as house competitions, sporting events run by our P.E Sports Crew and Sports Day. A wide variety of after school clubs support our PE provision.

### R.E

Our Religious Education curriculum is taught according to the *Agreed Syllabus for Religious Education in Durham*. Teachers teach R.E as a discrete subject, yet plan for cross-curricular links where appropriate. Our children develop skills across three areas: Knowledge and Understanding of Religion, Critical Thinking and Personal Reflection. Children have the opportunity to visit a range of places of worship as part of their learning.



## 2 Year Old Provision Enrichment Activities

|   |  |
|---|--|
| 1. Mud walking and footprint making.                                    |  |
| 2. Snuggle up and read a book in a den.                                 |  |
| 3. Run with ribbons in the wind.  |  |
| 4. Spread your bread with a tasty topper.                               |  |
| 5. Feel sand beneath your toes.   |  |
| 6. Waterproofs on and dance in the rain.<br>Can you splash in a puddle? |  |
| 7. Welly walking in the woods with hot chocolate.                       |  |
| 8. Feel the snow from your tongue to your toes.                         |  |
| 9. Run through crisp autumn leaves.                                     |  |
| 10. Paddling pool party.  |  |
| 11. Taste sensations/food around the world.                             |  |
| 12. Caring for pets   |  |



**EYFS – Nursery & Reception**  
**Enrichment Activities**

|     |  |  |
|-----|--|--|
| 1.  | Build your own den                               |  |
| 2.  | Go on a journey to visit a farm                  |  |
| 3.  | Fly a paper aeroplane                            |  |
| 4.  | Visit a library                                  |  |
| 5.  | Jumping in muddy puddles/mud slide               |  |
| 6.  | Take a phot and print it out                     |  |
| 7.  | Make a fly a kite                                |  |
| 8.  | Post a letter for a friend                       |  |
| 9.  | Can you make a boat float?                       |  |
| 10. | Make a paper boat and see if it floats           |  |
| 11. | Visit a beach                                    |  |
| 12. | Scoop up and throw autumn leaves in the air.     |  |
| 13. | Dentist – How do we keep our mouths healthy?     |  |
| 14. | Make vegetable soup.                             |  |
| 15. | Visits from people who help us.                  |  |
| 16. | Toast a marshmallow around the fire pit.         |  |
| 17. | Care for a caterpillar.                          |  |
| 18. | Care for snails and create a suitable habitat.   |  |
| 19. | Plant some seeds and watch them grow.            |  |
| 20. | Have a teddy bears picnic.                       |  |
| 21. | Create a salad garden.                           |  |
| 22. | Share and prepare celebration food with friends. |  |
| 23. | Perform songs for our families.                  |  |
| 24. | Feed the birds and name some common ones.        |  |
| 25. | Make a magic potion/soup/perfume                 |  |

Careers Focus - Nursery & Reception

|          | Career links  |
|----------|---|
| Autumn 1 | Kitchen staff<br>Hairdresser/Barber   |
| Autumn 2 | Soldier<br>Medic<br>Firefighters  |
| Spring 1 | Yoga instructor<br>Librarian  |
| Spring 2 | Dentist<br>Chef<br>Shop assistant   |
| Summer 1 | Gardener /Allotment owner<br>People that work in school<br>and where to find them |
| Summer 2 | Farmer<br>Baker<br>Postman  |





## KS1 Enrichment Activities Cycle A

|     |   |  |
|-----|---|--|
| 1.  | Go bird watching                              |  |
| 2.  | Become a nature detective                     |  |
| 3.  | Make a puppet                                 |  |
| 4.  | Build a sand/pebble sculpture                 |  |
| 5.  | Join an extra-curricular club                 |  |
| 6.  | Create a collage                              |  |
| 7.  | Borrow a book from the library                |  |
| 8.  | Go rock pooling                               |  |
| 9.  | Play a board game                             |  |
| 10. | Perform a shadow puppet show                  |  |
| 11. | Taste different fruits and make a fruit kebab |  |
| 12. | Create a weather report                       |  |

## Careers Focus

| Subject area | Career links           |
|--------------|------------------------|
| DT           | Puppeteer/puppet maker |
| Geography    | Weather forecaster     |
| PE           | Gymnast                |
| History      | Historian              |
| Art          | Illustrator            |
| PSHE         | Emergency services     |



**KS1 Enrichment Activities**  
**Cycle B**

|     |   |  |
|-----|---|--|
| 1.  | Go on a bug hunt                        |  |
| 2.  | Make a home for a small animal          |  |
| 3.  | Go to the cinema                        |  |
| 4.  | Learn a poem off by heart               |  |
| 5.  | Perform in a class assembly             |  |
| 6.  | Make a daisy chain                      |  |
| 7.  | Perform a dance                         |  |
| 8.  | Create a piece of art for an exhibition |  |
| 9.  | Design and build a den                  |  |
| 10. | Decorate biscuits                       |  |
| 11. | Walk to a local landmark                |  |
| 12. | Handle/observe a variety of animals     |  |

**Careers Focus**

| Subject area     | Career links                      |
|------------------|-----------------------------------|
| History          | Space explorer - Astronaut        |
| History          | Armed Forces                      |
| Cross curricular | Polar Explorer                    |
| Literacy         | Author                            |
| Art              | Still life artist                 |
| PSHE             | Working with animals – Dogs Trust |



Year 3/4 Enrichment Activities  
Cycle A

|     |  |  |
|-----|--|--|
| 1.  | Get involved in an enterprise activity       |  |
| 2.  | Eat something self grown                     |  |
| 3.  | Visit the Hancock Museum                     |  |
| 4.  | Take part in an Egyptian banquet             |  |
| 5.  | Eat something that I have never tried before |  |
| 6.  | Visit a church                               |  |
| 7.  | Make a musical instrument                    |  |
| 8.  | Learn a new game                             |  |
| 9.  | Cook outdoors                                |  |
| 10. | Try Meditation                               |  |
| 11. | Create a rubbing of a fossil                 |  |
| 12. | Have a night away from home.                 |  |

Careers Focus

| Subject area | Career links     |
|--------------|------------------|
| History      | Arachnologist    |
| Geography    | Travel Agent     |
| History      | Flight Attendant |
| Science      | Scientist        |
| DT           | Farmer/gardener  |
| Science      | A career in food |



**Year 3/4 Enrichment Activities**  
**Cycle B**

|     |   |  |
|-----|---|--|
| 1.  | Visit a Hindu temple                          |  |
| 2.  | Learn to sew a button                         |  |
| 3.  | Make a Christmas decoration                   |  |
| 4.  | Write and perform a poem                      |  |
| 5.  | Make up your own game and teach it to someone |  |
| 6.  | Perform in a play                             |  |
| 7.  | Go to the theatre                             |  |
| 8.  | Cook a recipe                                 |  |
| 9.  | Watch a play/dance performance                |  |
| 10. | Choreograph a dance                           |  |
| 11. | Participate in an overnight residential       |  |
| 12. | Take part in orienteering                     |  |

**Careers Focus**

| Subject area | Career links    |
|--------------|-----------------|
| PE           | Sports person   |
| RE           | Reverend/priest |
| Literacy     | Broadcaster     |
| DT           | Electrician     |
| Art          | Artist          |
| Music        | Musician        |



Year 5/6 Enrichment Activities  
Cycle A

|     |  |  |
|-----|--|--|
| 1.  | Visit a forest   |  |
| 2.  | Pick litter in the local area                            |  |
| 3.  | Make a bird hide   |  |
| 4.  | Read music and play a musical instrument for an audience |  |
| 5.  | Meet a Viking  |  |
| 6.  | Take part in a debate                                    |  |
| 7.  | Complete a blindfolded taste test                        |  |
| 8.  | Cook a meal from a different culture                     |  |
| 9.  | Visit a Gurdwara   |  |
| 10. | Make scenery for a performance                           |  |
| 11. | Try a new sport  |  |
| 12. | Write a story for the reception children                 |  |

Careers Focus

| Subject area    | Career links                                  |
|-----------------|---|
| Geography       | Forestry commission                           |
| Music           | Music teacher                                 |
| History         | Museum services                               |
| DT/ICT          | Talking to a chef/producer/radio/TV presenter |
| Performing Arts | Interview an actor/actress                    |

PE

Talk to a sports coach



**Year 5/6 Enrichment Activities**  
**Cycle B**

|  |  |
|--|--|
| 1. Keep a diary for a week                       |  |
| 2. Go on a train journey                         |  |
| 3. Prepare a picnic to enjoy                     |  |
| 4. Send an email                                 |  |
| 5. Vote in a school election                     |  |
| 6. Visit a local charity                         |  |
| 7. Interview someone                             |  |
| 8. Plan a tour around our local area             |  |
| 9. Write and record a radio broadcast or podcast |  |
| 10. Visit a university                           |  |
| 11. Attend a residential                         |  |
| 12. Make a time capsule                          |  |

**Careers Focus**

| <b>Subject area</b> | <b>Career links</b>      |
|---------------------|--------------------------|
| Science             | Mini medics/Cardiologist |
| History             | Beamish/Tanfield railway |
| ICT                 | Web designer             |
| Student life        | Visit to a university    |
| Engineering         | Nissan / manufacturer    |
| ICT/Arts            | Director/photographer    |

