



Our Lealholm Curriculum



Our Curriculum at Lealholm is bespoke. It shares the same core as the YEAT curriculum but has been carefully adapted to suit the needs of our children. Our curriculum comprises of 4 strands:

- The adapted YEAT curriculum which covers the national curriculum and enhances it
- Our River curriculum
- Our Farm Visit enhancement schedule to our curriculum
- Our Lealholm Oaths

All of these strands are interwoven to ensure that nothing we do in our curriculum is left to chance.

Lealholm is a very small school in a community with a farming heritage. Our children rarely get to experience life outside of Lealholm, and we therefore ensure that our curriculum not only celebrates the heritage of where we live but looks wider to provide opportunities that our children would not otherwise have.

In order to create our bespoke curriculum, we draw on expertise from teachers in our cluster of schools, Glaisdale, Castleton, Oakridge and Lealholm, to ensure that the curriculum for each of the subjects is progressive; has a clear sequence and covers the expected skills for each subject. By doing this, we successfully ensure that children get more than the expected entitlement of the national curriculum. By having experts as subject leaders, they are able to monitor lessons and carry our book looks to ensure that the subject area is following the long-term plan. They oversee half-termly lesson plans to ensure the correct content and skills are being taught. This ensure that every teacher can teach effectively.

At Lealholm, our reading and writing, although taught as separate disciplines, are closely linked. We understand that in order to become an exceptional writer, we have to expose our children and allow them to access a wide range of high-quality texts which inspire them to become exceptional writers. Throughout KS1 and KS2, the same process for writing is followed to ensure that there is a clear and meaningful purpose and audience. Our children are successful, as a result of the love of reading that is developed throughout their time at our school and the literature that they read is reflected in their independent writing.

We use 'Big Ideas' in many of our foundation subjects so that children have a cohesive thread that they are able to hang their knowledge on year upon year:

Curriculum Area	Adaptations to meet needs of our children
Art	<p>All Art units begin with the study of at least one artist, we have ensured that the artists we choose are wide ranging, and we have representation from different countries, faiths and cultures. We have a mix of traditional and contemporary art and representation from men and women. We have an art focussed visit every year – this is to see a gallery, piece of sculpture or an artist at work.</p> <p>We have an Art specialist that teaches this subject in KS2. We use links within our community to visit artists – we were very lucky to talk with Andy Goldsworthy at his art installations as he worked on the Moors and explored art installations mid-creation that were not open to the general public, so that children gained an insight into the process of creating art and sculpture.</p>
DT	<p>We have selected our focusses carefully and use the DT association so that teachers can select their own end products which engage and excite our children, whilst being confident in the fact knowledge and skills covered are sequential, progressive, carefully planned and effectively delivered within our rolling programme. We have also carefully considered links with other areas of our curriculum and have trimmed our 'DT' cooking and nutrition units. Children cooking within River Schools (using a range of cooking equipment outdoors) and learning about produce, seasonality, food miles and harvesting within our planned farm visits, so that the cookery objectives are made in real and meaningful ways for our children. We also use our vegetable patch to understand the process of growing our own food.</p>

Geography	Our locality is used extensively. We have a bespoke unit on farming in the British Isles. Our River School curriculum is woven into our Geography units. In EYFS and KS1, many of the units start with the Big Idea of Place at a school level or village level, and we broaden the lens, looking at 'Our Blue Planet' in Spring so that children attach their learning at first to their experiences and knowledge of place, developing their schemas of knowledge from this point. We also visit contrasting environments which meets our oath of 'visit a city', so children can compare and contrast towns, cities and villages through the big idea lenses of 'Place' and 'Space'.
History	We have a bespoke unit 'Farming Through Time' instead of the traditional unit of 'Toys Through Time' unit. This fascinates our children and allows them the opportunity to speak with different generations of their family to observe change over time within living memory on their family farm to practice and approaches used in farming. Our parents are active stakeholders in this curriculum area, generously writing historical summaries of their farms and digging up old photographs so the children gain a deep insight into changes to farming.
Science	Similar to the Big Ideas in History and Geography, we use the 5 'Working Scientifically' strands to allow children to see links between topics and develop the core skills around working as scientists such as observing over time and identifying and classifying. We make strong links with our River Curriculum and Farming Curriculum to bring science to life as much as possible. We are aware of our children's strong start points in knowledge in certain areas such as 'Animals including Humans'. We have some 4 year olds that know how to lamb and some 5 year olds that help with calving – these experiences are shared, celebrated, investigated and built upon.
Computing	We have 1:1 I pads across school – the use of the Apple Curriculum means that we have an extensive range of skills beyond coding that can be used in all subject areas.
Music	We use the scheme Kapow but adapt as necessary as many of our children are accomplished musicians. In KS2 Music is taught by a specialist.
French	This is taught by a visiting French specialist. She works closely with our secondary school to ensure relevant end points are reached.
PSHE	The PSHE Association is used but adapted as necessary. We have a particular emphasis on protected characteristics and ensure that throughout the year we celebrate events such as Pride and Black History Month. These do at times meet resistance in our community.
RE	The North Yorkshire agreed syllabus is taught – the units chosen are those which expose our children to a wider range of beliefs than they would normally meet. We have an annual visit to a place of worship to ensure that children understand a range of religions and beliefs. These visits do meet resistance from some of our community.
PE	We use a range of specialists to deliver our PE curriculum so the children can learn from a range of talented professionals. We have strong links with East Barnby Outdoor Education Service who provide us with a range of outdoor and adventurous experiences: allowing children to step outside of their comfort zones. We also realise our small pupil cohorts per year group are a limiting factor at school, so we utilise our partnership with Whitby Sixth Form and Caedmon to have inter-school competitions, multi-skills events and experience using the AstroTurf and tennis courts for example.

Our Lealholm Oaths

OUR OATHS...

In their time at LEALHOLM PRIMARY SCHOOL, your child will...

- Explore the local area
- Attend at least one extra-curricular club each year
- Develop a love of reading
- Be prepared for life in multi-cultural Britain
- Improve their local environment or community
- Have a cultural experience
- Have regular outdoor learning experiences
- Develop resilience
- Discover the heritage of our local area
- Visit a city
- Be prepared for the next stage of their journey
- Be the best they can be

YORKSHIRE Endeavour academy trust

River Curriculum

	Reception/Y1/Y2	Y3/4	Y5/6
Measuring	Measure the depth of the water using a metre stick	Measure the depth of the water and plot on a graph	Measure the flow rate of the river including width and depth- plot on a graph
	Observe speed of objects in different river zones	Measure the flow rate as a whole class over 10m	Measure the flow rate from the steppingstones to the bridge.
	Measure the width of the river		
Computing	Meet a fisherman and create a pic collage of to showcase their knowledge	Create a trailer to encourage people to go into the fishing profession.	Go fishing (Whitby) and create a movie of a day in the life of a fisherman.
	Record the sounds of the river	Make a soundscape (using garage band)	Compose their own song including percussion and record on an <u>ipad</u> .
	Take photographs of the river		
Arts	Create a piece of artwork inspired by Andy Goldsworthy	Create a physical art piece using river materials.	Create a piece of artwork inspired by Claude Monet using oil paintings.
	Create a river sculpture	Create a fishing boat out of materials sourced in and around the river.	Build a raft
	Sketch items created on scavenger hunt.	Create a river profile	Host a river art exhibition including all children's work
Geography	Make a picture book of the river as a class (book creator).	Create a river book with photographs they have taken including some of the key features of a river.	Create a river book with photographs that shows the journey from the source to the mouth.
	Label a simple river diagram	Label a complex river diagram	Label the journey that a river takes- make comparisons between the River Esk and River Thames
	Find the treasure using a map that includes compass directions		
Shelter/ blades	Create own skewer for roasting marshmallows (using a vegetable peeler).	Use a penknife to make a skewer for roasting marshmallows.	Gut a fish
	Can you build a dam?	Can you build a shelter?	Can you build a fire?
	Can you build the tallest stone tower?		
Cooking	Making hot chocolate using a Kelly kettle	Make steppingstone bread	Invite parents for a riverside picnic with a hot dish
	Toasting marshmallows	Make steppingstone pizza	Make a cake
	Have a river picnic		
Game, sports, outdoor adventurous	Rafting	Canoeing	Kayaking
	River race (using objects)	Play river skittles	Quoits
	Paddle in the river	Have a water fight in the river	Swim in Whitby Harbour
Creatures/ Contrasting	Observe minibeasts that live in and around the river	Identify and classify the minibeast in and around the river	Identify and classify the minibeast in and around the river making comparisons to different river locations.
	Construct a simple food chain	Construct a food chain	Construct a food web
	Sorting and classifying living things		
Community links	Litter picking	Make hot chocolate and cakes to sell in the community	Inform community of river levels
Throughout the year	Creatures living in and around the river Depth, width and flow of the river Photograph the river at the different seasons		

Our Farming Schedule to support and enhance core curriculum areas

Over 80% of our school population are children from rural, farming families. This provides the children with a wealth of specialist knowledge that most children do not have! As a result, we have developed a Farm visit schedule to enhance different areas of our curriculum.

Farm Visits 2024

Name of Farm:	Date of Visit:	Animals:
Bogg House Farm	Friday 9 th February	<ul style="list-style-type: none">➤ Cows➤ Ponies➤ Guinea pigs➤ Chickens➤ Ducks➤ Goats- possibly
Travellers' Rest Farm	Thursday 7 th March	<ul style="list-style-type: none">➤ Dairy cows➤ Calving
Coquet Nook Farm	Wednesday 10 th April	<ul style="list-style-type: none">➤ Sheep- lambing time
Cragg Farm Farm near Pickering (45 minutes between each)	Thursday 27 th June	<ul style="list-style-type: none">➤ Dairy cows➤ Pigs
Forest Farm	Wednesday 17 th July	<ul style="list-style-type: none">➤ Dairy cows➤ Calving