

In our whole school curriculum, we have five ambitions for our curriculum intent and these are at the core of what we do across the school. We call these our Golden Threads. It is important that these threads are embedded in our whole school curriculum, and are also a common dominator in all that we do.





School context:

Our FSM is higher than national and Swindon averages.

Our children are from predominantly white, working-class families.

Our demographic survey shows:

42% of our children from financially stretched or low-income families.

57% of our families live in the in the most 30% of deprived postcodes in the UK.

Our Acorn study shows that:

There is a higher proportion of single parents than the base.

Financial profile shows more families making ends meet/ struggling than the base.

Number 1 Dominant Acorn Group titled 'Limited Budgets'. 23% of our families fall into this category compared to 5% base.

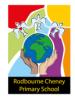
20% of our demographic have an income less than 20K (the lowest grade measured).

We have to ensure our children leave our school having had a high-quality, ambitious and well-planned curriculum. This means that all of our children, no matter what their starting points are, will achieve their best not only at our school, but in their future education setting, and then in working and adult life.

	Whole School		Music	
	Whole School Golden Thread	Why this is important?	Golden thread in my subject	Impact of this Golden thread in my subject
1.	Love of reading and	We know that we need to develop the	Along with authors during black	Children are aware that they can further
	books	children's reading, language and oracy	history month we also study artists,	their own knowledge by accessing quality
		to ensure they have the best possible	for example Aretha Franklin and	books about music and musicians in our
		outcomes. Reading and language is a	Stormzy.	library.
		crucial aspect to learning. Studies	We have a well-stocked library and	Children are confident to ask if there is a
		have proven that reading and	children are aware of where to find	lyric they do not understand as defining
		language acquisition are key to all	books that spark their interest in	the meaning of words as lyrics is built
		elements of learning, and later life.	music. Through lyrics we explore	into our practise.
			language whenever we learn a new	



	1			
		It is essential that we encourage	song. We also endeavour to use	Children enter our reception year with a
		children to love books, teach them to	songs as a vehicle to learn new	strong knowledge base of nursery
		be able readers and ensure they have	information and ease classroom	rhymes.
		a good understanding of vocabulary	transitions. Our nursery and	
		and language.	preschool focus on learning nursery	
			rhymes as we have identified these	
			and the acquisition of traditional	
			tales as an indicator of success later.	
2.	Oracy-rich	Research shows that oracy is key to	The music curriculum we follow has	Children feel at ease when they discuss
	opportunities	high performers. Research also shows	lots of opportunities for discussion	their own opinions and increase
		that children, especially boys, benefit	which are encouraged in an	understanding. Children are encouraged
		from drama and oracy opportunities	environment where expressing	to think and share why they think
		to plan and gain increased	opinion is nurtured. We also focus on	something.
		understanding. It is essential that	a different musical genre each	, , , , , , , , , , , , , , , , , , ,
		oracy opportunities are across all	fortnight where we use songs are	
		subjects and all phases.	jumping off point for discussion	
		subjects and an phases.	about instruments, rhythms, lyrics,	
			and other musical elements.	
			Performance is also an integral part	
			of our lessons as well as class	
			assemblies where a musical	
			performance is included.	
3.	Sound understanding	Research has proven that children	Key vocabulary is built into planning	Children increasingly become more
٥.	of key vocabulary and	from lower socio-economic	and progression documents. Key	confident in acquiring specific key
	language	backgrounds have a word gap, and	vocabulary is also considered in short	vocabulary and more confident in using
	language	also have less vocabulary than their	term planning. Teachers model key	key vocabulary.
		peers. To ensure cultural capital of	vocabulary in lessons.	key vocabulary.
		our children, we need to enable our	Vocabulary III lessons.	
		children to have sound understanding		
		of vocabulary.		
4.	Confident and	Being confident will help our children	Performance is a large part of our	The children understand that our school
	enthusiastic learners	with their learning; not being afraid to	music curriculum. We make sure we	is a safe space to perform, and we need
				, , , , , , , , , , , , , , , , , , , ,



make mistakes or to give things a go. They will be confident with their friends and this will help them achieve in their next stage of life. This links to the children having good self-esteem, which will encourage RCPS children to try new things and find their passion, which will allow them to develop a sense of identity and build confidence in facing whatever comes their way. It's important that our children are enthusiastic learners, who want to know and remember more. If our children are excited and enthused about their learning, they will be actively engaged and in turn display excellent learning behaviours which also maximises learning.

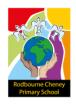
have numerous opportunities for children to perform on their own, in small groups and with their class. These performances can have the rest of the class as their audience, their key stage or the rest of the school. We have class assemblies, musical performances and singing assemblies as well as performances as part of the teaching sequence within lessons.

We follow an engaging music curriculum and through pupil voice we know are children are excited and enthusiastic learners. Our children are always excited to know what genre the focus for the fortnight will be and enjoy listening to a variety of different styles. Johnny Cash was particularly enjoyed by our preschool class.

Through pupil voice we know the children are enthused about their learning.

to encourage each other. By varying the size of our audience, we can build confidence and self-esteem so all children feel they can try new things without worry.

Children show excellent learning behaviours in music as well as other lessons. Music lessons and other learning opportunities are memorable.



5.	Problem solving, learning hooks and themed days.	By solving problems, our children will be happy, confident and independent learners. They will be able to make sense of, and understand, the world around them. They can make connections and they can apply this to other areas of life through new experiences. Enrichment of learning is key! This gives our children cultural capital to their learning, and also means that they will enjoy their learning more. If children enjoy their learning, they will be more engaged and actively participate in lessons and experiences.	We have a lot of enrichment that goes alongside our music curriculum. We have a 'music of the fortnight' which exposes children to wide variety of genres thus increasing their cultural capital and further levelling the playing field for our more disadvantaged children. Our songs for singing assembly linked to genre, termly topic and valuers for that term. We have an Autumn music concert where children how practise an instrument outside of school or who have 1:1 lessons in school have a chance to perform and celebrate their talents. We have a whole school choir who work towards a competition standard, in 2023 we entered the National school choral competition. We enjoy music roadshows from the Swindon music service.	Children really enjoy learning about and taking part in all aspects of the music offer here at Rodbourne Cheney.
----	--	---	---	--

By focusing on these Golden Threads, we can ensure that the children in our school are happy, healthy and prepared for the next stage of their education or career.

