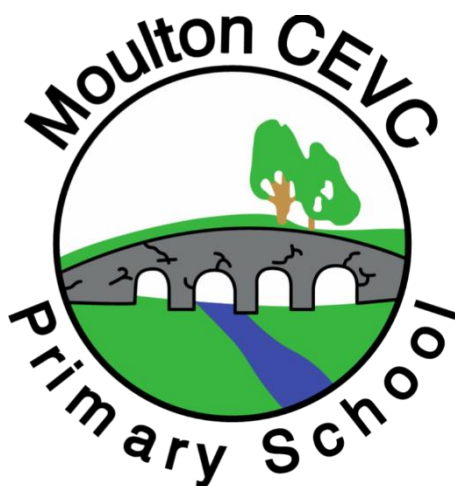


# Curriculum Policy

## Moulton CEVC Primary School



**Approved by:** Full governing body

**Date:** 20<sup>th</sup> June 2022

**Previously reviewed on:** 22<sup>nd</sup> June 2020

**Next review due by:** Summer 2024

A handwritten signature in black ink, appearing to read "Carl Logan".

Chair of governor's signature

Mr Carl Logan

20.06.2022

Our curriculum has been developed to ensure that it is personalised to meet the needs of our pupils and the context of our school, whilst also meeting the requirements of the National Curriculum 2014.

Our core learning expectations are that children:

- Love learning
- Play an active role in their learning
- Feel safe to make mistakes
- Feel valued and have their achievements celebrated
- Take responsibility for their learning
- Make connections in their learning
- Are prepared for life in Modern Britain
- Leave us as confident learners, ready to transfer to secondary school

The curriculum is planned to provide continuity and progression. It promotes an enjoyment of learning through the provision of rich and varied activities.

We aim to:

- encourage the best possible progress and the highest attainment for all pupils;
- enable pupils to make connections across different areas of learning;
- help pupils to think creatively and solve problems;
- develop pupils' capacity to learn and work independently and collaboratively;
- enable pupils to respond positively to opportunities, challenge and responsibility;
- enable pupils to acquire and develop a broad range of knowledge, skills and understanding.

Our three values (Individuality, responsibility and community) underpin the teaching & learning, the behaviour and the collective code of conduct in our school.

<b>Community</b>	<b>Individuality</b>	<b>Responsibility</b>
<p>- Our pupils will learn about the community in which they live and understand why it is the same and different to other communities</p> <p>- Our pupils understand that there are many communities, each with their own values and beliefs</p> <p>- Our pupils show respect to people from all communities.</p>	<p>- Our pupils' unique personalities are celebrated and tolerated.</p> <p>- Our pupils' individual talents within and out of school are celebrated.</p> <p>- Our pupils can express their individual beliefs and ideas with respect.</p> <p>- Our pupils develop their courage and confidence to perform to others.</p>	<p>- Pupils respect others' right to learn.</p> <p>- Pupils respect others' right to be happy</p> <p>- Pupils respect others' right to be safe</p> <p>- Our pupils understand that they share responsibility for their learning</p>

<ul style="list-style-type: none"> <li>- Our pupils, parents and carers feel valued in our school community</li> <li>- Our pupils understand how rules are made and upheld in communities</li> <li>- Our pupils will resolve disputes with people in their community respectfully.</li> </ul>	<ul style="list-style-type: none"> <li>- Our parents encourage their children to be tolerant of other children's challenges.</li> </ul>	<ul style="list-style-type: none"> <li>- Staff share responsibility for pupils' learning with parents and carers.</li> <li>- Our pupils share responsibility with staff and parents to look after our school grounds and equipment</li> <li>- Our pupils understand the responsibility of being global citizens</li> <li>- Our pupils have a responsibility to follow the law.</li> </ul>
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Our three core values are at the heart of our curriculum. Our curriculum is designed to support each child to become an **independent and resilient individual**, who takes **responsibility** for themselves and who makes positive contributions to local and global **communities**. We aim to develop our pupils' understanding of the world beyond our small village, and for them to aspire to making a positive global impact. We value each child as an individual with a unique potential for learning, and with the ability to embrace and embody Christian values.

We know that children remember knowledge content if they are able to revisit and build on previous learning. Our curriculum has four threads, which are linked to our core values. In each topic, pupils will learn new knowledge and develop their skills with activities, tasks and experience that are related to one of the four threads:

1. Leaders through time
2. Changing Communities
3. Modernising medicine
4. Ethics and citizenship

### **Leaders through time**

Pupils will study the impact of significant leaders and individuals on local and global communities. Pupils will explore leaders' courage, resilience and their desire and motivation to shape the future. This includes pupils comparing and evaluating positive and negative role models. Pupils will be encouraged to reflect on themselves, their individual talents, their leadership skills and how they contribute to an inclusive environment. They will consider the impact they have on their peers, their family, and our world, as well as their own physical and digital legacy.

## **Changing Communities**

Pupils will explore physical and online communities and the people within them. They will compare communities and explore how individuals, technological advances and circumstances acted as a catalyst for change to that community. Pupils will explore whether communities embraced and adapted to the change, or if they fought against it. Pupils will learn about the value of compromise and teamwork within their changing class communities when pupils join and leave our school.

## **Modernising Medicine**

Pupils will learn how medical advances and forward thinking have helped humans to be healthier, and to lead longer, happier lives. Pupils will explore the importance of mental health and recognise that it is now accepted as part of our overall health and well-being. Pupils will learn how individuals should take responsibility for their own health, and how they can look after themselves. They will explore the role of key individuals who have made significant contributions to the medical community.

## **Ethics and citizenship**

Pupils will be encouraged to analyse and debate historical and modern day issues and dilemmas, and to suggest improvements and ways to solve problems. They will be taught to think critically about the evidence and sources on which they form their opinions. Our curriculum provides opportunities for pupils to develop their speaking and listening skills, and to learn how to respond respectfully to others' opinions. They will learn about the importance of honesty, and to think carefully about how they portray others.

## **Early Years Foundation Stage curriculum**

The children in our Reception Class follow the Early Years Foundation Stage Framework which comprises 7 areas: Communication and language, Physical development, Personal, social and emotional development, Literacy, Mathematics, Understanding the world and Expressive arts and design.

## **Key Stage 1 and Key Stage 2 curriculum**

The curriculum for children in Year 1 to Year 6 covers the following subjects: English (incorporating writing, reading and spoken language), Mathematics, Science, Art and design, Computing, Design and technology, Geography, History, Languages (optional in Key Stage 1), Music, Personal, social and health education (PSHE), Physical education (PE), and Religious education (RE).

All children are taught English and mathematics, either as discrete subjects or as an integral part of other curriculum areas. We plan to provide learning opportunities where knowledge and skills in one subject are taught and applied alongside or within another subject. This is called cross-curricular learning.

Each year group has a different learning theme or 'topic' every half term. The theme provides a context for meaningful cross-curricular learning and may incorporate a number of subjects. We ensure that every subject is taught during the year; not all subjects are taught in every half term. Half termly curriculum overviews are shared with parents via our website and via newsletters.

## **ENGLISH**

### **Communication – spoken language**

We aim for all children to become confident communicators and responsive listeners. We provide opportunities for them to:

- work in a range of situations with different audiences and activities;
- develop the ability to ask questions, explain, present ideas, give and understand instructions;
- plan and discuss;
- tell stories;
- join in exploratory and collaborative play.

Older children will be involved in:

- preparing presentations;
- reflecting on the effectiveness of their speaking;
- developing a wider vocabulary.

As children become more confident, we:

- provide opportunities to develop an awareness of the views of others;
- help them support their point of view with evidence;
- support them to listen carefully to what other speakers have to say;
- encourage them to reason, predict, recall and express their feelings eloquently.

### **Reading and phonics**

We encourage children to learn to read for enjoyment and for information.

Reading is taught through synthetic phonics, whole word recognition and reading for meaning; it is taught systematically in response to ongoing assessment and individual need.

A phonological approach to reading is implemented throughout the school. A variety of books to read for pleasure and information are provided in classrooms and in our School Library. There are reading activities in every class, every day.

<b>Our book bands</b>
Lilac
Red
Yellow
Blue
Green
Orange
Turquoise
Purple
Gold
White
Lime
Copper
Topaz

Ruby
Emerald
Diamond

We encourage children and parents to record and respond to their reading through the child's Reading Record Book. We teach reading through a 'banded' reading system which is made up of a number of different reading schemes e.g. Oxford Reading Tree and Big Cat Phonics. Different levels of books are banded in a particular colour. Children begin by discussing books in the lilac band (no printed words) and progress through the book bands, building on their reading experience until they have acquired the essential skills to be a secure reader. Books in the early colour bands have no or few words and are often phonically decodable. In our EYFS class, books are specifically ordered to ensure that children are given a book which contains only the graphemes (the way a sound is written) that they have encountered.

At first children learn:

- that print conveys meaning, through a variety of structured reading schemes;
- the phonetic aspects of English;
- to read a wide variety of materials;
- to love reading through the enjoyment of sharing.

As the children progress through the colour bands, the texts become more challenging and the children become more confident and fluent in their reading. We ensure that children experience a variety of fiction and non-fiction texts. We encourage children to reflect on their reading and express their reading preferences. Children experience a variety of books and characters, including fiction and non-fiction as they develop their reading preferences.

As children develop as readers they will:

- become capable of reading for meaning and making informed guesses based on visual, contextual and phonic clues;
- learn how to make inferences and deductions and develop an understanding of the structure of texts;
- be taught to reflect upon what they read, justifying their reactions by reference to the text;
- respond to books in terms of ideas, as well as such things as character and plot;
- develop the skills needed to retrieve information from texts by identifying key points;
- develop an awareness about the differences between fact and fiction.
- comment on author's use of language

Teachers and teaching assistants will make decisions about when children move to the next book band level as a result of their ongoing assessments.

Every class has daily Sustained, Quiet Uninterrupted Reading Time (SQUIRT). We promote the importance of reading through our Star Reader initiative. Any child can become a Star Reader by reading at least six times a week at home. We encourage children (and parents) to respond to reading through writing in their reading record book.

## **Writing**

We want children to develop their writing skills so that they can:

- remember
- communicate and share
- organise and plan
- develop ideas and information
- enjoy the process of writing for a purpose.

Through a range of experiences children become aware that writing has a number of purposes and this is reflected in the style used. As children develop their writing skills they will be taught to

- plan
- draft
- revise
- proof read
- review the art of presentation.

We teach writing through the Talk for Writing strategy. Talk for Writing is based on the principles of how children learn. It is powerful because it enables children to imitate the language they need for a particular topic or genre orally before reading and analysing it and then writing their own version. This approach ensures that children become confident and independent writers who develop ideas and a strong and growing vocabulary. We encourage children to collect exciting vocabulary in School and at home and record it in their Magpie Books.

Spelling is taught through a range of strategies, building on phonic knowledge.

Handwriting is taught as an integral part of English activities, following the 'Join It' scheme.

Grammar is taught within the context of spoken language, reading and writing.

## **MATHEMATICS**

Mathematics is a skill that is necessary for adult life and therefore forms an essential part of every school's curriculum. Mathematics also underpins and supports other subjects such as science and technology. Mathematics also has an inherent interest and appeal for many people who gain great satisfaction from solving puzzles and problems!

We aim to develop:

- a positive attitude towards mathematics
- a deep understanding of mathematical concepts
- an appreciation of the creative aspects of mathematics and an awareness of its aesthetic appeal
- an ability to think clearly and logically
- the ability and confidence to use mathematics beyond the classroom, in practical everyday situations
- perseverance when investigating a problem
- an appreciation of mathematical pattern and relationship
- an ability to use number and computation skills with speed and accuracy

We want all children to be able to:

- understand basic concepts and the relationships between concepts
- access a variety of representations, both external and internal
- communicate mathematics confidently in oral and written forms
- remember basic number facts, mathematical vocabulary and notation
- conjecture, and convince others of their ideas
- gather, present and interpret data effectively
- use computers confidently
- use the mathematics they have learned in a range of contexts
- develop perseverance and commitment through mathematics
- take pride in their presentation and their achievements
- identify and celebrate the achievements of others

## **Mathematics curriculum content and progression**

At Moulton CEVC Primary School, the National Curriculum is used as a basis for all our maths planning and assessment. We ensure there is progression and continuity from one year to the next; with children building upon previous years' learning.

### **Mathematics in the early years**

Mathematical development at this stage depends on becoming confident and competent in learning and using key skills. This area of learning includes counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures. Mathematical understanding is developed through stories, songs, games and imaginative play, to enable children to enjoy using and experimenting with numbers.

### **Mathematics in Key Stage 1 (Year 1)**

Areas of learning: Number, measurement and geometry

Maths learning in Year 1 is planned in line with the National Curriculum and continues the development begun in the EYFS.

### **Mathematics in Key Stage 1 (Year 2)**

Areas of learning: Number, measurement, geometry and statistics

Maths learning in Year 2 is planned in line with the National Curriculum and continues the development begun in the EYFS.

### **Mathematics in Key Stage 2 (Year 3, 4, 5 and 6)**

Areas of learning: Number, measurement, geometry and statistics

In Key Stage 2 work continues in the three areas begun in KS1. Children receive approximately 60 minutes of maths every day in a designated lesson. Cross-curricular links are made whenever possible.

We encouraged all our pupils to climb our Times Table Mountain. As children learn their times tables, they achieve a colour level on the mountain. We aim to create an atmosphere that will encourage children to enjoy mathematics, and develop a lifelong interest in the subject.

Children in KS1 and KS2 have individual maths targets which they are expected to work on at home. They also have access to Time Tables Rockstars in school and at home.

## **SCIENCE**

Science is taught through topics and explicitly, building on previous learning, ensuring continuity and progression within the curriculum. Emphasis is placed on first-hand experiences, identifying, questioning and investigating. Children are encouraged to develop their thinking skills throughout their learning.

Children will be taught to

- use appropriate apparatus and techniques
- relate scientific knowledge to everyday life
- communicate their findings
- be aware of the hazards and risks of working with living things and materials.

## **COMPUTING**

Computing skills are taught throughout the School. Children have the opportunity to experience a wide range of software and programmes and apply their knowledge and skills across other curriculum areas. All classes have access to the School's laptops.

## **HISTORY**

Our History curriculum teaches an awareness of the past and the ways in which it is different from the present. The children learn about everyday life in the past, the lives of famous men and women and some major historical events. Children in Key Stage 2 (Years 3, 4, 5 and 6) are taught significant events in Britain's past, aspects of local history and about Ancient Civilisations.



**GEOGRAPHY** Geography learning is planned to help children develop an understanding of the world around them. We use our local environment and a range of educational visits to support the development of children's geographical skills.

### **MUSIC**

Music plays a very important part in the life of our school. From the beginning of their school life, children learn to enjoy music and to take part in individual, group and whole school performances with confidence. They learn to sing, to create, respond and appraise music. We provide many opportunities in school and in the wider school community for children to celebrate their musical achievements and to perform to others. Peripatetic instrumental teachers provide tuition for children in Key Stage 2.

### **ART and DESIGN**

Children's understanding and enjoyment of art, craft and design is developed through a wide range of activities and materials such as paint, print, clay and textiles. They are also encouraged to develop an understanding of and respond to the work of artists, crafts people and designers.

**DESIGN TECHNOLOGY** involves a great deal of practical work. Children have the opportunity to use a wide variety of materials and appropriate tools. They are encouraged to design, plan and choose suitable material and to evaluate their models. This involves many skills learned in other curriculum areas.

### **PHYSICAL EDUCATION (PE)**

We support the physical and emotional well-being of our children through the provision of a PE curriculum which includes games, gymnastics, dance, swimming and athletics. We also provide a number of extra-curricular sports clubs. Children have the opportunity to participate in a number of intra-school and inter-school sporting competitions. We have a large sports field, an all-weather sports pitch and an outdoor heated swimming pool.

### **PERSONAL, SOCIAL and HEALTH EDUCATION (PSHE)**

Our PSHE curriculum teaches children to

- value their achievements
- develop a healthy and safer lifestyle
- develop positive relationships with others
- respect differences between people, either in a multi cultural or personal sense

Our children learn to

- develop their self confidence
- develop social and morally responsible behaviour both in the classroom and beyond
- become involved in the community
- play an active role as members of a democratic society
- interact with the world of work

### **SEX and RELATIONSHIPS EDUCATION (SRE)**

Sex and relationship education is taught as part of science and PSHE. We work closely with the School Nursing Team to deliver an age-appropriate SRE curriculum, focusing on relationships, respect for others, bodily changes and making positive choices.

### **RELIGIOUS EDUCATION (RE)**

RE is taught with reference to the Suffolk County Council agreed syllabus. Our close links with the local Church, enable the RE curriculum to be relevant and real for our children. RE learning and daily Collective Worship are linked by a different Christian value every half-term. Worship is an important part of our school day; it fosters a sense of community and provides the opportunity for quiet reflection. We share stories, poems, prayers and songs;

we also have visitors who lead our worship. We hold regular services in our village church including Harvest Thanksgivings, Christingles and Easter Celebrations. Parents who wish to withdraw their children from Religious Education should contact the Headteacher

## **LANGUAGES**

Our Languages curriculum currently focuses on the teaching of French. We aim to broaden the children's oracy and literacy so that by the time they leave at the end of Year 6, children can confidently give presentations in French and write short texts without a model. We seek ways to embed French culture and language throughout the curriculum.

### **Meeting individual pupil needs**

The curriculum in our school is designed to provide equal access and opportunity for all children who attend the school. We provide additional resources and support for children with special needs in line with their Individual Education Plan or Individual Behaviour Plan. We plan differentiated activities to ensure that all children are challenged. Children are encouraged to take an active role in their learning. Homelearning tasks offer children the opportunity to creatively extend their learning.

### **Curriculum planning**

Curriculum provision is planned through long term (yearly), medium term (termly) and short term (weekly) planning documents for each subject. Teachers' planning refers to the context and objective of the learning. It considers differentiation and resources. Planning is monitored by the Headteacher, Deputy Headteacher and subject leaders.

### **Roles and Responsibilities**

- The Headteacher has the overall responsibility for the leadership of the curriculum
- Subject leaders are responsible for monitoring provision of their subject.
- Class teachers are responsible for planning, delivering and assessing all aspects of the curriculum.
- The SENCo is responsible for monitoring curriculum provision for children with identified Special Educational Needs
- Governors are responsible working with the Headteacher and subject leaders to monitor and review the curriculum in line with the School Development Plan.

This policy will be reviewed as specified on the School's Policy Review Cycle