ALL SAINTS' CHURCH OF ENGLAND PRIMARY SCHOOL

Curriculum Policy 2019

Introduction

The curriculum is all the planned activities that we organise in order to promote learning, personal growth and development. At All Saints' Primary School, we have developed a creative approach to our curriculum, based upon the national curriculum. This approach allows us to teach the subjects of the national curriculum in a topic based and thematic way, to allow our children to have an enjoyable and meaningful learning experience. The curriculum is delivered through a rigorous approach, based on first-hand experience, observation, practice, practical activity and reflection. We adopt a variety of teaching methods from tightly structured tasks to individual or group activities that are open-ended and require pupil initiative.

The curriculum also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach the children how to grow into positive, caring responsible people, who can work and co-operate with others, whilst developing knowledge and skills, so that they can achieve their true potential. Our school mission statement 'Loving to learn, learning to love' reflects these aims.

The staff use a variety of teaching methods, taking into account the learning styles of the pupils and the demands of the curriculum. These will include class teaching, individual teaching, and support and teaching in small groups. Trained support staff work alongside teachers in the classroom. Children in Key Stage 1 are taught a systematic approach to phonics and the development of reading skills, the enjoyment of reading, and reading for purpose has high importance throughout the school. All classes receive a daily literacy lesson- based around topic themes or specific skills, and a numeracy lesson. Computing skills are taught explicitly, and IT is used to support the whole curriculum. Music is taught by a specialist teacher, who teaches all classes from EYFS to Year 6, and additional subject specialists provide enriched learning experiences, particularly in Physical Education. Modern foreign Languages (Spanish) is taught across the school by a specialist teacher.

The school also feels that it is important to emphasise cross-curricular themes, such as health education, personal and social development and multi-cultural education. As part of our 'Core Learning Skills', children are given opportunities to address the social and emotional skills that affect their ability to learn, but they also intentionally develop personal learning skills and life skills.

As a Church Of England Primary School, Religious Education is a core subject. This is taught as a discreet subject every week. Children learn factual information about specific religious practices, and are also encouraged to develop their own thinking, and what they can learn from religion.

Staff plan together to ensure continuity and there are policies, medium term plans or schemes of work in all subjects to support this. Planning focuses on the needs of groups of pupils or individual pupils. Those needing additional support are well catered for, having meaningful differentiation within class, small group sessions, or targeted one to one support with learning support assistants, or Special Needs Co-ordinators; who guide activities and advise staff in the provision of meaningful learning opportunities. Gifted and talented pupils are catered for within their own classroom, through meaningful differentiation and a deeper application of relevant skills.

Aims

Our school curriculum is underpinned by our core aims:

- To develop the children to their fullest potential in order to be responsible members of society.
- To enable children to enjoy learning and to establish a positive attitude to work.
- To acquire the necessary skills and knowledge in National Curriculum subjects and all other areas of the curriculum.
- To create a happy and stimulating school environment, where every child can achieve their potential.
- To ensure that children learn the importance of courtesy, good manners in all cultures, consideration for others - including a respect for people and their property.
- To ensure that children have a command of English and the ability to communicate with others.

Key Skills

The following skills have been deemed key skills in the revised National Curriculum, and these are integral to our curriculum:

- Communication
- Application of number
- Information technology and computing
- Working with others
- Improving own learning and performance
- Problem solving
- Independent thinking

Organisation and planning

Each year group has a specific theme for their half termly topic (see table below), Each half term also has a dedicated Core learning skill focus, that runs through the whole school, and is emphasised by specific teaching, a whole school worship focus and activities embedded into other subjects that support this learning.

Early Years Foundation Stage:

	Term1		**Term 2**		**Term3**	
Topic title	**All about me**	**Celebrations**	**Traditional stories**	**Animals**	**Child initiated topic**	**Pirates / seaside**

EYFS teaching staff plan experiences within the EYFS curriculum; focussing on 17 key statements, with development foci and skills leading up to Early Learning Goals.

Key Stage 1:

Focus Core Learning Skill	**CLS Unit – Learning with Others**	**CLS Unit - Developing Independence & Responsibility**	**CLS Unit - Improving own Learning and Performance**	**CLS Unit – Developing Sense of Self Worth & Understanding of Self and Others**	**CLS Unit – Thinking Skills**	**CLS Unit - Speaking and Listening**
Year 1 Topic + subject focus	**Here I am** (Science , D.T. and Geography)	**Once upon a time…** (Science and D.T.)	**People in the past** **(Great fire of London** **Beatrix Potter)** (History and D.T.)	**Fantastic Journeys** (Science, D.T. and Geography)	**Awesome Animals** (Science)	**Into the woods** (Geography + Science)
Year 2 Topic + subject focus	**Traditional tales** (Science)	**Globe trotters** (Geography)	**The Victorians** (History, Art, D.T.)		**Food, Glorious Food** (Science and D.T.)	**Castaway** (Science and Geography)

Key Stage 2:

Focus Core Learning Skill	**CLS Unit – Learning with Others** **Aut 1**	**CLS Unit - Developing Independence & Responsibility** **Aut 2**	**CLS Unit - Improving own Learning and Performance** **Spring 1**	**CLS Unit – Developing Sense of Self Worth & Understanding of Self and Others** **Spring 2**	**CLS Unit – Thinking Skills** **Summer 1**	**CLS Unit - Speaking and Listening** **Summer 2**
Cycle A Year 3 and Year 4	**Romans Rule** (History)	**Flash Bang** (Science)	**The Marvellous Mayans** (History)	**Funny Bones** (Science)	**The Rainforest** (Geography)	**Chocolate** (Science and D.T.)
Cycle B Year 3 and Year 4	**Bright Sparks** (Science)	**That's the way to do it!** (Science and D.T.)	**Awesome Egyptians (History)**		**What on Earth?** (Geography)	**Creepy Crawlies** (Science)
Cycle A Year 5	**Invaders and settlers** (History and Geography)	**Out of This World** (Science)	**The Greeks** (History and Geography)	**Extreme Earth** (Geography)	**Adventureland (Science and D.T.)**	
Cycle B Year 5	**Wayne Enterprises** (Science)	**Prehistoric People** (History and Geography)	**The Greeks** (History and Geography)	**Extreme Earth** (Geography)	**Adventureland** (Science and D.T.)	
Cycle A Year 6	**Invaders and settlers** (History)	**Out of This World** (Science)	**Science Academy** (Science)	**World War 2** (History)		**Mini-enterprise** (D.T.)
Cycle B Year 6	**Wayne Enterprises** (Science)	**Prehistoric people** (History and Geography)	**Science Academy** (Science)	**World War 2** (History)		**Mini-enterprise** (D.T.)

A more detailed overview of each topic is sent, by year group teachers, to parents at the beginning of each half term; outlining what will be covered in class and how parents can support their child's learning.

The role of Curriculum leader

- Creates an annual subject and maintenance development plan for their subject
- Reviews planning and learning opportunities within core subjects
- Considers standards across all abilities and ages, analysing standards on a regular basis
- Ensures resources are appropriate and up to date
- Informally monitors their subject through the year- displays, use of resources, photographs, pupil interviews and feedback.
- Arranges training for staff
- Attend local courses and training opportunities
- Dissemination from courses to the school staff
- Commit to personal and professional development in the area of responsibility
- Liaises with members of the governing body to discuss provision, training and standards
- Keep a co-ordinators file of all developments in their subject

Monitoring and review:

The Head Teacher and Deputy Head Teacher share responsibility for the day to day organisation of the curriculum and lead the monitoring of the way in which subjects are taught throughout the school. Named governors for different subjects monitor progress, and named governors for each year group support class teachers.

This policy will be revised on an annual basis by the senior leadership team; creative curriculum leaders and Governing Body.