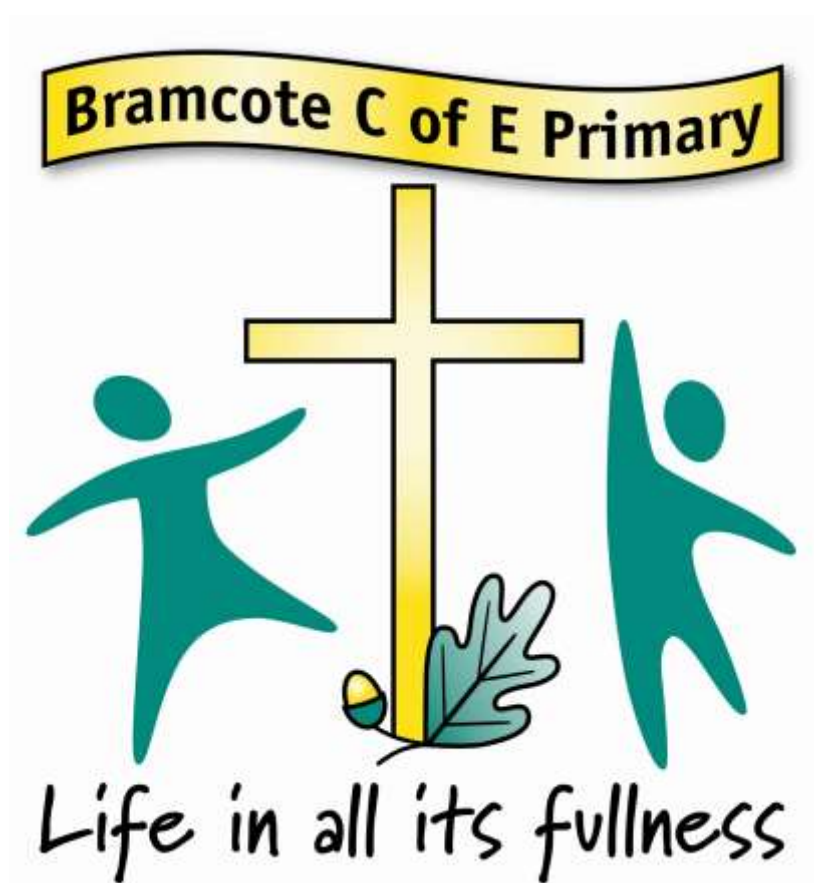


BRAMCOTE C OF E PRIMARY SCHOOL



CURRICULUM POLICY 2024-25

Approved by:	Strategic Development committee	Date: November 2023
Last reviewed on:	December 2024	
Next review due by:	December 2025	

<p>Autumn 2021</p>	<p>P3 – Curriculum Aims – Additional bullet point - <i>We want the children to have a knowledge rich and skill based curriculum which builds on prior learning and is progressive as they move on through the school.</i></p> <p>P5- English – Changes from letters and sounds to <i>From September 2021 we will be using Bug Club Phonics an online resource to support the teaching of systematic synthetic phonics, this is used exclusively throughout Foundation and key Stage and has been validated by the DFE.</i></p> <p>P6 – COMPUTING –Addition of “Teach Computing” – Sentence to read - <i>At Bramcote C of E Primary School using “Teach Computing” in conjunction with “Purple Mash” a web based resource that enables children to explore and enhance their knowledge in a fun and creative way.</i></p> <p>P6 – History and Geography – New opening paragraph to include the importance of knowledge, skills and enquiry - <i>The teaching of History and Geography is taught through a topic and is designed to stimulate and enquiry based approach using a question as a starting point...</i></p> <p>P7 4.6 – ART & DESIGN – Removal of sentence - <i>Although Literacy and Mathematics are at the very core of what we do.</i></p> <p>New Paragraphs - <i>At Bramcote C of E Primary School there are opportunities within the curriculum to develop pupils’ artistic and creative skills.</i></p> <p><i>Using “Access Art” a web based resource lessons can be developed and adapted to ensure that children can progress throughout their experiences of drawing, sketchbooks, printmaking, sculpture, design, painting, craft, and textiles, multimedia and digital.</i></p> <p><i>We advocate that art is taught as a distinct subject in a skills-based manner to enable a clear progression and enable the teaching and learning is more rigorous. We will also use the opportunity to use art to provide a way to enrich the curriculum and link to other curriculum areas.</i></p> <p>P7 4.7 DESIGN AND TECHNOLOGY – Additional paragraphs</p> <p><i>Design and Technology helps to teach many different subjects within our curriculum in a fun way. It gives children the opportunity to develop skills, knowledge and understanding of designing and making functional products. It is vital to nurture creativity and innovation through design, and by exploring the designed and made world in which we all live and work.</i></p> <p><i>We use the Design and Technology Association (DATA) projects to enable us to teach and progress skills and knowledge required within the National Curriculum.</i></p> <p>P7 4.8 MUSIC – New Paragraphs - <i>At Bramcote C of E Primary School we are enrolled members of The Charanga Musical School Scheme this enables us to teach week-by-week lesson which are age appropriate and build and progress musical skills. This Scheme supports all the requirements of the national curriculum.</i></p> <p><i>Music is also promoted through regular singing in collective worship and in KS2 1:1 and small group musical tuition which is provided by external music teachers.</i></p> <p>P8 – 4.11 MODERN FOREIGN LANGUAGES (MFL) Additional paragraphs; <i>We use Primary Languages Network which is an online resource to support the teaching of MFL throughout KS2.</i></p> <p><i>In Year 3 & 4 children begin to develop learn pronunciation and vocabulary associated with the French Language with short 15 – 20 minutes lessons each week which progress their language skills and understanding.</i></p> <p>P8 – 4.12 Relationships, Sex and Health Education (RSHE) Additional resources added to sentence to read; <i>Using Heart Smart a web based programme and the Christopher Winter Project resources (CWP), a planned and co-ordinated approach to each subject can provide an appropriate framework for RSHE to take place providing pupils with a consistent message delivered to support teaching within a Church of England Primary School.</i></p>
<p>Sept 2022</p>	<p>P4 Curriculum Aims – Additional bullet 2 – <i>We want pupils to have a knowledge rich curriculum in all subjects that enables them to build their knowledge over time, so that it becomes permanent (sticky knowledge) and they are able to recall and apply their</i></p>

	<p>knowledge learned and make connections as they progress throughout school.</p> <p>Curriculum Aims - Final bullet point – additional sentence -</p> <p>P6 4.1 English- addition of “ whole class” within the second paragraph related to reading.</p> <p>Paragraph 4 -updated to read -We use Bug Club Phonics a DFE validated systematic synthetic phonics (SSP) programme. This is an online resource to support the teaching of systematic synthetic phonics, it is used exclusively throughout Foundation and key Stage 1, and is well-structured and progressive enabling the children to develop a secure understanding which in turn supports their progress and attainment in reading and spelling.</p> <p>P7 – 4.5 History & Geography – updated paragraph to read - The teaching of History and Geography is taught through a topic and is designed to stimulate an inquiry-based approach using a question as a starting point. We aim to develop children’s historical and geographical skills, knowledge and understanding through the use of knowledge organisers, which allows the children to be taught appropriate vocabulary and concepts and enables them to acquire sticky knowledge that can be progressed throughout their primary experience. Alongside this there are also many opportunities to establish cross-curricular links and apply skills that have been learned and developed in other subject areas including Literacy, Mathematics and Computing.</p> <p>Addition to sentence beginning In Geography. To support curriculum delivery, we use the Geographical Association Website.</p> <p>Addition to sentence beginning In History ... We use Key Stage History resources an online based resource, this supports with the teaching and learning as well as providing valuable resources.</p> <p>P10: - Subject leaders addition of bullet point 1 - Deep Dives into their curriculum subjects</p> <p>P11 – New addition – Appendix A Long Term Curriculum Plans • Example of curriculum plans are in Appendix A.</p>
Sept 23	<p>P6 4.1 English new paragraph- introducing new handwriting scheme Penpals.</p> <p>P6 4.2 Mathematics- Rewritten due to new White Rose Maths scheme being adopted September 2023.</p> <p>P7 4.4 Computing Paragraph 3 updated to reflect change in use of scheme for computing from Purple Mash to KAPOW.</p> <p>P7/P8 4.5- Geography and History – updated to reflect the new KAPOW primary scheme we are using.</p> <p>P8 4.6 – Art & Design – updated to reflect change of scheme from September from Access Art to KAPOW primary.</p> <p>P8 4.7 -Design and Technology – Updated to reflect change of Scheme from DATA to KAPOW.</p> <p>P8 4.8 – Music – Updated to reflect the change of from Charanga to KAPOW.</p> <p>P9 4.11 – Modern Foreign Languages – Updated to reflect the use of KAPOW primary</p> <p>P9 4.12 – RSE / PSHE – Updated to reflect change from Heart Smart to KAPOW primary Curriculum.</p>
Sep 2024	<p>Introduction – Additional sentence after Life in all its Fullness- (John 10:10) as part of living and loving like Jesus, so that everyone has the potential to grow in their own individual, unique way. (taken from our school vision)</p> <p>Community – Additional sentence taken from our school vision - We seek to empower our pupils to reach out and serve the wider community, developing courageous advocacy to develop their sense of what it is to belong and having the ability to have an impact on the lives of others.</p> <p>Page 5: Curriculum Aims – Bullet point 4 – Addition of resilience within the sentence,</p>

	<p>to read:</p> <p>Page 7 4.3 – Science Updated by Science subject leader to be reflective of science teaching in school.</p> <p>Page 8 4.4 – Computing – Updated by Computing Subject leader to be reflective of the teaching of computing in school.</p> <p>Page 9 4.6 – History – Updated by History subject leader to be reflective of History teaching in school.</p> <p>Page 10 PE – Updated by PE subject leader to be reflective of PE teaching in school.</p> <p>Change to Swimming teaching provision – Changed from Y4,Y5 & Y6 to read the <i>children in Year 3 and 4 take part in swimming lessons</i></p> <p>Page 12 – Appendix A – Updated to include Autumn 2024 Teaching Overviews Reception, KS1 & KS2.</p>
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BRAMCOTE C OF E PRIMARY SCHOOL CURRICULUM POLICY 2024-25

At Bramcote C of E we want to deliver a creative, enriching and empowering curriculum which enables the children to grow and become confident learners of the future. Our priority is to develop the whole child by stimulating enquiring minds and fostering excitement for learning, enabling them to take an active part in the National and wider curriculum and allowing our teachers to take a creative approach to their practice. To enable us to deliver a curriculum that is appealing to the children we teach, three areas were selected to drive our curriculum and empower all our children achieve “Life in all its Fullness”, (John 10:10) as part of living and loving like Jesus, so that everyone has the potential to grow in their own individual, unique way.

Spirituality: Which helps our children to recognise that they are uniquely and wonderfully made, enabling them to understand and value their own beliefs and those of others reflecting on the similarities and differences. We will encourage them to ask questions and make informed decisions, and to make connections that enrich their understanding of self-awareness, self-esteem and inner resilience.

Initiative: Which helps our children to become independent through the development of problem-solving skills, enabling them to become more responsible for their own learning and having the courage, ability and confidence to persevere even when things are difficult.

Community: Which helps our children to become a citizen of the world through knowing their place and role within our school, our local, national and global community. We seek to empower our pupils to reach out and serve the wider community, developing courageous advocacy to develop their sense of what it is to belong and having the ability to have an impact on the lives of others.

1. CURRICULUM AIMS

- Our curriculum is carefully planned and based on a thematic approach to teaching and learning, it is designed to support children’s natural curiosity and stimulate their creativity.
- We want pupils to have a knowledge rich curriculum in all subjects that enables them to build their knowledge over time, so that it becomes permanent (sticky knowledge) and they are able to recall and apply the knowledge learned and make connections as they progress throughout school.
- The children will be encouraged to access learning in a variety of ways. Children’s learning as far as possible will be taught through every day experiences for example play, outdoor learning and within relevant contexts, discovering that learning is a very active process.
- The children will feel motivated, challenged and supported. Children need to be able to take risks in order to progress further celebrate successes that they have and also develop resilience by learning from mistakes they make.
- The children will have clear outcomes to their learning; which can be presented in a variety of ways and media, where it is appropriate there will be effective use of the creative arts, computers and ICT.
- We want to create a community of learners where children, staff and parents work with each other sharing in their different passions for learning. We want to be able to draw on resources from the school, local and wider community to create a challenging, distinctive and exciting curriculum.
- We want to enable the children to have some input into the design of their curriculum and feel that their ideas are listened to and acted upon.
- We want the children to have a well-resourced and rich learning environment that promotes their sense of responsibility and autonomy.
- We want to enable the children to be life-long learners by allowing them to learn and experience the knowledge and skills which they need into the future.
- We want the children to see themselves as creative learners who have the drive and determination to achieve more.
- We want our curriculum to have a thematic approach which continues to meet the needs and demands of the current National Curriculum 2014 whilst linking together the learning at every opportunity. Example of curriculum plans are in Appendix A.

2. LEGISLATION AND GUIDANCE

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. ROLES AND RESPONSIBILITIES

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. ORGANISATION AND PLANNING

4.1 ENGLISH

Most writing experiences are taught and applied through the topic theme with a literacy objective/focus at the centre. Each term classes will use a quality text to inspire the children with their reading and writing.

We teach the children reading skills through shared, guided and whole class reading approach. We actively promote reading for pleasure and undertake many activities to encourage it. We use cracking comprehension from Y2 to Y6 to support the children with developing their understanding of the texts that they read.

Most staff have been trained in Rainbow Grammar. The Rainbow Grammar approach to teaching grammar and punctuation is a systematic whole-school approach from Y1-Y6 and enables us to teach sentence accuracy and variety as a driver for improving the quality of children's writing. This works well alongside the toolkit approach where we can examine the mechanics and conventions of writing.

We use Bug Club Phonics a DFE validated systematic synthetic phonics (SSP) programme. This is an online resource to support the teaching of systematic synthetic phonics, it is used exclusively throughout Foundation and key Stage 1, and is well-structured and progressive enabling the children to develop a secure understanding which in turn supports their progress and attainment in reading and spelling.

We also teach bespoke spelling sessions to develop children's understanding of spelling rules and patterns and build an awareness of exception words which do not fit within these rules. Within the Infant classes there remains an emphasis on teaching the spelling of words

Children are made aware of the requirements within the National Curriculum I correctly high frequency and exception words which are given in lists for each year group from Y1 – Y6.

To support with handwriting we are introducing Penpals for Handwriting to in Reception and Y1, this is a complete handwriting scheme that offers clear progression through five developmental stages: physical preparation for handwriting; securing correct letter formation; beginning to join along, securing the joins and practicing speed, fluency and developing a personal style.

Penpals is focused on whole-class teaching using digital resources to enable modelling and interactive learning, along with Practice Books and Workbooks to support independent work.

4.2 MATHEMATICS

Since September 2023 as a school we have adopted White Rose Maths. The core of White Rose Maths is the maths mastery approach, which focuses on depth rather than acceleration, ensuring that key concepts are fully grasped before moving on. This approach aligns with the Learning Objectives of a range of school years, providing a coherent and connected curriculum.

Mathematics is taught daily and lessons strive to develop children's confidence with fluency, reasoning mathematically and problem solving in a variety of contexts. Each lesson will include an element of mental maths skills and promote recall of number facts and a weekly arithmetic task.

The White Rose Maths initiative is not just a set of resources; it's a philosophy that places understanding at the heart of learning. It's about nurturing a love for mathematics and equipping our pupils with the tools they need to succeed in a maths. This program is not just about teaching maths, it is about developing mathematical thinking skills.

The White Rose Curriculum's structure is a well-orchestrated and vey practical. It's a model that recognises the multifaceted nature of learning as it seeks to engage pupils in a meaningful way. It is a holistic approach with the curriculum fostering curiosity, creativity, and critical thinking.

Each class within school operates a challenge system; work is set for the children with different levels of challenge, the children select their challenge giving them independence and choice over the work they feel is most appropriate for them.

Times Table Rock Stars is used from Y3-Y6 to promote the quick recall of times tables which is fundamental to enable children to succeed in maths as they progress throughout school. Daily bursts of times table practice enables the children to become more effective at recall and in turns enables them to be apply this knowledge to reasoning and problem solving.

4.3 SCIENCE

Science, is taught discretely to ensure that the demands of the National Curriculum are met it is taught for 1.5 hours a week. Teachers use the 'Kapow' scheme of work to ensure that children meet the requirements for each year group and progression of knowledge and skills is followed through school. Children are encouraged to be independent and collaborative scientific investigators by their involvement in exciting practical investigations. Children are taught to develop an understanding of scientific enquiry by learning different practical skills which they can apply to the enquiry types. By UKS2 children are expected to be working more independently and with greater application of these skills.

In Science pupils observe, explore and ask questions about living things, materials and physical processes. They evaluate evidence and consider what type of enquiry they are undertaking. They use reference materials to find out more about scientific ideas. They share their ideas and communicate them using scientific language, drawings, charts and tables.

Pupils are taught to be able to describe associated processes and key characteristics in common language, but are also taught to be familiar with, and use, technical terminology accurately and precisely. They are encouraged to apply their mathematical knowledge to their understanding of science, including the use of measurement, collecting, presenting and analysing data

4.4 COMPUTING

Computers are part of everyday life. For most of us, technology is essential to our lives, at home and at work. 'Computational thinking' is a skill that children at Bramcote C of E Primary School must be taught if they are to be ready for the workplace and able to participate effectively in this digital world.

The National Curriculum for computing has been developed to equip young people with the foundational skills, knowledge and understanding that they will need for the rest of their lives. Through the programme of study for computing, children at Bramcote C of E will understand and apply the principles and concept of computer science. They will be given the opportunity to learn how computers and computer systems work; learn how to use computers to work collaboratively, design and build programs, develop their ideas using technology and create a range of content.

At Bramcote C of E Primary School we use "Kapow" which is a web-based resource that enables children to explore and enhance their knowledge in a fun and creative way. The topics and lessons are well sequenced and there is clear progression of knowledge year on year.

As part of the computing curriculum the children are regularly taught about the importance of online safety and how to stay safe on line both in school and at home.

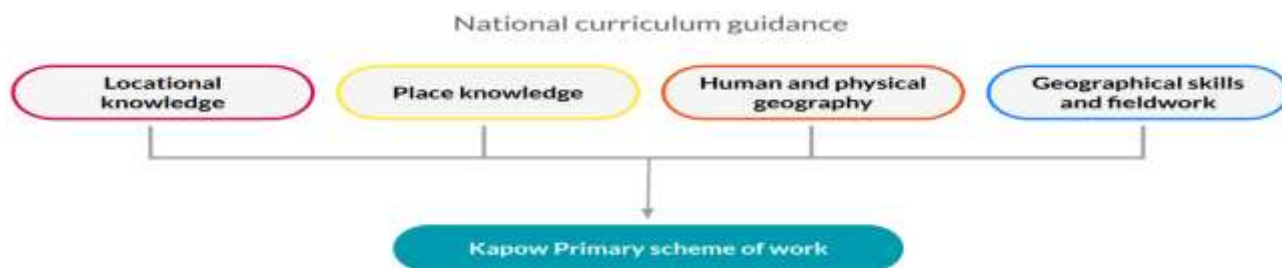
4.5 Geography

From September 2023, we have adopted KAPOW primary Geography scheme, it is a comprehensive journey from EYFS through to key stage 2. Each unit covers essential geographical concepts, to enthuse the children's curiosity and exploration of the world.

The aim of the KAPOW scheme of work is as follows:

- Spark curiosity and creative thinking in pupils.
- Deepen geographical knowledge at local, national, and global scales.
- A strong focus on developing fieldwork and map skills.
- Critical thinking, with the ability to ask perceptive questions.
- A deep interest and knowledge of pupils' locality and how it differs
- from other areas of the world.
- A growing understanding of geographical concepts, terms and
- vocabulary.

It uses the National Curriculum guidance, by identifying four strands which run throughout our scheme of work. Progression is clear within each strand and is evidenced in the units of work. As shown below.



4.6 History

From September 2023 we have adopted the Kapow History Curriculum supported by Key Stage History in UKS2. There has been a transition period in KS2 of moving towards Kapow schemes of work which has involved reallocating periods of History to different year groups. This transition period will end in 2025 and ensure each cohort has met key British History and World History units during KS2.

In History the children in Key Stage 1 will develop their understanding of past and begin to relate events to the passing of time. They will develop their vocabulary of everyday historical terms. They will be able to make comparisons between their own lives and those of the past. They will learn about significant individuals in History who have contributed to national and international achievements.

In Key Stage 2 children will be given the opportunity to focus on key historical events and time periods ranging from the Stone Age through to the Viking and Anglo Saxon era and that of the significant events in British and World history including a local history study and a thematic study.

Alongside this there are also many opportunities to establish cross-curricular links and apply skills that have been learned and developed in other subject areas including Literacy, Mathematics and Computing.

Such links may include:

- Development of writing skills such as reports, explanations, personal writing and information texts.
- Reading Comprehension Skills – reading for understanding and meaning.
- Research of specific topics using a variety of sources including the Internet.
- Using Computing Skills to present information (e.g. Microsoft PowerPoint).
- Organising and presenting data.
- Presenting work for display based on a specific topic area.
- Opportunities outside of the classroom to enhance pupils' understanding of the world around and relate this to specific topic areas.
- will have opportunities to take part in out of school educational visits which will support their Geography and History topics.

4.6 ART & DESIGN

From September 2023 we have used KAPOW Primary Art and design scheme of work. It aims to inspire pupils and develop their confidence to experiment and invent their own works of art. The scheme is written by experts in their field and designed to give pupils every opportunity to develop their ability, nurture their talent and interests, express their ideas and thoughts about the world, as well as learning about art and artists across cultures and through history. The scheme supports pupils to meet the National curriculum end of key stage attainment targets and has been written to fully cover the National Society for Education in Art and Design's progression competencies.

4.7 DESIGN AND TECHNOLOGY

From September 2023, as a school we have moved to using KAPOW primary for our D&T. The D&T curriculum is organised around six key areas (Structures, Mechanisms, Textiles, Electrical Systems, Digital World, and Cooking and Nutrition) and four key strands (Design, Make, Evaluate, and Technical Knowledge).

Within the scheme there are links to other useful documents such as a skills progression, national curriculum mapping, knowledge organisers, a risk assessment, equipment and costings lists, and details on how the scheme relates to British values and SMSC.

4.8 MUSIC

At Bramcote C of E Primary School from September 2023 we are following the KAPOW primary scheme for music. The primary music scheme is first and foremost to help children to feel that they are musical and to develop a life-long love of music. There is a focus on developing the skills, knowledge and understanding that

children need to become confident performers, composers, and listeners. The KAPOW curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

Music is also promoted through regular singing in collective worship and by offering the children an opportunity to access 1:1 and small group musical tuition which is provided by external music teachers.

4.9 RELIGIOUS EDUCATION

As a distinctively Christian School we teach a discrete lesson of RE each week.

We use the project from the National Society called "Understanding Christianity" and have interwoven the updated Nottinghamshire Agreed Syllabus into our long-term plan. The key purpose of these materials is to support pupils in developing their understanding of Christianity, as a contribution to their understanding of the world and their own experience within it

The teaching of Christianity is the primary focus of our RE curriculum; however, we do teach aspects of other world faiths and religions, enabling the children to develop their mutual respect and tolerance of those with different faiths and beliefs.

4.10 PHYSICAL EDUCATION

The children are given two one hour sessions of high quality physical education each week, this enables us to teach and promote health and fitness of our pupils. Some of which is taught by our very experience and highly skilled sports coach. The children are given the opportunity to participate in competitive sports which enable them to succeed and excel.

We offer a range of after-school clubs which also promote team building and competition these include; football, tag rugby and netball. We also run a dance club which promotes physical activity.

The children in Year 3 and 4 take part in swimming lessons during the spring term at Bramcote Leisure Centre. The children are taught by qualified swimming instructors who are provided by the Schools Swimming Team.

4.11 MODERN FOREIGN LANGUAGES (MFL)

The National Curriculum gives a greater emphasis on the teaching of a Modern Foreign Language at Key Stage 2

We use KAPOW Primary Curriculum for delivery of MFL throughout KS2.

The French scheme of work aims to instill a love of language learning and an awareness of other cultures. We want our pupils to develop the confidence to communicate in French for practical purposes, using both written and spoken French. The KAPOW scheme of work, gives pupils a foundation for language learning that encourages and enables them to apply their skills to learning further language as well as developing a strong understanding of the English language.

4.12 RSHE

RSHE is delivered through science, RE, PSHE, literacy activities, SSEAL time and 'circle time'. Using KAPOW primary a web-based programme the rationale behind the scheme of work for RSE and PSHE for KS1 and KS2 ensures that it provides full coverage of the statutory and the non-statutory elements of the national curriculum for relationships, sex and health education as well as covering the PSHE Association's guidance.

The scheme is implemented as a whole school approach with strands of learning relating to family and relationships, health and wellbeing, safety and the changing body, citizenship and economic wellbeing and provides guidance on assessing the impact of the approach. It provides our pupils with a consistent message and supports the teaching within a Church of England Primary School. It is progressive and builds pupils knowledge and understanding year on year.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- such as school visits.
- meetings with the school parliament and talking with pupils.
- Meetings with subject leaders

SUBJECT LEADERS

- Deep Dives into their curriculum subjects
- monitor the way their subject is taught throughout the school by: planning scrutinies, learning walks, book scrutinies, pupil interviews
- monitoring the way in which resources are stored and managed.
- Supporting other staff with CPD

This policy will be reviewed every year by the Headteacher and Strategic Development Committee, at every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEN policy and information report
- Equality information and objective

Appendix A – Termly Curriculum Plans – EXAMPLE OF CURRICULUM PLAN Autumn 2024 (Spring Summer 2024)

Foundation Stage

In Reception we have an over-arching topic for each half term, aiming to ignite the children's curiosity and enthusiasm for learning. This Autumn our topics will be ***All About Me*** and ***Changing Seasons***. We will be focusing on the 7 Early Learning Goals – Personal, Social & Emotional Development, Communication & Language, Physical Development, Understanding the World, Literacy, Mathematics and Expressive Arts & Design. We have a range of activities and resources set out in the classroom to help develop these areas, enhancing children's gross and fine motor skills, collaborative play and social skills. These are the prime areas for learning and are vital in developing the 'whole-child' as well as creating a solid foundation of learning behaviours which will enable them to become confident, enthusiastic and resilient learners.

We have based our planning around a range of Curious Questions which are linked to the topic. We discuss the Curious Question at the beginning of the week and share some key vocabulary that we would like to hear the children using during their time in continuous provision. We then revisit the Curious Question at the end of the week and discuss what the children have learned.

In Autumn Term 2 we will be starting 'Drawing Club' with the children. This is a story-based approach to learning, encouraging the development of children's imagination and their communication and language skills alongside building up their fine and gross-motor skills with character, setting and 'adventure' based activities. We will continue with our daily phonics sessions and have regular story-time to encourage a love of books and reading.

A range of activities and resources are made accessible to the children as part of the continuous provision available in the classroom environment. These include a maths exploration area, a role-play area, an art and design area, a quiet area, a phonics area and a fine motor area. Each of these areas are designed to enable the children to develop in all areas of learning according to the Early Years Framework.

We are looking forward to seeing the children continuing to grow and develop throughout this term and will share these outcomes via both Tapestry and Class Dojo.

The EYFS Team

<u>Autumn 1 – All About Me</u>	<u>Autumn 2 – Changing Seasons</u>
Phonics Maths – Match, Sort and Compare Talk about Measure and Patterns It's Me 123 Topic – What Makes Me Unique Families People Who Help Us Exploring Maps (My Local Area) RE – How can we care for living things and the earth? Music – Exploring Sound ART/DT – Marvellous Marks PE – Fun and Games	Phonics Drawing Club Maths – Circles and Triangles 1, 2, 3, 4, 5 Shapes with Four Sides Topic Signs of Autumn Hibernation and Migration Religious Festivals Changes in Weather Signs of Winter RE – Which stories are special and why? Music – Celebration Music ART/DT – Structures – Junk Modelling PE – Team Games

KEY STAGE 1 – Autumn 2024

	Year 1		Year 2	
Science	Materials	Investigating materials	Animals and their habitats	Animals including humans - growing
History	How am I making history? Looking at personal chronology and finding out about the past within living memory. Looking at photographs and asking questions, the children investigate chronology. Developing an understanding of a simple timeline which extends back to before they were born.		How was school different in the past? Developing an understanding of how schools in the local area have changed over time; identifying historical similarities and differences; using a range of sources to recognise continuity between children's lives past and present.	
Geography	What is it like here? Locating where they live on an aerial photograph, recognising features within a local context. Creating maps using classroom objects before drawing simple maps of the school grounds. Following simple routes around the school grounds and carrying out an enquiry as to how their playground can be improved.		Would you prefer to live in a hot or cold place? Introducing children to the basic concept of climate zones and mapping out hot and cold places globally. Looking at features in the North and South Poles and Kenya. Comparing weather and features in the local area. Learning the four compass points. Learning the names and locating the continents of our world.	
Art	Drawing – Make your mark Exploring mark making and line; working and experimenting with different materials through observational and collaborative pieces.		Craft and design: Map it out Responding to a design brief, children learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas.	
D&T	3D Structures – Constructing windmills Inspired by the song, 'Mouse in a windmill', design and construct a windmill for a client (mouse) to live in. Explore various types of windmill, how they work and their key features.		Structures: Baby Bear's chair Explore stability and methods to strengthen structures, to understand Baby Bear's chair weaknesses and develop an improved solution for him to use.	
Computing	1.1 Online Safety		1.1 Online Safety	
	Computing systems and networks: Improving mouse skills. Knowing how to log in and navigate around a computer, developing mouse skills, learning how to drag, drop, click and control a cursor to create works of art inspired by Kandinsky and self-portraits.	Programming 1: Algorithms unplugged Using an unplugged approach so that algorithms, decomposition and debugging are made relatable to familiar contexts, such as dressing up and making a sandwich, while learning why instructions need to be very specific.	Computing systems and networks 1: What is a computer? Exploring what a computer is by identifying and learning how inputs and outputs work. Understanding how computers are used in the wider world, children design their own computerised invention.	Programming 1: Algorithms and debugging Developing an understanding of what algorithms are, how to program them and how they can be developed to be more efficient through a range of unplugged and plugged-in activities.

	Year 1		Year 2	
Music	Musical vocabulary (Under the sea) Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.	Pulse and rhythm (Theme: All about me) Children learn to identify the difference between the pulse and rhythm of a song and consolidate their understanding of these concepts through listening and performing activities.	West African call and response Theme: Animals) Using instruments to represent animals, copying rhythms, learning a traditional Ghanaian call and response song and recognising simple notation, progressing to creating call and response rhythms.	Orchestral instruments (Theme: Traditional Western stories) Children are introduced to the instruments of the orchestra and practice identifying these within a piece of music. They learn how different characters can be represented by timbre, how emotions can be represented by pitch and how changes in tempo can convey action.
PSHE/RSE	Family and relationships Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair	Health and wellbeing Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, identifying and dealing with allergic reactions, people in the community who keep us healthy	Families and relationships Learning that families are composed of different people who offer each other care and support. Learning how other people show their feelings and how to respond to them. Looking at conventions of manners and developing an understanding of self-respect.	Health and wellbeing Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals and developing a growth mindset and understanding dental hygiene
PE	Hockey Tennis	Dance Basketball	Netball Football	Tag Rugby Handball
RE	Unit 1: God (Understanding Christianity - Core Learning)	Unit 2: Incarnation (Understanding Christianity - Core Learning)	Unit 1: God (Understanding Christianity Digging Deeper)	2. Incarnation (Understanding Christianity KS1 Digging Deeper)

KEY STAGE 2 – Autumn 2024

	Year 3		Year 4		Year 5		Year 6	
Science	Rocks	Forces	States of matter	Sound	Forces	Investigating forces	Light	Investigating light
History	British history 1: Would you prefer to live in the Stone Age, Bronze Age or Iron Age? Looking at the chronology of mankind, children are introduced to Britain's story. They use Drawing Teaching the use of shapes, shading, and texture in art to enhance drawing skills. Developing a sense of light and dark, using frottage for texture, and experimenting with different tools to create expressive and abstract art & archaeological evidence to find out about the Stone Age, Bronze and Iron Age.		British history 2: Why did the Romans settle in Britain? Investigating why the Romans invaded Britain and the reaction of the Celts and learning how the Romans changed life in Britain.		How hard was it invade and settle in England? -Anglo-Saxons Investigating the reasons for the Saxon invasion, possibly comparing with the Romans' motives, and to explore the evidence we have for the Saxon way of life at different levels of society.		What was the impact of World War 2 on the people of Britain? Investigating the causes of WW2; learning about the Battle of Britain; investigating the impact of the Blitz and evacuation on people's lives; and evaluating the effectiveness of primary sources.	
Geography	Why do people live near volcanoes? Children learn that the Earth is constructed in layers, and the crust is divided into tectonic plates. They study the formation and distribution of mountains, volcanoes and earthquakes and use Mount Etna to identify how human interaction shapes a volcanic landscape.		Why are rainforests important to us? Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest.		What is life like in the Alps? Considering the climate of mountain ranges and why people choose to visit the Alps; focusing on Innsbruck and looking at the human and physical features that attract tourists; investigating tourism in the local area and mapping recreational land use; presenting findings to compare the Alps to the children's own locality.		Where does our energy come from? Learning about renewable and non-renewable energy sources, where they come from and their impact on society, the economy and the environment.	
Art			Drawing: Power prints Using mechanical engravings as a starting point, pupils develop an awareness of proportion, composition and pattern in drawing and combine media for effect when developing a		Sculpture and 3D: Interactive installation Learning about the features of installation art and how it can communicate a message; exploring the work of Cai Guo-		Craft and design: Photo opportunity Developing photography skills and techniques to design a range of creative photographic outcomes.	

			drawing into a print.		Qiang and discovering how our life experiences can inspire our art; investigating how scale, location and interactive elements affect the way visitors experience installation art.			
	YEAR 3		YEAR 4		YEAR 5		YEAR 6	
D&T	Textiles: Cross-stitch and appliqué Learn and apply two new sewing techniques – cross-stitch and appliqué. Design and make a Christmas Card using new techniques.		Structure: Pavilions Investigate and model frame structures to improve their stability, then apply this research to design and create a stable, decorated pavilion.		Electrical Systems: Doodlers Explore series circuits further and introduce motors. Explore how the design cycle can be approached at a different starting point, by investigating an existing product, which uses a motor, to encourage pupils to problem-solve and work out how the product has been constructed, ready to develop their own		Textiles: Waistcoats Using a combination of textiles skills such as attaching fastenings, appliqué and decorative stitches, children design, assemble and decorate a waistcoat for a chosen purpose.	
Computing	E-Safety		E-Safety		E-Safety		E- Safety	
	Computing systems and networks 1: Networks and the internet Introduction to the concept of networks, learning how devices communicate. Identifying components, learning how information is	Programming: Scratch Building on the use of the ‘Scratch Jr’ progressing to using the more advanced computer-based application called ‘Scratch’, learning to use repetition or ‘loops’ and building upon skills to	Computing systems and networks: Collaborative learning Working collaboratively in a responsible and considerate way as well as looking at a range of collaborative tools.	Programming 1: Further coding with Scratch Learning the basics of programming in Scratch, children will create a simple script, use decomposition and understand what variables are.	Computing systems and networks: Search engines Learning what a search engine is and understanding why keywords and phrases are important, identifying	Programming 1: Music Applying programming skills to create sounds and melodies leading to a battle of the bands performance.	Computing systems and networks: Bletchley Park Discovering the history of Bletchley Park, historical figures, and computer science. Children learn about code-	Programming: Intro to Python Learning the fundamentals of the programming language of Python, they will test, change and explain what their program does. Children use loops and

	shared and exploring examples of real-world networks.	program; an animation, a story and a game.			inaccurate information and recognising the terms 'copyright and 'fair use'. Children make parallels between book searching and internet searching.		breaking and password hacking as well as decoding messages. Children present information about historical figures.	explain what repeats do and what the parts of the loop do while recognising that computers choose random numbers and decompose the program into an algorithm.
	YEAR 3		YEAR 4		YEAR 5		YEAR 6	
Music	Ballads: Learning about the inter-related dimensions of music: pitch, duration, dynamics, tempo, texture, structure, timbre. Creating compositions in response to an animation (Theme: Mountains) Learning to tell stories through music. Listening to music and considering the narrative it could represent. Paying close attention to the dynamics, pitch and tempo and how they change. Creating original compositions to match an animation, building up layers of texture.		Body and tuned percussion (Theme: Rainforests) A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.		Composition notation (Theme: Ancient Egypt) Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation.		Dynamics, pitch and texture (Theme: Coast - Fingal's Cave by Mendelssohn) Appraising the work of Mendelssohn and further developing improvisation and composition skills.	
PE	Netball Tag Rugby	Dance Benchball	Handball Hockey	Dance Basketball	Netball Handball	Gymnastics Volleyball	Personal Development Tennis	Basketball Gymnastics
PSHE / RSE	Family and relationships	Health and wellbeing	Families and relationships	Health and wellbeing	Families and relationships	Health and wellbeing	Family and relationships	Health and wellbeing

	<p>Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist</p>	<p>Understanding that a healthy lifestyle includes physical activity, a balanced diet, and rest and relaxation; exploring identity through groups we belong to, and how our strengths can be used to help others; learning how to solve problems by breaking them down into achievable steps.</p>	<p>Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; affects on others; different situations and learning about bereavement</p>	<p>Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming and relaxing activities; developing independence in dental hygiene</p>	<p>Developing an understanding of families, marriage and what to do if someone feels unsafe in their family; learning that dealing issues can strengthen a friendship; exploring the impact of bullying and influences of bully's behaviour.</p>	<p>Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation</p>	<p>Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief</p>	<p>Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals</p>
	YEAR 3		YEAR 4		YEAR 5		YEAR 6	
<p>MFL (Modern Foreign languages) French</p>	<p>French greetings To practise a variety of French greetings and learning how to introduce themselves. Choosing the correct greeting based on the time of day and asking someone how they are.</p> <p>French colours and shapes Learning adjectives to describe size, colour and shape. Looking at some artwork by some famous French artists and being able to describe the colours and shape we see.</p>		<p>Portraits - describing in French Learning adjectives for describing people's physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun.</p>		<p>French monster pets Using monsters and body part vocabulary, this unit revises noun gender, using the correct article to go with nouns, making adjectives agree with the noun they describe and sentence constructions, placing the adjectives in the correct place. The children look at an authentic French text to identify key facts about an</p>		<p>French sport and the Olympics Pupils conjugate the verb 'aller'- to go, identify correct prepositions, learn sports vocabulary, how to express preferences plus the infinitive. They expand their knowledge of country names and develop their cultural knowledge of Pétanque, the Tour de France and the Olympics, consolidating their learning by writing a magazine article about participating in the</p>	

					animal and characteristics of a factual text, and work towards writing paragraphs to describe their own monster creations. There is plenty of scope for linking this unit with art and science-related projects, as well as building on language detective skills and English literature and writing.		Olympic Games.	
RE	Unit 1: People of God <i>Is following God worth it?</i> (Understanding Christianity LKS2 Core Learning)	Unit 2: Incarnation <i>Is any part of the trinity more important than the other?</i> (Understanding Christianity LKS2 Core Learning)	4.1 The Journey of Life and Death Creation/Fall LKS2 Digging Deeper	Incarnation What is the trinity? LKS2 Digging Deeper Christmas: Light	People of God. <i>Are the 10 commandments still relevant today?</i>	Incarnation. If Jesus was the Messiah, does it really make a difference?	6.1 Teachings, wisdom and authority God UKS2 Core Learning UKS2 Digging Deeper	Incarnation Was Jesus the Messiah? UKS2 Core Learning UKS2 Digging Deeper