

CURRICULUM POLICY

Policy Statement

Our curriculum is based on the Chris Quigley Essentials Curriculum which is derived from the National Curriculum 2014. Our pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare the children for the next stage of learning (Key Stage 1 and 2 ready and secondary ready) and enable them to be successful in the community. We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively, expressively and to explain and clarify thinking. We make meaningful connections across subjects. The school expects everyone to develop and show a sense of responsibility and self-discipline whether alone, together, at work or at play, and to support policies on equal opportunities. We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. We also provide opportunities for our pupils to learn about the contribution of Britons to innovation, excellence and changes in the world.

Aims

All children have a right to a broad, balanced and relevant education, which provides continuity and progression and takes individual differences into account. Academic work in school should be designed to meet the requirements of the National Curriculum.

Staff *intend* to:

- cater for the needs of individual children from all ethnic and social groups, including the most able and those who are experiencing learning and/or physical difficulties;
- ***implement*** a curriculum that will facilitate children's acquisition of knowledge, skills and qualities which will help them to develop spiritually, intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community;
- create and maintain an exciting and stimulating learning environment;
- ensure that each child's education has continuity and progression;
- ensure that there is a match between the child and the tasks he/she is asked to perform;
- ensure the provision of an ***impactful*** curriculum that will enable all children to leave school with a broad and balanced subject knowledge and a better understanding of the world around them;
- recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process;

Governors should:

- Monitor the *impact* of teaching in the school through regular visits and participation in school events

Children should:

- know how to think and solve problems mathematically in a variety of situations using concepts of number, algebra, measurement, shape and space, and handling data;
- be able to listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes;
- develop an enquiring mind and scientific approach to problems;
- have an opportunity to solve problems using technological skills;
- be capable of communicating their knowledge and feelings through various art forms including art/craft, music, drama and acquire appropriate techniques which will enable them to develop their inventiveness and creativity;
- know about geographical, historical and social aspects of the local environment and the national heritage, and be aware of other times and places and recognise links among family, local, national and international events;
- have some knowledge of the beliefs of other world religions to help foster understanding and tolerance;
- have a specific knowledge of the Adventist faith as taught through the Encounter curriculum;
- develop agility, physical co-ordination and confidence in and through movement;
- know how to apply the basic principles of health, hygiene and safety;
- Develop on a personal level to reflect the statements in our Fletewood Journey;
- Complete as many of the school's 50 Things challenges as possible before leaving in Year 6.

RE

The six main religions are studied across the Key Stages, from Y1 to Y6, so that all are covered by the time a child leaves the school. Within the Christianity religion, comparisons are made with Adventism, and we use the Encounter Curriculum to highlight this. Tolerance and respect are at the forefront of all RE lessons, regardless of the religion being studied.

English

Our English lessons develop pupils' spoken language, reading, writing and vocabulary. Literacy is taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Our pupils are encouraged to read for pleasure and to read widely. We use the *New Way* reading scheme in Early Years and Year 1 and AR in Year 2 and above for reading and *Letters and Sounds* plus *Jolly Phonics* for our phonics programme. Phonic awareness helps the development of reading by segmenting and blending sounds. The children are heard reading individually and in groups. The guided reading sessions cover both fiction and non-fiction books. Guided reading also develops the children's comprehension skills. A range of ICT programmes are used to enhance learning. Parents are given clear expectations about reading at home; children are expected to be heard daily at home with a written comment/signature being put in their reading logs by a parent.

We develop writing skills so that our Reception pupils have the stamina and ability to write simple statements and sentences. To support children in moving towards independent writing we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We use a range of strategies to encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences where possible. Handwriting sessions are incorporated into the English lessons. A range of extra activities are used to promote literacy within the school.

Mathematics

Our teachers will ensure that mathematical skills are taught every day. They also use every relevant subject to develop pupils' mathematical fluency. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to simple problem solving. The activities cover a wide range of mathematical knowledge, many with an emphasis on practical work. In each lesson there is a short and simple mental maths session. In Reception, pupils work on number, place and value, learn how to do basic addition and subtraction, take measurements and recognise basic shapes and their properties. We build on skills and understanding in a step by step way and continue to develop place value, the four number operations and the understanding of fractional parts. A range of ICT programmes are used to enhance learning, including IXL. There are extra activities throughout the year to promote mathematical skills and thinking.

Science

Science will be taught as a separate lesson but will be linked to our Topic work where appropriate. We will encourage our pupils to be curious about natural phenomenon and to be excited by the process of understanding the world around them. Key scientific

terminology will be built on throughout each topic in each year group. Pupils will be able to carry out simple tests and experiments using equipment and to gather and record data. Visits by and to specialists will enhance the delivery of our science curriculum where appropriate. We will also have dedicated science days throughout the year. A range of ICT programmes are used to enhance learning, including Tig Tag, Espresso and Explorify. In Reception we start to develop blocks of knowledge and concepts alongside the development of enquiry skills through the area of Understanding the World.

Art and Design

Art has an important place in our curriculum. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media. They will be introduced to the Great Masters and a wide variety of other artists and their styles. Our design and technology lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Our cooking lessons teach the principles of nutrition and our pupils learn how to prepare and make a wide variety of simple recipes. They understand where our food comes from and how it is grown and how to prepare it hygienically.

Drama

Drama is used as a key tool in developing oral skills, vocabulary development, building confidence and self-esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language. 'Hot seating', and 'response in role' drama techniques are used in literacy lessons aid the development of speaking and listening, reading and writing skills. Imaginative role play is fundamental to developing the whole child, not just in Early Years and KS1 education, but also as the children develop, and our curriculum provides opportunities to perform to wider audiences through assemblies and events around key festivals. Children are expected to take part in the Christmas performance and end of year performance each year from Nursery up to Year 6. The children are taken to theatrical performances to give them an appreciation of the arts.

Computing

We do have discreet timetable time for the development of computing skills, but our approach is to integrate ICT across the curriculum: the use of laptops and other hardware such as cameras and iPads is as much part of our learning tools as pencils and pens. Subject specific software, from one-off programmes to learning platforms, support teaching and learning across all years. Coding is taught at a basic level in Reception, using beebots and coding penguins. This progresses throughout the school where the children will use software and hardware such as Scratch and Crumble by the

end of Year 6. Regular visits to the Apple store enhance learning, understanding and enjoyment of computing and ICT. Pupils will use technology safely and identify where to go for help and support when they have concerns.

History

Where possible, History will be taught across the curriculum as part of a class's topic work. If topics don't lend themselves to the required content for History that term, History will be taught discreetly on the timetable. Timelines will be on display in every class that can be referred to in any lesson where relevant, to make the connections that History has in our everyday lives.

In their study of History, the children will develop a contextual knowledge and understanding of chronology; historical interpretations; historical investigations; knowledge and understanding of events; people and changes in the past; presenting; organising and communicating.

Geography

As with History, Geography will also be taught across the curriculum as part of a class's topic work. If topics don't lend themselves to the required content for Geography that term, it will be taught discreetly on the timetable. Each class will have a world map and a map/globe of the UK on display all year round. These maps will be referred to as appropriate in all subjects to make the connections that Geography has in our everyday lives.

In their study of Geography, the children will develop a contextual knowledge of the location of globally significant places and understanding of the processes that give rise to key physical and human geographical features of the world, along with how they bring about variation and change over time. They will improve their enquiry skills and inquisitiveness about the world around them, and their impact on the world. All children will realise that they have choices to make in the world, developing a positive commitment to the environment and the future of the planet.

Modern Foreign Language

Spanish is taught in Years 3 to 6. Our approach is to make learning a new language fun! Pupils are very receptive to learning a new language; they like to mimic pronunciation and they can easily pick up and duplicate new sounds. They feel a real sense of accomplishment when they learn to say something new. Repetition and practice are essential in learning a new language so songs and games such as 'Simple Simon Says' and 'What's in the bag?' will be regularly used. We will have discreet lessons on the timetable, but we will also integrate the foreign language into the everyday routine.

Music

In their music lessons pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Assemblies will also provide an opportunity to practise singing. Pupils will also be taught to play a variety of instruments musically and encouraged to play together in ensemble groups. We encourage listening to a wide

range of music with concentration and understanding. Music will be heard regularly at the start and end of assemblies. Pupils will be given the opportunity to express themselves musically by composing songs and instrumental music.

Physical Education (PE)

Outdoor PE sessions will be on site for Reception. They focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. Key Stage 1 & 2 pupils visit Plymouth University Sports Hall for an afternoon of games once a week in the Autumn and Spring term, and the local field in the summer term. The activities are rotated on a termly basis. Indoor PE is held in the school hall and includes music and movement, dance and apparatus work. Sports Day is held at Mount Edgcumbe, weather permitting. Parents are encouraged to attend and be involved.

PSHCE & RSE

PSHCE, or personal, social, health, citizenship and economic education, is a programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHCE develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. In our programmes we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. Our citizenship lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society.

All our year groups have timetabled PSHCE time, but we encourage a cross-curricular approach to the development of PSHCE skills and understanding. Circle time is used to listen to others and to be heard with the help of class friends eg Talking Ted. Pupils learn about similarities and differences between people and cultures. They participate in a variety of cultural events such as Chinese New Year, Shrove Tuesday and Christmas.

RSE (Relationship and Sex Education) will be taught as discreet units of PSHCE lessons and will be age appropriate (please see our RSE policy for more detail).

Presentation in books

From Class 2 upwards, the following will be expected in the children's written work:

- Date and title will both be underlined with a ruler – full date in English –e.g. Monday 2nd October 2020 – numerals only in maths and topic work;
- Write to the margin.;

- Corrections – rub out or neat line through mistake to be corrected.;
- Handwriting – cursive as soon as they are able – no rubbing out in handwriting lessons if copying patterns – just repeat the pattern correctly;
- Make sure no pages are wasted;
- Make sure books are the correct way up;
- Children to check position of paper/book before writing to ensure books remain uncreased.

Assessment

Assessment is carried out in a number of ways across the school and details can be found in specific policies such as: Assessment Policy; Marking and Feedback Policy.

The above set of aims should be reviewed at least every five years, unless statutory guidelines come into force sooner.

Policy date: September 2021

Policy review date: September 2026