



Gnosall St Lawrence CE Primary Academy

Curriculum Policy 2017 - 2018

Statement of intent

At Gnosall St Lawrence CE Primary Academy, we believe that all children have a right to a broad, balanced and relevant education which provides continuity and takes individual differences into account. The school curriculum and the learning opportunities, tasks and experiences in our academy are referenced against the requirements of the 2014 National Curriculum.

Aims

Gnosall St Lawrence CE Primary Academy aims to:

- Cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties
- Facilitate children's acquisition of knowledge, skills and qualities which will help them to develop 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 s/he is asked to perform
- Provide a broad and balanced curriculum
- Recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process
- Treat children in a dignified way

We aim that all children should:

- Learn to be adaptable; how to solve problems in a variety of situations; how to work independently and as members of a team
- Develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources
- Be happy, cheerful and well balanced
- Be enthusiastic and eager to put their best into all activities.
- Be aware of and promote the British Values of: democracy, the rule of law, liberty, mutual respect and tolerance.
- Display confidence, take risks with their learning, have a positive mind, balance ideas and opinions and use this to make decisions - our enterprise and bacculaureate skills.
- Be expected to behave in a dignified and acceptable way and learn to become responsible for their actions
- Care for and take pride in their school
- Develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way
- Develop non-sexist and non-racist attitudes
- 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 be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity
- Know about geographical, historical and social aspects of the local environment and 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 and the major world religions
- Develop agility, physical co-ordination and confidence in and through movement
- Know how to apply the basic principles of health hygiene and safety
- Computing skills are taught separately and applied across the curriculum

Learning

The curriculum is designed to help children:

- Learn the essential knowledge, skills and understanding of a broad range of curriculum subjects
- Engage with their learning so that they remain committed to learning throughout their school careers and their lives
- Develop the personal qualities they need to be good citizens and to respond to the changing contexts of their future lives
- Develop a sense of their own nationality and culture at the same time as developing a profound respect for the nationalities and culture of others

Teaching

The purpose of teaching is to help children learn but teachers need help and support too. Teaching should be as enjoyable and rewarding for teachers as much as learning should be enjoyable and rewarding for children. This is why the curriculum has been designed with teachers as well as children in mind.

Rigorous and meaningful teaching frameworks and a wide range of resources support each unit of work to enable teachers to plan more effectively the work they will be doing. As a result, this allows teachers to spend more time developing creative, personalised learning for their children.

Assessment

Assessment and record keeping is the means by which our pupil's attainment and achievements are monitored and an appropriate progression through the curriculum is ensured. By monitoring and recording pupil's progress, teachers are able to build up a profile of individual strengths and areas for development. This is then used to inform their planning and teaching. Assessment also allows staff to identify those children whose achievements fall outside the boundaries of differentiated activities. Please see the **Gnosall St Lawrence CE Primary Academy Assessment Policy** and the **Gnosall St Lawrence CE Primary Academy Early Years Foundation Stage Assessment Policy** for more information.

Long-term planning

- A two-year rolling programme of themes has been designed in order to accommodate future mixed age-group classes and to ensure that all children meet all requirements of the National Curriculum 2014. Further information on this can be found later in this policy.
- Long term plans are organised as a mind map which is also shared with children and parents.
- All long-term planning documents are stored on the school's computer system and can be **accessed by all staff.**

Medium-term planning

- In the Early years, including in Gnosall St Lawrence Pre-School, themes and topics are changed following the needs and interests of the children, and as such, their length can vary. In all themes, all 7 areas of learning are covered in both adult-led activities and through the continuous provision.
- In Key Stage 1, topics last for half a term.
- In Key Stage 2, topics last for a term.
- Educational Visits are planned where possible and appropriate, in line with the academy's Educational Visits Policy.
- Foundation subjects are taught in a cross-curricular manner wherever possible and may every subject may not be taught in every week. However, over the course of the 2-year programme, all necessary aspects of all subject areas are taught.
- French lessons are taught weekly from Year 2 onwards.
- All classes have weekly PE lessons.
- All classes have weekly Forest School sessions with the academy's accredited Forest School leaders, (Lynn Malone and Alison Rhodes).

Short-term planning

- Planning must be submitted to the Head teacher no later than Monday morning at 8:00 am, with KPI records for all classes, and Continuous Provision reflections for EYFS and Year 1 being submitted a week later.
- Teachers may use whichever planning format they choose, so long as progress is evident in the children's work and teaching is at least good.
- Mornings are formally timetabled to include core subjects, with Maths being taught first, followed by Literacy/RWI. Some core subject lessons may be taught in the afternoon if and when necessary.
- Learning may be presented in the pupils' workbooks, via ICT or on a display.
- Cross-curricular writing will be present in the children's Literacy, Science or Topic book.
- The school curriculum is enhanced by various clubs that are run by both staff and outdoor providers throughout the year. These are organised dependent on need.

Curriculum Content

Detailed information about the teaching of Literacy and Maths can be found in the individual policies for those subjects.

EYFS

Staff in the EYFS use the EYFS Curriculum document to observe, assess and plan according to children's distinct needs. This is done using themes that both link to the children's interests and that will widen their knowledge of the world around them.

As these themes follow the children's interests and link to current events, they change regularly and there is no set topics to be covered. Information is available on the school website as to the current themes in both Pre-school and the Reception class.

Science

Years 1 and 2

- Plants
- Animals including humans

- Everyday materials and their uses
- Seasonal changes
- Living things and their habitats

Years 3 and 4

- Plants
- Animals including humans
- Rocks
- Light
- Forces and magnets
- Living things and their habitats
- States of matter
- Sound
- Electricity

Years 5 and 6

- Living things and their habitats
- Animals including humans
- Properties and changes of materials
- Earth and Space
- Forces
- Evolution and inheritance
- Light
- Electricity

Computing

All year groups study the following objectives:

- To code
- To connect
- To communicate
- To collect

This is done through the use of laptops, programmable robots (Beebots and Probots), recording devices and through discrete e-safety lessons. Detailed long-term and medium-term planning can be found on the school's computer system. Please also refer to the school's e-safety policy.

History

Years 1 and 2

- Famous people, including: Queen Elizabeth II, George Forrest, Grace Darling and the Wright brothers
- Famous events - The Great Fire of London and Christmas in the past
- Comparing old and new toys

Years 3 and 4

- The Stone Age
- The Romans
- The Vikings
- The Tudors

Years 5 and 6

- The Ancient Greeks
- The Ancient Egyptians
- The Victorians
- World Wars I and II

Geography

Years 1 and 2

- Maps of the local area
- Naming and identifying the countries of the UK, the continents and the main oceans and seas of our world
- Comparing the UK to other countries with a focus on plants and habitats
- Weather and seasons

Years 3 and 4

- Comparing the UK and another country, such as India
- Reading OS maps and creating maps to scale
- Tropical rainforests around the world

Years 5 and 6

- The Water Cycle
- Rivers
- Mountains
- Environmental, physical and human features of different countries
- Natural disasters

Music

Key Stage 1

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Stage 2

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Art, Design and D&T

Key Stage 1

Design

- To design purposeful, functional and appealing products for themselves and other users based on design criteria.
- To generate, develop, model and communicate their ideas through talking, drawing, templates and mock-ups and, where appropriate, information and communication technology.

Make

- To select from and use a range of tools and equipment to perform practical tasks, e.g. cutting, shaping, joining and finishing.

- To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate

- To explore and evaluate a range of existing products.
- To evaluate their ideas and products against design criteria.

Technical knowledge

- To build structures, exploring how they can be made stronger, stiffer and more stable.
- To explore and use mechanisms, e.g. levers, sliders, wheels and axles, in their products.

Art and design

- Use a range of materials creatively to design and make products.
- Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space.
- Appreciate the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key Stage 2

Design

- To use, research and develop design criteria to inform the design of innovative, functional and appealing products that are fit for purpose, aimed at particular individuals or groups.
- To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make

- To select from and use a wider range of tools and equipment to perform practical tasks accurately, e.g. cutting, shaping, joining and finishing.
- To select from and use a wider range of materials and components, including construction materials, textiles, and ingredients, according to their functional properties and aesthetic qualities.

Evaluate

- To investigate and analyse a range of existing products.
- To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- To understand how key events and individuals in D&T have helped shape the world.

Technical knowledge

- To apply their understanding of how to strengthen, stiffen and reinforce more complex structures.
- To understand and use mechanical systems in their products, e.g. gears, pulleys, cams, levers, and linkages.
- To understand and use electrical systems in their products, e.g. series circuits incorporating switches, bulbs, buzzers and motors.
- To apply their understanding of computing to program, monitor and control their products.

Art and design

- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.
- Appreciate great artists, architects and designers in history.

Physical Education (PE)

Key Stage 1

- Master basic movements, including running, jumping, throwing and catching, whilst developing their agility, balance and coordination, beginning to apply applying these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

Key Stage 2

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending, for example, through netball, football, hockey and tennis.
- Develop flexibility, strength, technique, control and balance through activities such as gymnastics and athletics.
- Perform dances using a range of movement patterns.
- Participate in outdoor and adventurous activities, both individually and within a team.
- Compare their performances with their previous ones and demonstrate improvement to achieve their personal best.

In relation to swimming, pupils within KS1 and KS2, will be taught to:

- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively, such as front crawl, backstroke and breaststroke.
- Perform safe self-rescue in different water-based situations.

Religious Education (RE)

Children follow the school's long-term plans which draw on the Staffordshire and the Telford & Wrekin agreed syllabus documents.

Year 1 - Stories of Creation

- Special Stories
- Celebrations
- The Easter Story
- Questions that puzzle us
- Christian churches and Jewish synagogues

Year 2 - Respect for everyone

- A special baby
- Symbols
- Holy books
- Beginning to learn
- Caring for the natural world

Year 3 - Divali; how and why?

- Light/Advent
- How do we show we care?
- Leaders and followers
- Is life like a journey?

Year 4 - Does a beautiful world mean there is a wonderful God?

- Sacred places
- Why do some people think that Jesus 'inspirational'?
- Keeping the five pillars
- Landmarks in life

Year 5 - What can we learn religions about temptation?

- Peace
- How and why do Jews and Muslims pray?
- Values: what matters most? Exploring right and wrong with Christians and Humanists?
- Water in religions: baptism
- Beliefs and actions in the world. Can Christian Aid and Islamic Relief change the world?

Year 6 - Religion and the individual: Christians and Buddhists.

- Words of wisdom: What can we learn from reflecting on Sikh, Christian and Muslim wisdom?
- Easter
- The church begins
- How do people express their faith or their spiritual ideas through the arts?
- Religions in the local community. What will make our village a more respectful place?

PSHE

Learning in both key stages will follow the core themes of:

- What is meant by a healthy lifestyle.
- How to maintain physical, mental and emotional health and wellbeing.
- How to manage risks to physical and emotional health and wellbeing.
- Ways of keeping physically and emotionally safe.
- About managing change, including puberty, transition and loss.
- How to make informed choices about health and wellbeing and to recognise sources of help with this.
- How to respond in an emergency.
- To identify different influences on health and wellbeing.

Key Stage 1 - What constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.

- To recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences.
- To think about themselves, to learn from their experiences, to recognise and celebrate their strengths and set simple but challenging goals.
- About good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings

- About change and loss and the associated feelings (including moving home, losing toys, pets or friends).
- The importance of, and how to, maintain personal hygiene
- How some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others; to develop simple skills to help prevent diseases spreading.
- About the process of growing from young to old and how people's needs change.
- About growing and changing and new opportunities and responsibilities that increasing independence may bring.
- That household products, including medicines, can be harmful if not used properly.
- Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety.
- About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.
- About the ways that pupils can help the people who look after them to more easily protect them.
- To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets

Key Stage 2 - What positively and negatively affects their physical, mental and emotional health.

- How to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle'.
- To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.
- To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves.
- To reflect on and celebrate their achievements, identify their strengths and areas for improvement, set high aspirations and goals.
- To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others.
- To recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these.
- About change, including transitions (between key stages and schools), loss, separation, divorce and bereavement.
- To differentiate between the terms, 'risk', 'danger' and 'hazard'.
- To recognise, predict and assess risks in different situations and decide how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience.
- To recognise how their increasing independence brings increased responsibility to keep themselves and others safe.
- That bacteria and viruses can affect health and that following simple routines can reduce their spread.
- How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media.
- To recognise when they need help and to develop the skills to ask for help; to use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable or anxious or that they think is wrong.
- School rules about health and safety, basic emergency aid procedures, where and how to get help.
- What is meant by the term 'habit' and why habits can be hard to change.

- Which, why and how, commonly available substances and drugs (including alcohol, tobacco and 'energy drinks') can damage their immediate and future health and safety; that some are restricted and some are illegal to own, use and give to others.
- How their body will, and their emotions may, change as they approach and move through puberty.
- About human reproduction.
- About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers.
- Strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), and safety in the environment (including rail, water and fire safety).
- Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.
- About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.
- The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.).
- How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.

Modern Foreign Languages - French

French is taught from Year 2 onwards in weekly lessons.

Pupils will be taught to:

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences
- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally and in writing Languages
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Equal Opportunities

All pupils have access to the curriculum regardless of their individual ability, gender, race, cultural or social background or any physical or sensory difficulty. Our aim is to encourage all children's progress in the foundation subjects through the provision of a balanced curriculum - striving to meet basic skills

levels for all in Literacy and Numeracy. Arboretum Primary School has universal ambitions for every child, whatever their background or circumstances.

Children learn and thrive when they are healthy, safe and engaged. In order to engage all children, cultural diversity, home languages, gender and religious beliefs are all celebrated.

Our curriculum includes a wide range of texts and other resources which represent the diversity and backgrounds of all our children. We believe in 'valuing what the child brings to school' and recognise the importance of supporting a child's first language, not only to foster self-esteem, but to assist in the learning of English.

Special Education Needs

Pupils with Special Educational Needs are supported to help them succeed in all areas of the curriculum. Staff support less able children, and liaise with the Special Needs Co-ordinator when they are concerned about a child's progress. Pupils with learning difficulties will be given tasks which will be broken down into smaller steps, thus giving them achievable goals. In cases of sensory or physical difficulties the school will endeavour to provide special appropriate apparatus.