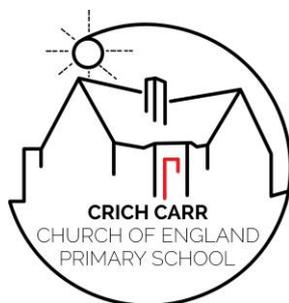


Crich Carr Church of England Primary School



CURRICULUM POLICY

Number 13

	Date	Minute No.	Next Review date
Approved by Governors	January 2017	1331	Jan 2018
Approved by Curriculum Committee	October 2020		
Approved by Governors			

To be reviewed: Annually

Nominated Governors responsible for review: Curriculum Committee

Crich Carr Church of England Primary School

CURRICULUM POLICY

Policy Statement

Our curriculum is based on the National Curriculum, although there is time and space throughout the school year go beyond its specifications. Our pupils are offered a wide range of experiences to extend their understanding of themselves and the world in which they live.

We are a Forest School, with groups of children undertaking outdoor activities throughout the week which are often linked to our topic areas and programmes of study. Likewise, we lease and manage one of the village allotments: with close links to the science curriculum, groups of children work on the allotment throughout the year. We take the children out whenever possible to visit places of interest, theatres or just on local walks. We believe these first-hand experiences are important to the children's overall education. Each year the children have the opportunity to take part in a residential trip.

Skills, attitudes and values are developed to prepare the children for the next stage of learning and enable them to be successful in the community. 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.

Class organisation

We have 3 classes:

Class 1 – Nursery and Reception, led by Mrs Holmes and supported by teaching assistants

Class 2 – Years 1, 2 and 3, led by Mrs Smithurst and supported by teaching assistants

Class 3 – Years 4, 5 and 6, led by Mrs Fothergill and supported by teaching assistants

Early Years Foundation Stage

We strive to ensure that education is engaging and stimulates a child's creativity and imagination, whilst providing unique opportunities to develop intellectually, emotionally, physically and socially. In the EYFS at Crich Carr, children learn through play-based activities (child initiated learning), encountering first hand, engaging experiences. The practise of specific skills is achieved through small group, adult led activities. Play-based learning is instrumental in the development of key 'Characteristics of Effective Learning' which include:

- being willing to have a go
- being involved and concentrating
- having their own ideas
- choosing ways to do things
- finding new ways
- enjoying their achievements

The topics we cover follow our early year's 3-year topic cycle, with opportunities for child led learning activities where appropriate.

The objectives we cover however, remain the same and are mapped out to ensure that pupils cover all 7 areas of learning:

The Prime areas:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Literacy.

The Specific areas:

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design.

Alongside these, we make observations on the 'Characteristics of Effective Learning' which are Playing and Exploring (engagement), Active Learning (motivation) and Creativity and Thinking Critically (thinking).

Progression in the EYFS is tracked through both formal and informal observations. This involves reaching an understanding of children's learning by watching, listening and interacting as they engage in everyday activities, events and experiences and demonstrate their specific knowledge, skills and understanding. This ongoing, continual assessment process feeds into our daily; weekly and topic led planning, ensuring that learning is pitched at the right level for all children to make progress. At the end of the year, the children's development is matched against the each Early Learning Goal and is graded as emerging, expected or exceeding.

The Early Years Foundation Stage framework

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

English

English is taught both as a discrete subject and cross-curricular. English is at the heart of curriculum planning so that subject matter from other curriculum areas is available as stimulus for speaking, listening, reading and writing. All curriculum areas involve some aspect of English.

A strong emphasis on reading and phonics gives children the necessary building blocks to become confident and independent learners. The school uses the Letters and Sounds document, in conjunction with Floppy's phonics and the Jolly Phonics programmes. Our principal aim is to develop the children's phonological awareness, ability to segment and blend words and read tricky words on sight- to become fluent readers by the end of KS1.

English planning is based on quality texts and we take a whole class approach to guided reading and comprehension. There is one learning objective for the whole class based around the same text. The activities are adapted for different abilities, so that all children can access the learning objective and be challenged. Sometimes, texts are part of a class book we're reading and other times they are a poem or non-fiction article. The children are encouraged to read widely for pleasure and are supported by our well stocked library.

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 The Write Stuff to make writing exciting and enjoyable and provide a clear structure for the steps needed to produce a good piece of writing. Handwriting and Grammar and punctuation are integrated into English planning so that it has a relevance and a purpose. The children have daily, differentiated spelling sessions based on the Read Write Inc spelling programme.

English Programme of study

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum - English 220714.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335186/PRIMARY_national_curriculum_-_English_220714.pdf)

Cross Curricular Topics

We use topics to deliver humanities skills and understanding. Where appropriate, other lessons are also linked to the termly topic. So, for example, when learning about the topic of explorers, the children read and wrote diary entries of famous explorers in English. In Geography, they practised mapping skills by tracing the routes of explorers as well as researching the countries they travelled to. In Science, the children learned about space exploration. Forest School sessions focussed upon survival skills and problem solving and, when working on the allotment, they learned about the various fruit and vegetable introduced into this country by explorers. In Design lessons, the children tested and designed their own cereal bar, suitable for taking on exploring expeditions. Any trips or visitors are also linked in with the topic. This creative cross-curricular approach ensures the children are fully immersed in their learning, leading to a greater depth to their understanding and enjoyment of the subject. Because we teach mixed age classes, our topics are planned on a three-year cycle

History and Geography programmes of study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study>

<https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

Maths

Mathematics teaches children how to make sense of the world around them through developing their ability to use numbers, calculate, reason and solve problems. It helps children to understand relationships and patterns in both number and space in their everyday lives. Our Mathematics curriculum follows a mastery approach, using Mathsno problem textbooks and workbooks as well as a number of other resources. It provides breadth and balance across all year groups and abilities, implementing the use of concrete, pictorial and abstract approaches to develop a depth of fluency and understanding. During their daily maths lessons, the children do a mixture of practical and written activities to develop their skills, with each child working towards objectives appropriate for their age and ability.

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematics-programmes-of-study>

Science

We encourage all our children to be inquisitive and ask questions about the world we live in. Emphasis is placed on developing their enquiry skills in order to develop their scientific knowledge and understanding in an interesting and engaging manner. We take part in projects, competitions and visits in order to enhance their learning and give them an insight into the scientific World.

Science in KS1 and KS2 is linked wherever possible to our 3 year topic cycle but some areas of the science curriculum are taught as discreet stand alone topics.

<https://www.gov.uk/government/publications/national-curriculum-in-england-science-programmes-of-study>

P.E

Here at Crich Carr, we believe that physical activity is of great importance in order for our children to develop happy, healthy lifestyles. As well as keeping fit and healthy, we believe it also improves concentration, academic ability and develops good social skills. Our aim is that all our children enjoy some forms of physical activity, which they wish to continue past primary school. In order to make this possible, we are developing a curriculum with a huge breadth of activities in order to suit the needs and interests of all children. This includes both in-school and extra-curricular activities, incorporating many different activities and sports. All children have the opportunity to participate in these activities and, as they progress to the upper juniors, there are many competitive opportunities through local leagues and sports partnership. Each week the whole school spends an afternoon at the leisure centre where they swim for half an hour and then participate in P.E in the sports hall for one hour. Also, there are a variety of sports clubs and a morning wake-up sessions run throughout the week.

Each area of the curriculum is visited each year through a variety of key skills and sports.

<https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

PSHE

Here at Crich Carr Primary School, we have a whole-school approach to PSHE education which we feel helps to develop the qualities and attributes pupils need to thrive as individuals, family members and members of society.

Our programme of study equips pupils with the knowledge, understanding, skills and strategies required to live healthy, safe, productive, capable, responsible and balanced lives. We allow the children time to reflect on their own values and attitudes and begin to explore the range of values and attitudes they encounter now and in the future.

We feel that regular PSHE education helps children to build their confidence, resilience and self-esteem, and to identify and manage risk. It helps them to develop an understanding of themselves and their emotions. They begin to develop the ability to work with others and explore how to form and maintain good relationships and manage their lives.

Both key stages follow a two-year cycle. This is linked to The PSHE Associations 3 core areas; Health and wellbeing, Relationships and Living in the wider world.

<https://www.gov.uk/government/publications/personal-social-health-and-economic-education-pshe>

ICT and Computing

We do have a discreet timetable time for the development of ICT skills but our approach is to integrate ICT into all lessons: the use of laptops and other hardware such as Ipads, cameras and film cameras 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. The children develop their skills, starting in reception with mouse control, keyboard skills, saving and printing work. They draw pictures, write and use the internet to carry out research. They then progress to more complex skills such as data analysis and coding. Pupils will use technology safely and identify where to go for help and support when they have concerns.

Computing Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-computingprogrammes-of-study>

Languages

From Reception to Year 6, we teach French to all children. Our approach is to make learning a new language fun. Young 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 will be regularly used. We have discreet lessons on the timetable but we will also integrate the foreign language into the everyday routine. Our teaching of languages is supported by knowledgeable parent helpers who have put on such activities as a French café for the children.

Languages programme of study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-languages-programmes-of-study>

Music

The school has a long tradition of musical activity, offering considerable opportunities for children to develop their talents in all aspects of music. Music is a key feature of many school activities, from signaling the end of an activity, to welcoming children into Collective Worship. All members of the school are supported in developing a love of music and a desire to make music. As their knowledge and appreciation of music and talent as musicians increases, so too does their self-confidence, creativity and sense of achievement. Visiting peripatetic music teachers offer the opportunity to work towards music accreditation. We have an exceptional Harmony Group who regularly perform in the community, take part in singing festivals and local competitions.

Music is incorporated into the 3-year topic cycle through the use of topic-related songs and music and the LCP Music Resource Files for Key Stages 1 & 2.

Music programme of study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

Art

Children are given the opportunity to explore a range of approaches to their work, including drawing, painting, printing, make collages, using fabrics and threads and using clay. They are taught the knowledge and skills required to work with various media and then given the opportunity to experiment, invent and create their own works of art, craft and design. Starting points for artwork engage, inspire and challenge pupils and are taken from topics that are being studied, the work of other artists, the world around us and the thoughts and ideas of the children themselves. Shorter projects within each topic will reflect occurrences such as festivals and other local or national events. Children are encouraged to critically evaluate their own work and that of others in order to learn from their experiences and develop a more rigorous understanding of art and design.

Design Technology

The teaching of Design Technology at Crich Carr incorporates many traditional skills – cooking, model making, drawing and sketching, problem solving, observation and discussion – putting them together in an approach which encourages the children to become designers and inventors. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

Art and design programme of study

<https://www.gov.uk/government/publications/national-curriculum-in-england-art-and-design-programmes-of-study>

Religious Education

Religious Education is a curriculum entitlement for all children and the school follows the Derbyshire Agreed Syllabus for Religious Education. Religious Education does not seek to impose religious beliefs on children or to compromise the integrity of their own beliefs by promoting one religion over another. Parents have the right to withdraw their child from Religious Education. In such situations, suitable alternative provision will be made.

Aims

- To develop an understanding and respect for the beliefs, values and practices of other people.
- To reflect on and respond to the values, beliefs and practices of religions and philosophies.
- To enable pupils to develop their own insights.

Spiritual, Moral, Social, Cultural (SMSC)

We have a firmly embedded set of Christian Values that are taught and lived out by the entire school community. Through regular worships, references in RE and other lessons as well as seizing upon opportunities in other areas of the school, children are explicitly taught the 12 values of: generosity,

friendship, trust, service, truthfulness, forgiveness, respect, perseverance, compassion, thankfulness, justice and courage.

As a school, we welcome children from all backgrounds and are proud of how children and their families from other cultures are welcomed by our children and the rest of the school community.

Children are given opportunities to take on responsibility around the school: class monitors, gardening projects, sports leaders, playground leaders and lunch time clubs. Each week, the children have a chance to discuss important issues and share achievements in our Friday forum.

The school has a clear Behavior Policy that sets high expectations and promotes a good moral understanding, mutual respect, tolerance and understanding. Friendship, respect and tolerance are taught as part of our Personal, Social, Health Education program.

Through a combination of approaches, the school is able to ensure that children develop an understanding of the key British Values: Democracy, Rule of Law, Mutual Respect, Personal Liberty and Tolerance of other faiths and cultures.

The Derbyshire agreed syllabus can be found at the following link:

<http://derby.anglican.org/en/component/k2/religious-education.htm>

Appendix 1

Adaptations required for COVID – 19 Full School opening September 2020

Class organisation

Children are taught in 3 class bubbles with consistent teaching staff:

Class 1 – Nursery, Reception and Year 1, led by Mrs Holmes and supported by Mrs Redgate, Miss Nicholson and Miss Smith

Class 2 – Years 2 and 3, led by Mrs Smithurst and supported by Mrs Tomlinson and Mrs Brown

Class 3 – Years 4, 5 and 6, led by Mrs Fothergill and supported by Mrs Curran, Mrs Bates and Miss Turtle

P.E

Due to COVID-19 we are not able to go to the leisure centre for P.E or swimming. P.E lessons are carried out weekly on the school playground and field. Additional outdoor active learning sessions are carried out as much as possible.

Foreign languages

French continues to be taught throughout all our classes but currently we are having no volunteers in to support this.

Music

Currently our Harmony group is unable to practice or perform.

All these things will go back to 'normal' as soon as is possible.

Signed:

Chair of Governors

Date:

