

Littletown J, I & N School Curriculum

September 2017

Review: Sept 2018

The Littletown Curriculum

The Littletown Curriculum has been devised by members of Littletown staff in response to the needs of our community and the changes to the new 2014 curriculum. We have evaluated carefully what made our previous curriculum successful and what aspects required refreshing and updating. As a result, we have planned out the expectations of the National Curriculum across the school years and we have refreshed topics to meet its demands whilst keeping the children at the core of the changes.

Our school curriculum is based upon the principle that every child is UNIQUE. We see it as our goal to develop each individual's talent through nurture and exceptional teaching. We highly value parents or carers as the child's first educator and want to work fully in partnership enabling child and parents to carry on learning together. We value homework and see it not as a chore but as time to understand your child's talents, interests and have fun together.

There is an element of the curriculum that is prescribed to schools by the DfE in the form of the National Curriculum and the Early Years Foundation Stage; however there is no set time given to each subject. This is the element that we **HAVE to teach**. The expectations of the prescribed curriculum have been carefully planned across the year groups which can be seen our curriculum file.

However, schools have some warrant to be able to tailor the curriculum to the specific needs of the children in their school. This is the element that we **CHOOSE to teach** because we feel it is of great importance to our children.

The ethos of the school is based on the belief that we need to support our children to gain specific knowledge and skills to enable them to succeed in life. Having a good knowledge of the community we serve has helped us to identify those areas where our children need

particular support. These four areas have become known as our school drivers and are 'visible' in all that we do, say and provide for our children. The drivers should be apparent to all those who walk through the door of the school.

They are:

- **Communication** - sending, giving, or exchanging information and ideas, through high quality talk, reading and writing
- **Inclusion** - a strong desire to achieve for all children in all circumstances
- **Community** - the willingness to show consideration or appreciation for all members of our school family and beyond
- **Environment** - to embrace outdoor learning with sustainability and a creative approach to how we present our teaching
- **Aspiration** - to have high expectations for all children with a view for them all to reach their true potential whilst at Littletown and beyond. For children to develop a growth mindset; learn from mistakes, work hard, enjoy challenge, build resilience and develop a love for learning

Good learners need to draw on some essential skills for learning and life when tackling a challenge. We as a school community believe these skills are what we build each day through each spoken and unspoken word with our children, staff and families. We have key values which we feel form an integral part of how we function. We are so aware that each interaction between staff, pupils and families will have an impact and we strive to ensure through these values that all interactions are positive. The first four values include the teaching and active promotion of British Values intertwined and embedded into school our curriculum and school experiences.

Our values are:

Democracy
Rule of Law
Individual Liberty
Mutual respect and tolerance of those with different faiths and beliefs
Fairness
Truth
Honesty
Equality
Determination
Belonging
Responsibility
Respect
Compassion
Integrity
Resilience

These are an integral part of the soul of our teaching and should be tangible to all members of and visitors to our community. We see a clear line of curriculum delivery through our

SEAL (Social Emotional Aspects of Learning) and SMSC (Social, Moral, Spiritual and Cultural) curriculum which is followed in all year groups/classes and through family and community activities.

The curriculum areas; English, Maths, Computing, Science, PE, RE, PSHCE, Art, Geography, History, Design Technology, are taught as discrete subjects or in a cross curricular manner. All the subject expectations within the curriculum are referenced to the National Curriculum and statutory elements are covered throughout. For RE we follow the Kirklees agreed syllabus and for SEAL we plan from the appropriate year group booklets.

Our curriculum is based on key skills and knowledge that children need to have acquired by the end of year expectations. We firmly believe in teaching and overlearning of the basics and as such basic skills sessions are an integral part of each week. Children today need transferable skills that they are able to use in a great variety of situations and therefore basic skills are applied in Foundation subjects.

At Littletown, we want the children to be fully engaged in their learning. For example; they become 'good historians' rather than feel they have 'done History' and as such we want the children to smell, feel and live like a Tudor.

The curriculum is broken down into topics across each year group. Each topic is covered within half a term or more and is planned using the National Curriculum as the core. The topics are wide ranging to allow the main skills and expectations to be covered whilst also allowing the children themselves to develop their knowledge and skills at depth and breadth and across the different topic areas.

From one class to another the topics may take a slightly different line in response to unique children's needs and interests, and they may be taught at a different time within the yearly cycle, yet they will still be coverage of the required expectations set out for each of the subjects within the National Curriculum. The topics are therefore planned to allow teachers time to provoke children's thoughts, listen, observe and assess children's needs therefore allowing some movement and time for independent learning; this may be through research or imaginative homework in their Learning Logs.

The half termly themes are listed in the attached table

Behind each topic is a core subject based set of expectations for each subject and this is used for in-depth subject coverage and tracking of progression across year groups. Where certain subjects do not 'fit' with the main topic, they are taught discretely.

Teachers plan with this in mind and use the assessment criteria to judge attainment. We plan our topics with high quality texts as the structure where possible and it is upon these which

learning is built. We use many of the Power of Reading books, alongside our own carefully chosen texts.

The Littletown Curriculum has been created with our children's specific needs in mind. We believe it will provide them with a broad and balanced curriculum, covering all the statutory elements whilst also addressing their personal needs and that of the local community.

We hope to inspire our children to be our historians, mathematicians, authors of the future and aspire to great things in life. We are privileged to work with inspiring children and we aim to inspire them in return.

At Littletown we are constantly reflecting and reviewing our ever evolving curriculum.

We believe that our children deserve a continuous line of quality and nurture from the moment that they enter Littletown until the moment that they leave.

