



Holme St Cuthbert School

Curriculum statements 2018

Introduction – The Curriculum

The curriculum is all the planned activities that we organise in order to promote learning and personal growth and development. It includes not only the formal requirements of the National Curriculum, but also any other activity organised by school, for example, extra-curricular activities and any other activities designed to enrich the experience of the children. There is also a ‘hidden’ element to the curriculum which includes what the children learn from their school environment, the way they are treated and how they are expected to behave (SMSC).

There are two main reasons for having a curriculum policy statement:

1. To outline our interpretation of the statutory expectations for the delivery of the National Curriculum – a new statutory curriculum was introduced as from September 2014. Therefore it is good practice to define what our curriculum as a school will be in the forthcoming year.
2. The School Information Regulations 2012 specify a statutory requirement for schools to publish their curriculum alongside other important information. This document contributes to fulfilling that statutory requirement.

This policy statement and associated/linked curriculum content (all available on request) means that separate policy statements for different National Curriculum subjects can be developed over the course of 2014-15 if required.

The **statutory curriculum** for maintained schools consists of

- The Early Years Foundation Stage (EYFS) statutory framework
- The National Curriculum (ages 5-16)
- Religious Education (ages 5-18) (Following the Locally Agreed RE Syllabus)

The Department for Education states that “Religious education is compulsory for all pupils registered in maintained schools up to the age of 18. Maintained schools must follow their locally agreed syllabus. Maintained schools must also provide a daily act of collective worship that should be broadly Christian, unless the school has been granted a determination to conduct collective worship of another faith.”

Primary schools do not have to teach Sex and Relationships Education, but must have a policy on whether to do so.

The National Curriculum at Holme St Cuthbert School

Along with all other maintained schools in England we will be required by government to teach the revised National Curriculum from September 2014. The curriculum is 'what' will be taught. The Government has slimmed these requirements down to enable schools to add areas they feel children need for their development. The curriculum does not dictate 'how' things are taught. That is down to us. We will mix a rich cross curricular approach to make learning fun, with discrete teaching of specialist subjects such as computing, foreign languages and physical education.

During the next academic year statutory tests will take place for year 2 and year 6 as provided by the DFE.

A subject approach to Science Geography, History, Art, Design/Technology, Music.

At Holme St Cuthbert School, we have decided to interpret the new National Curriculum in such a way to maintain a 'subject' approach throughout school. We believe teaching separate subjects provides for greater coverage of the national curriculum however wherever possible English and Maths will be included within the separate subject areas.

Each term 'Topic Maps/Curriculum Maps' will be available on the school website, which will outline the themes covered within each subject area.

Foundation Stage

In the Foundation Stage, a variety of structured play and practical activities are planned to help children develop in the following three prime areas of learning:

1. Personal, Social and Emotional Development
2. Communication and Language
3. Physical Development

These also support the additional four areas of learning:

1. Expressive arts and design
2. Literacy
3. Understanding the world
4. Mathematics

We teach this framework through topics that excite the children; we gather their ideas through mind-mapping and plan according to their needs and interests. The full framework can be found here -

<https://www.gov.uk/government/policies/improving-the-quality-and-range-of-education-and-childcare-from-birth-to-5-years/supporting-pages/early-years-foundation-stage>

We make regular assessments of children's learning and we use this information to ensure that future planning reflects identified needs. Assessment in the EYFS takes the form of long, short and recorded observations and this involves the teacher and

other adults as appropriate. These observations are recorded and used to inform the Senior Leadership Team. The parents and guardians are given the opportunity to meet with the Foundation Stage Team each term and, at the end of the third term, we provide a written summary in relation to the children's early learning goals to parents and guardians.

English

Reading

Every child takes part in a 20 minute phonics lesson four times a week. As a school we begin our reading journey by following, letters and sounds for phase 2 phonics, the no nonsense phonics scheme up to phase 5, continuing further to using the no nonsense spelling scheme.

Children are placed in ability sets that are fluid and flexible according to their progress and need. Each child takes part in weekly Guided Reading/ comprehension sessions with teaching/ TA staff. During these sessions children are taught further reading skills to enable them to understand and unpick texts in a variety of ways. Each child is given a banded reading book, which matches their ability, to share and enjoy with adults at home. We expect children to read each evening at home with their families and to make comments in the reading record books.

Each year group has adopted the Power of Reading scheme where children analyse in depth a range of books using a variety of strategies e.g. Book Talk, Story Boxes...

Writing

Writing is an integral part of our curriculum and is taught through firstly, the delivery of our spelling and phonics sessions where our children learn the necessary skills to spell words quickly and accurately and secondly, in our daily English lessons. Here our children apply the skills they have learnt during phonics/spelling so that they are able to articulate their ideas and structure them in speech and writing. In addition, our pupils are taught how to plan, revise and evaluate their writing through interesting and purposeful units of work.

We firmly believe that a sound understanding of grammar will lead to an improved understanding of English and how the written and oral language works. Grammar is taught minimum 3 times a week in Key Stage 1 and 2, in line with the objectives in the new curriculum. Children are taught and encouraged to use the correct grammatical terminology from Key Stage 1 onwards.

We follow the Cursive Foundation Hand Handwriting scheme. It is an expectation that all children demonstrate good posture when writing and hold their pencil/pen accordingly. High standards of handwriting are expected across all subjects.

Children will use Purple Mash as an additional reading and writing tool which can be accessed in and out of school.

Maths

Our younger children in the EYFS enjoy a rich mathematical environment and have the opportunity to develop mathematical skills through play and formal maths carpet sessions, inside and outside the classroom.

In Key stage 1 and 2 our children have a daily maths lesson. They are taught aspirational objectives, taken from the 2014 National Curriculum. They are taught in ability groups within their year group. Smaller group activities are then differentiated according to pupil ability.

Our daily maths lessons provide the opportunity for children to develop fluency, mathematical reasoning and competence when solving problems.

There are regular opportunities for children to develop fluency in the four mathematical areas with teaching following our calculation policy.

Varied times table activities ensure frequent practise of a fundamental element of maths. Children are also given homework weekly related to their times tables. They also have logins to an online gaming programmes – which allows the children to practice their times tables in a fun, safe environment. Children also receive quick fire mental maths lessons daily followed by a mental math tests once a week, this gives children more opportunity to work on independently, applying their mathematical knowledge.

To ensure children know what is expected of them in a lesson there are clear steps to success objectives displayed on the board at the beginning of every lesson.

We have an annual maths day when the children are given the opportunity, along with their parents, to explore and apply their mathematical skills in a different context.

All children access Purple Mash which is an online personalised maths learning programme. Some children, who are showing signs of difficulties in maths will be provided with maths interventions. This is in the form of Springboard, a maths catch-up programme and is delivered by STA alongside the class teacher's guidance.

Science

Science stimulates and excites pupils' curiosity about phenomena and events in the world around them. It also satisfies their curiosity with knowledge. Because science links direct practical experience with ideas, it can engage learners at many levels. Scientific method is about developing and evaluating explanations through experimental evidence and modelling. Pupils learn to question and discuss science-based issues that may affect their own lives, the direction of society and the future of the world.

At Key Stage 1 pupils observe, explore and ask questions about living things, materials and physical phenomena. They begin to work together to collect evidence to help them answer questions and to link this to simple scientific ideas. They begin to evaluate evidence and consider whether tests or comparisons are fair. They use reference materials to find out more about scientific ideas. They share ideas and communicate them using scientific language, drawings, charts and tables with the help of ICT if it is appropriate.

At Key Stage 2 pupils learn about a wider range of living things, materials and physical phenomena. They make links between ideas and explain things using simple models and theories. They apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health. They think about the effects of scientific and technological developments on the environment and in other contexts. They carry out more systematic investigations, working on their own and with others. They use a range of reference sources in their work. They talk about their work and its significance, using a wide range of scientific language, conventional diagrams, charts, graphs and ICT to communicate their ideas.

PSHC and SMSC

Promoting Fundamental British Values

Citizens of the UK are encouraged to:

- Respect and obey the law.
- Respect the rights of others, including their right to their own opinions.
- Treat others with fairness.
- Look after yourself and your family.
- Look after the area in which you live and the environment.

We believe that our Code of Conduct is underpinned by fundamental British values:

- Always try our best at everything we do.
- Listen to each other.
- Treat each other with respect and value our differences.
- Make time to talk through our problems.
- Care for our environment and everything in it.

At our school we promote fundamental British values throughout our curriculum and in particular our Personal, Social, Health and Citizenship programme.

Examples of how each year group promotes these values and how we prepare our pupils for life in modern Britain can be seen in the curriculum plans.

Personal, social, health and citizenship

In the early years foundation stage (EYFS) we learn about our local community and environment through topics such as “ourselves”.

- We actively encourage the children to listen to each other, take turns and treat each other with respect and to value the differences we all have.

We do this as an integral part of our continuous provision and particularly through our choice of stories, circle time activities and our adherence to the school code of conduct.

In Key Stage 1 and 2

We learn to value ourselves and others. We learn about the importance of respect and valuing our environment through celebrating achievements and remembering important events and people such as: Remembrance Day, Bonfire Night, Florence Nightingale, Mary Seacole, World War 2, ETC. We encourage the children to understand the importance of looking after each other, through focus weeks on anti-bullying as well as local community activities. We promote feelings of belonging through developing a growing understanding of the importance of always respecting the rights of everyone in our family and beyond.

Physical Education (PE)

Through PE we aim to provide sustainable high quality PE and sport experiences, delivered twice a week. These are innovative, creative and have a positive and productive impact on pupils’ opportunities to achieve their full potential in all areas of the school curriculum. All teaching and learning activities within the PE Curriculum follow the EYFS framework or the National Curriculum. At all times activities are adapted to meet the individual needs of all pupils. We provide all of our pupils with the opportunity to access a range of different sports and physical activities. We take pride in ensuring that every effort is made to enable our pupils

leave school with the skills necessary to lead independent, healthy and physically active lifestyles. Qualified sports coaches (Carlisle United, Tennis and Multiskills coaches provide additional skills and knowledge in addition to that of the class teacher in most year groups throughout the school. We are also committed to providing competitive sport in the form of inter-school level 1, 2 and 3 competitions as well as matches against other schools.

An active curriculum begins from Nursery to enable children to develop skills and a healthy attitude to learning. Freddy Fit is an intensive program which is aimed at raising fitness levels, physical skills and a healthy lifestyle.

Computing and ICT

From the Early Years onwards, pupils have access to a wide range of computing technology, including but not limited to, an increasing array of mobile technology. This enables them to become familiar with a digital environment from a young age. Children receive a cross curricular approach to Computing to enable them to gain transferrable skills and gain a deeper and meaningful understanding of our curriculum topics through software such as Purple Mash, TES SPAG, Bitesize ... (These can be accessed at home also). Pupils have at least one weekly computing lesson lead by an ICT expert in areas of coding and binary supported by the class teacher. These lessons focus on pupils acquiring skills to make them effective digital learners. Pupils can then transfer these skills into other topics across the curriculum.

Children have agreed to the rules for safe and responsible use of ICT and computing set by the school. All children will have signed an E Safety Charter which will be displayed in their Assertive Mentoring files.

Design and Technology

DT' 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.

The children are taught how to use tools and materials safely and economically. We teach Design and Technology through a creative curriculum which allows the children to gain a more in-depth knowledge and understanding about the topic they are studying.

We follow a design, make and evaluate process which teaches the children the importance of thinking about their initial ideas and developing these through a planning process which allows for a more clear and precise designing stage. The children then evaluate their own and other's work to encourage self-reflection and the ability to identify weaknesses and strengths in their own work.

French

Children in Key Stage 2 have the opportunity to learn French. We aim to provide our children with a basis for later language learning by building enthusiasm, curiosity and respect for other languages and cultures. The class teacher uses a Cumbria County Council approved scheme of work which is supported by Education City, an online program that children can also access from home. This provides opportunities for the children to develop their speaking, listening, reading and writing skills through learning new French vocabulary covering various topics. This is supported by a range of practical role play activities and cultural experiences, as

well as the use of day to day French throughout our daily routines. We enable our children to experience food, music, dance and sport from France and other countries.

History

In Key Stage 1 children learn about the lives and lifestyles of familiar people in the recent past and about famous people and events in the more distant past, including those from British history.

In Key Stage 2 children learn about people and important events and developments from recent and more distant times in the locality, in Britain and in other parts of the world. Children will learn about historical enquiry by looking at as many real sources as possible and by recreating events from the past.

Throughout school History is being taught through cross-curricular means, meaning that the children receive a more in depth understanding of the topic being covered.

RE

Religious Education is a curriculum entitlement for all children and the school follows the Cumbria 'Agreed Syllabus for Religious Education'. Religious Education does not seek to urge 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. Suitable alternative provision will be made.

At Holme St Cuthbert School, children are taught to understand and respect the importance of religious beliefs in the world around them. We encourage children to use and develop their skills in RE and to participate in critical thinking. We aim to ensure that the RE curriculum is challenging, dynamic and relevant to pupils of all ages.

In the Foundation Stage, RE is taught through topics based upon children's own lives and their own experiences. During Key Stage 1 and 2, the study of Christianity is introduced and aspects of several different religions are taught including: Hinduism, Judaism, Buddhism and Sikhism.

Music

In the foundation Stage children are taught to copy and make up their own rhythm. They sing songs to help with other areas of development such as understanding of number. They are encouraged to engage with a range of instruments as part of their continuous provision.

In Key Stage 1 children learn to sing songs with rhythm make a sequence of long and short sounds with help, clap longer rhythms. Make sounds that are very different (loud and quiet, high and low etc.) Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.) Listen to different moods in music and know how some sounds are made and changed. With help, make sounds with a slight difference. Use voice in different ways to create different effects. Listen out for different types of sounds.

In Key Stage 2 children learn to sing songs from memory with accurate pitch. Sing in tune. Maintain a simple part within a group. Show voice control when singing. Play

notes on instruments with care so that they sound clear. Perform with control and awareness of what others in the group are singing or playing.

Use sound to create abstract effects. Recognise and create repeated patterns with a range of instruments. Create accompaniments for tunes.

They are also taught to describe music using words such as duration, timbre, pitch beat, tempo, and texture. Use these words to identify where music works well and how it can be improved. Listen to several layers of sound and talk about the effect on the mood and feelings.

Throughout school Music is being taught through cross-curricular means, meaning that the children receive a more in depth understanding of the topic being covered.

Specialist Music Tuition on keyboards and Guitar are offered to KS2 children.

Geography

Geography is concerned with the study of places, the human and physical processes that shape them and the people who live in them. In Key Stage 1, children learn about their immediate environment and how to read and draw simple maps using invented and conventional symbols.

In Key Stage 2, the children develop this knowledge into a wider area and study transport, weather and landscapes, both in their local area and in many other countries.

Art

Children have opportunities to draw, paint, print, make collages, use fabrics and threads and use clay. They are taught the skills and techniques and then given the opportunity to practise them to produce individual and group pieces of work. Children are encouraged to critically evaluate their own work and that of others in order to learn from their experiences.