



OUR CURRICULUM

We have developed a bespoke curriculum that ensures that all members of our school community...

“Feel valued, challenged and encouraged”

- Regular staff meetings to review and shape the curriculum
- Subject leaders work with the Curriculum Lead to create an action plan for their subject and share this with all staff
- Regular and up to date training for subject leaders with the opportunity to feed back to staff
- Knowledge and skills documents for all subjects created for each class to show the progression for the year groups within each class and from EYFS to Year6
- Pupil voice at the beginning, throughout and at the end of each theme
- Regular communication with our families

How is our curriculum bespoke to us?

- **A thematic approach** – three ‘themes’ are chosen for the year by staff. We pay close attention to what is happening in the world/special events that are coming up
- **Topics** – we ensure the themes cover the knowledge children need to learn in each year group in History and Geography
- **Links** – we make links to the other subjects (Science, DT, Art, Computing, PE, Literacy) to ensure our curriculum is creative, broad and exciting
- **Progression** – using our ‘knowledge and skills’ documents, we ensure that knowledge is built on throughout the year and throughout a child’s time with us
- **Rolling programme** (how does it work in mixed age/crossing Key Stages classes) – regular reviews of what has been covered/what the children know and still need to know in an area when a child is in a particular class. Annotated/highlighted documents and topic webs/grids show us where to go next
- **Local and wider community** – local walks out and about to trips further afield to enhance children’s life experiences and knowledge of the world around them (building on the EYFS curriculum), inviting visitors in to school to give specialised talks and lessons, learning about our locality
- **Working and learning together** – adults work in different classes, some teaching several subjects. Our whole school ‘theme days’ bring us all together to share our knowledge and skills, we enjoy Science Week, Maths week and World Book Day...
- **And sometimes learning apart** – children work in smaller differentiated groups where required to ensure that every child is challenged, valued, encouraged and supported

Mixed Age Classes - *how does the curriculum work?*

Class One: Reception/ Year 1

Following our bespoke 'Knowledge and Skills' documents we plan exciting lessons under our thematic 'umbrella'. and we teach a range of History/Geography/Art/DT and Computing linked to our theme throughout the term.

Science and PE are taught weekly, linked to the termly theme if possible. RE, Music and PSHE are 'stand alone' subjects.

Maths and English are taught in Year groups using TAs to work with one year group.

Children access Continuous Provision throughout the week with activities and challenges to support their development.

Class Two: Year 2/Year 3

Following our bespoke 'Knowledge and Skills' documents we plan exciting lessons under our thematic 'umbrella'. History and Geography are taught in Topic lessons with one subject area being covered each half term. This is the same for Art and DT. Science, Computing and PE are taught weekly, linked to the termly theme if possible. RE, Music, Spanish and PSHE are 'stand alone' subjects. By using an evolving rolling programme, we ensure that the knowledge and skills for years 2 and 3 have been covered by the time a child leaves Class 2.

Maths and English are taught in Year groups using TAs to work with one year group.

Class Three: Year 4/Year 5/Year 6

Following our bespoke 'Knowledge and Skills' documents we plan exciting lessons under our thematic 'umbrella'. History and Geography are taught in Topic lessons with one subject area being covered each half term. This is the same for Art and DT. Science, Computing and PE are taught weekly, linked to the termly theme if possible.

RE, Music, Spanish and PSHE are 'stand alone' subjects. By using an evolving rolling programme, we ensure that the knowledge and skills for years 4, 5 and 6 have been covered by the time a child leaves Class 3.

Maths and English are taught in Year groups using TAs to work with one year group.

The Early Years Curriculum

When planning the curriculum for Reception children each term, we follow the statutory framework which is split into 'prime' and specific' areas. To support this, we also use 'Development Matters' (non-statutory guidance). Following each termly theme, we plan exciting lessons and learning opportunities for the children ensuring that we follow their interests and that the 'Three and Four Year Olds'/'Children in Reception' and 'Early Learning Goals' are met. The early Years Curriculum is built on in each year group using our 'Knowledge and Skills' documents. Subject leaders have a good knowledge of the EYFS Framework and how this links to their subject area so they can monitor progression.

Prime Areas:

Communication and Language

Listening, Attention and Understanding
Speaking

Personal, Social and Emotional Development

Self-regulation
Managing Self
Building Relationships

Physical development

Gross Motor Skills
Fine Motor Skills

Specific Areas:

Literacy

Comprehension
Word Reading
Writing

Mathematics

Number
Numerical Patterns

Understanding the World

Past and Present
People, Culture and Communities
The Natural World

Expressive Arts and Design

Creating with Materials
Being Imaginative and Expressive

We constantly reflect on the different rates at which children are developing and adjust our practice appropriately using...

Characteristics of Effective Learning:

Playing and Exploring – children investigate and experience things and 'have a go'

Active Learning – children concentrate and keep on trying if they encounter difficulties, and enjoy achievements

Creating and Thinking Critically – children have and develop their own ideas, make links between ideas, and develop strategies for doing things

Next steps are planned and brought into the areas of provision for children to build on their knowledge and practise skills.

Core Subjects

Maths

Classes are sometimes taught in year groups and sometimes as a whole class depending on the area being covered. Lessons are always differentiated and progression is planned for.

We use White Rose Maths for guidance and as starting points to plan exciting lessons and to ensure full coverage of the National Curriculum Mathematics Programme of Study.

We ensure that children are introduced to using concrete equipment and pictorial representations from joining us in Reception so that this can be built on and children become confident and independent problem solvers, responsible for choosing their own resources for Maths.

We enjoy celebrating World Maths Week and bringing mathematics into other areas of the curriculum throughout the year, including our whole school theme days.

English

Children are taught as a whole class, with differentiated activities being planned in for children to access independently or as part of a group. We ensure that a range of units are taught in each class to ensure progression and full coverage of the National Curriculum English Programme of Study. We link our writing units to the termly theme and plan for cross-curricular writing opportunities within Literacy lessons. Children have an weekly extended writing task for which they are sent 'Talk Homework' to help generate ideas.

Guided Reading takes place at least once a week with each year group working in a small group being taught new skills in reading.

In Class 1, children have a daily Phonics session (using Letters and Sounds with Phonics Play) to focus on reading and writing and in Class 2 and Class 3, children are taught Spelling 4 days a week (using Purple Mash) with Year 2 being taught as a single year group and 3/4 and 5/6 being taught as lower and upper Keys Stage 2.

Children in each class are taught handwriting as a separate lesson. In reception, this begins with a programme called 'Squiggle While you Wiggle' focussing on fine and gross motor skills, moving on to 'Achieving Excellence in Handwriting' which all staff have been trained to deliver.

Science

We have a long term plan for Science to ensure full coverage of all units by the time children finish their primary education.

In Class 1, children follow the Year 1 units each year. Reception children are included in whole class teaching but then explore a range of tasks in provision linked to the unit throughout the term. This ensures coverage of the Science aspects of 'Understanding the World' and provides a good grounding for accessing the units again in Year 1.

In Class 2 there is a 2 year rolling programme covering the required Year 2 and Year 3 units.

In Class 3, there is a 3 year rolling programme covering the required Year 4, Year 5 and Year 6 units.

We celebrate Science week each year and plan Science activities into our whole school theme days.

Foundation Subjects

History

Linked to the termly theme. 'Knowledge and Skills' documents are followed and annotated to ensure full coverage.



Geography

Linked to the termly theme. 'Knowledge and Skills' documents are followed and annotated to ensure full coverage.



Art

Linked to the termly theme. 'Knowledge and Skills' documents are followed and annotated to ensure full coverage.



DT

Linked to the termly theme. 'Knowledge and Skills' documents are followed and annotated to ensure full coverage.



Computing

Linked to the termly theme where appropriate. We follow the Purple Mash scheme of work. 'Knowledge and Skills' documents are followed and annotated to ensure full coverage.



PE

Taught in Key Stage groups. Linked to the termly theme where appropriate. We follow the Purple Mash scheme of work. 'Knowledge and Skills' documents are followed and annotated to ensure full coverage.



PSHE

Taught as a 'stand alone' subject. We follow 'Corum Life Education'. Linked to the termly theme where appropriate. 'Knowledge and Skills' documents are followed and annotated to ensure full coverage.



Music

Taught as a 'stand alone' subject. We follow 'Charanga'. 'Knowledge and Skills' documents are followed and annotated to ensure full coverage.



Spanish

Taught as a 'stand alone' subject in Class 2 and Class 3. 'Knowledge and Skills' documents are followed and annotated to ensure full coverage.



RE

Taught as a 'stand alone' subject. We follow the Lancashire syllabus 'SACRE'. 'Knowledge and Skills' documents are followed and annotated to ensure full coverage.



Enrichment – what else do we do?

- Trips – local and further afield linked to our themes and subject areas
- Visitors – specialists in their field linked to curriculum areas/'fun days'
- Theme Days – in house teams once a half term. Linked to our termly theme or other areas of interest in the wider world
- Outdoor Learning – at every opportunity
- Swimming – weekly lessons for all KS2 children all through KS2
- Forest School – weekly sessions led by our fully trained teachers
- Philosophy for children – linked to other curriculum areas
- Wellbeing – weekly sessions giving time for children to reflect and tools to support their own wellbeing
- Class assemblies – using 'Picture News' /linked to our 'Value of the Term'/to enhance other curriculum areas