



# Wynyard

CHURCH OF ENGLAND  
PRIMARY SCHOOL



**Curriculum Policy**

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## **1.0 Introduction**

At Wynyard Primary School, we believe that all children should have access to a broad and balanced curriculum which enables them to acquire the appropriate skills to develop fully their academic potential, as well as developing their personal and social values in preparation for adult life.

The school follows its own wide-ranging academic curriculum tailored to the needs of the pupil. Whilst the school is not required to follow the National Curriculum, the curriculum has regard for the National Primary Frameworks for Literacy and Mathematics and includes a wide range of learning experiences appropriate for the ages, abilities and needs of the children. The curriculum is further enhanced by a varied range of extra-curricular activities. The school will take all reasonably practicable measures to fulfil the requirements of any pupil's special educational needs and/or disabilities (SEND) or support guidelines.

The curriculum is balanced and broadly based, and promotes the spiritual, moral, social, cultural, British Values and physical development of our pupils and of society, and prepares our pupils for the opportunities, responsibilities and experiences of adult life. All pupils are expected to acquire skills in speaking and listening, reading, writing, numeracy and information and communication technology (ICT). In the event that a pupil has English as an additional language and needs specialist teaching to develop appropriate fluency, parents will be guided and supported in finding such support outside school, as well as being advised to the support the school can provide.

The school provides full time supervised education for pupils between the ages of 4-11 and each level, prepares pupils for the opportunities, responsibilities and experiences of the next stage of their education and lives.

The school's curriculum encompasses the following areas of learning;

### **Linguistic**

This area focuses on developing children's communication skills and increasing their command of language through listening, speaking, reading and writing.

### **Mathematical**

This area enables children to make calculations, to recognise and understand relationships and patterns in number and space, to develop their logical thinking and their ability to express themselves clearly

These skills will be acquired in a variety of ways, including practical activities, exploration and discussion

### **Scientific**

This area focuses on increasing children's knowledge and understanding of nature, materials and forces. Children will develop the skills associated with scientific enquiry by conducting experiments, making observations, hypothesising and recording their findings.

### **Technological**

These skills include the use of ICT, developing, planning and sharing ideas as well as working with equipment and materials such as during Design Technology.

### **Human and Social**

This area relates to people and their environment, how human action, both now and in the past, influences events and conditions.

### **Aesthetic and Creative**

This area focuses on the process of making, composing and inventing.

## **3.0 Aims**

It is our aim to furnish each child with the appropriate skills to develop fully their academic potential, as well as developing their personal and social values in preparation for adult life.

## **4.0 Objectives**

At Wynyard Primary School, we aim to provide an engaging and meaningful curriculum that focuses on children learning through real life experiences and exciting activities. We believe, that out of school activities/visitors are integral in creating a stimulating and motivating learning environment. The curriculum follows a topic overview plan, where planning is based around a main theme, novel or event. A minimum of three topics are planned per year in Years 1 to 5 with 4 topics planned in Year 6. Within each topic, enquiry based learning is planned, which culminates in a special event at the end of the topic such as a performance, display, short presentations or assembly, dependent on the nature of the topic. Outdoor learning is a regular feature of our curriculum and is incorporated in each termly topic.

The objectives of our schools curriculum are:

- to provide a broad, balanced and relevant curriculum which encourages pupils to explore a breadth of academic, cultural, aesthetic, creative and sporting interests
- to provide a well-planned and regularly monitored curriculum which ensures that learning is continuous and that pupils make good progress
- to ensure that pupils acquire and develop the key skills of literacy, speaking and listening, and numeracy
- to enable and encourage all pupils to develop their strengths and interests in order to achieve to the best of their ability
- to actively involve pupils in their own learning in order to ensure challenge and progress and encourage independent learning
- to promote positive attitudes and interest towards learning so that pupils acquire solid foundations for lifelong learning
- to provide rich and varied learning experiences, encompassing a range of learning styles
- to prepare all pupils for the next stage in their learning
- facilitate pupils' personal, spiritual, moral, social and cultural development

## **5.0 Early years Foundation Stage**

The Early Years Foundation Stage (EYFS) at our school applies to all pupils in the Reception class, aged 4 to 5 years. The curriculum for the Early Years Foundation Stage underpins all future learning by supporting, fostering, promoting and developing:

- positive attitudes and dispositions towards learning
- self-confidence and self-esteem
- respect for others as well as oneself
- social skills and emotional well-being
- a sense of community
- language for communication and thinking
- reading and writing skills
- problem solving, reasoning and numeracy skills
- knowledge and understanding of the world
- physical skills
- creative skills

The curriculum in Reception meets the requirements set out in the revised Statutory Framework for the Early Years Foundation Stage, published on 27th March 2012. Curriculum planning focuses on the Early Learning Goals, which includes seven prime and specific areas of learning and development:

### **Prime areas**

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control and movement. Children must also be helped to understand the importance of healthy activity, and to make healthy choices in relation to food

Personal, social and emotional development involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities

### **Specific areas**

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems and other written materials) to ignite their interest

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces and measures

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment

Expressive arts and design involves enabling children to explore and play with a range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology

Each area of learning shows progression through a sequence of Stepping Stones, which lead to Early Learning Goals. Early Learning Goals establish expectations for children to reach by the end of the Foundation Stage. Children explore the Early Learning Goals through play-based activities, which can take the form of adult-focussed sessions, adult-initiated sessions or child-initiated activities. Children will be exposed to a range of learning experiences and will access the curriculum both indoors and outdoors.

#### **6.0 Key Stage 1 – Years 1 and 2**

The curriculum for Key Stage 1 builds on the enjoyment for learning fostered in the Early Years Foundation Stage. The curriculum encompasses all the areas of learning outlined in the introduction to this policy. Within Key Stage 1, the curriculum is based on the guidelines of the National Curriculum documents for Key Stage 1. English and Mathematics are taught based on the National Primary Frameworks for Literacy and Mathematics.

In Key Stage 1 we adopt a combination of discrete and cross curricular planning. Much of the learning within Key Stage 1 is delivered through topics and themes. A cross-curricular and thematic approach to teaching and learning enables pupils to apply their knowledge in a range of contexts. Children are able to make strong links between subjects and view learning as connected, relevant and purposeful. The curriculum in Key Stage 1 remains broad and balanced in order to capture the interests of pupils and stimulate their creativity.

Subjects taught in Key Stage 1 are:

<b>Key Stage 1 Subjects</b>	
<b>Core Subjects</b>	<b>Foundation Subjects</b>
English	Arts
Maths	Design Technology
Science	French
	Humanities – History, Geography and Religious Education
	Computing
	Music
	PSHCE
	PE

## 7.0 Key Stage 2

The Key Stage 2 curriculum builds on the knowledge and skills gained in the Foundation Stage and Key Stage 1 and continues to encompass all the areas of learning outlined in the introduction. As in Key Stage 2, we continue to adopt a combination of discrete and cross-curricular planning. The curriculum for Key Stage 2 remains broad and balanced with planned opportunities for creative, independent and active learning.

Subjects taught in Key Stage 2 are:

Key Stage 1 Subjects	
Core Subjects	Foundation Subjects
English	Art
Maths	Design Technology
Science	French
	Humanities – History, Geography and Religious Education
	Computing
	Music
	PSHCE
	PE



## 8.0 Planning

Teachers plan topics throughout each year with a focus around a novel/book, scientific and technological understanding (Science and Design and Technology), historical, geographical and social understanding (History, Geography and Citizenship) or understanding the arts (Art and Design and Music). Planning for Literacy and Numeracy is based around the Primary Framework and teachers integrate units into the topics where possible to ensure 'purposeful' learning, at times, however, elements of these Frameworks are taught discretely. Where relevant, individual subjects are linked to the main topic theme, however, subjects that do not link to the main topic theme are taught in discrete skills lessons. (R.E, Primary Languages and P.E).

We believe that pupil voice is an essential factor in motivating children to learn and in providing pupils with ownership of the topic. At the start of each topic, teachers gather pupils' ideas about what they want to find out about the subject, what they already know and what they wonder. This input guides the development and content of each project taught, giving pupils a high level of choice.

**Long term planning:** Each year group team completes a yearly overview grid which shows the three topics that they will teach that year. Long Term plans detail breadths of study and skills that we be covered in each topic across the range of subjects where learning is integrated in to the topic. This overview is reviewed and updated each year to match the interests and needs of children.

**Medium Term planning:** For each topic, teachers fill in a planning grid which details key questions, opportunities for stimulus/engagement, outdoor learning opportunities, enquiry led learning and the end product for the topic. For subjects that relate to the main topic theme (see above) core objectives for each week are included on this plan. Where subjects are planned separately (see short term planning below) the blocks/units to be taught are stated clearly.

**Short term planning:** Literacy and Numeracy are planned using the Primary Frameworks, on a weekly/unit basis. Details of activities for other subjects are planned using breadths of study and skills detailed in the long term plan as guidance. Discretely taught subjects, such as PE and Primary Languages develop medium term and short term plans from specific long term plans.

## 9.0 Strategies for assessment, progression and continuity

Planning in the Foundation Stage is responsive to individual pupil progress. Regular formative assessments, based on observations, photographs and examples of work, inform every day planning as well as providing 'learning priorities' for each pupil, ensuring that children move to the next step in their learning. An individual profile is completed throughout the year and observational assessments are matched against the scales on the EYFS profile.

On entry to Reception, all children are assessed using 'Early Excellence' baseline, in order to ascertain stages of development, strengths and needs. Detailed and flexible planning

between all staff in the Foundation Stage ensures the delivery of a wide, varied and effective curriculum to facilitate the progress of all pupils.

At the end of the Foundation Stage, the individual EYFS profiles inform planning in Year 1, in order to support and extend pupils' learning at the start of Key Stage 1. In some cases, there is the need to track forward in the Foundation Stage to the National Curriculum for Key Stage 1 in order to extend pupils who have progressed beyond the requirements of the Early Learning Goals.

## **10.0 Approval by the Trust Board**

This policy has been formally approved and adopted by the Board.