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Bradleys Both Community Primary School

Curriculum Policy

This policy has been written as guidance on the way our school curriculum is delivered and used in teaching and learning at our School.

At Bradleys Both Community Primary School we strive to provide a broad and balanced curriculum that is exciting, stimulating and meaningful, used to teach a progression of knowledge, understanding, skills, appreciation and values.

Intent

We intend our offer of curriculum at Bradleys Both to promote learning, inspire children to achieve, encourage them to flourish and grow, while developing individual talents. The curriculum is used to engage children in gaining knowledge, skills and understanding to support future learning.

Our intention at Bradleys Both is to develop, extend and broaden knowledge, understanding and appreciation of the wider world, both local to our school and beyond our locality. Knowledge provides opportunity to broaden interests, extend learning and understand contexts of learning. Through the school's curriculum, our children learn to live healthy and happy lives where they know right from wrong. They learn how to stay safe and respect other people's thoughts and beliefs. Our curriculum provides the children with the knowledge to relate and work with other people cooperatively.

Risk taking, making mistakes and exploring different strategies and approaches are all important to develop our children's knowledge and understanding.

We intend our curriculum to be ...

- A means of exciting children about learning through a broad curriculum
- Real and purposeful , taught through experiences
- Developed through children building on their knowledge and understanding
- A way of linking a progression of learning together in context
- A way to promote a thirst for knowledge
- Reinforcement and development of skills
- Teaching blocks of learning which provide scaffolding for progressive and extended learning
- A development and extension of children's own interests
- A way of developing children socially
- New knowledge and understanding that is built upon each year

- A way of valuing and promoting individual subjects

Implementation

The curriculum is reviewed annually to utilise and incorporate opportunities that arise during the year, focus themes around the children's interests and bring learning to life. We embrace opportunities to reinforce and develop learning through making links between subjects. When appropriate, concepts for different subjects will be taught within learning tasks and topics promoting real and purposeful learning.

A whole school curriculum overview is created. Topics are used as stimuli for teaching and learning, relating learning in different subjects together when appropriate. At times we use topics and themes as a way of interesting the children and teaching through a context that may cross across different subjects.

The curriculum is planned to cater for our mixed year classes. Class teachers plan a class curriculum overview showing coverage of curriculum subjects and demonstrating planned links (LTP). A (MTP) medium term plan detailing teaching concepts is planned following our subject progression of teaching and learning subject plans. Short term planning (STP) is developed from Medium term plans by teachers for delivering lessons to their classes.

The EYFS children have targeted year group teaching opportunities, while the Key Stage 1 children may come together as appropriate for PE Games and Music lessons. In Key Stage 2 teaching is timetabled into a series of block teaching afternoons to deliver History, Geography, Science and one lesson of PE to mixed class groups. Specialist skills teaching of Music, Computing, Art, Design Technology and PE Games is taught weekly in year groups providing greater consistency for each child.

Strategies are implemented to assess and identify what children's prior knowledge and understanding is when teaching the start of a unit of work. E.g. KWL review is carried out (What I already KNOW? What I WANT to find out? What have I LEARNED?). This allows teaching and learning to be tailored to the group of children, their interest and their next steps. Knowledge check-ups are planned into half termly subject plans to review and evaluate what children have retained from their teaching and learning.

The Early Years Curriculum

Within the Early Years Foundation Stage the curriculum is focused in to weekly or fortnightly topic themes. These themes are tailored to meet the needs of the groups of children in Early Years Foundation Stage. Curriculum links are made and forged with Key Stage 1 when appropriate and possible.

The focus of each area of learning in EYFS

PRIME AREA - Personal, Social and Emotional Development

This area of learning involves helping children to understand a positive sense of themselves and others; to form positive relationships and develop respect for others; to know right from wrong and try to behave accordingly and to manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

PRIME AREA - Physical Development

This area of learning offers opportunities for your child to develop and practise their control over large movements such as running, jumping, dancing, hopping, skipping and climbing, as well as negotiating space and obstacles safely, with consideration for themselves and others. It also supports a developing understanding of using finer movements involving the ability to control the use of a range of small tools, including scissors, paintbrushes and cutlery. Children will have opportunities to practise holding a pencil effectively in preparation for fluent writing - using the tripod grip in most cases.

PRIME AREA - Communication and Language

This area of learning provides opportunities for your child to speak confidently in small groups, class and one to one discussion, offering their own ideas using recently introduced vocabulary, express their ideas using full sentences, including use of past, present and future tenses and making use of conjunctions with modelling and support as necessary. Children will have opportunities to respond to adults and other children in an environment where speaking and listening are highly valued skills.

SPECIFIC AREA - Literacy

This area of learning gives opportunities for all children to demonstrate an understanding of what has been read to them, anticipate key events in stories and use recently introduced vocabulary during discussions. Children are encouraged to link sounds and letters and begin to read and write.

SPECIFIC AREA - Mathematics

This area of learning provides children with a broad range of contexts within which to explore, enjoy, learn, practise and talk about the language of mathematics. They will develop and improve their skills in counting and subitising, understanding and using numbers including automatically recalling number bonds to 5, calculating simple addition and subtraction problems, to describe shapes and measures and explore and represent patterns within numbers up to 10, including evens, odds and double facts.

SPECIFIC AREA - Understanding the World

This area of learning provides opportunities for your child to talk about the lives of the people around them and gain an understanding of the past, identifying similarities and differences between things in the past and now. Your child will be able to identify similarities and differences between different religions and cultural communities in this country and will be able to explain some similarities and differences between life in this country and life in other countries. Children will explore the natural world around them and understand some important processes and changes in the natural world around them, including the seasons.

SPECIFIC AREA - Expressive Arts and Design

This area of learning involves children being able to explore and experiment with a wide range of media and materials and be able to share their creations, explaining the process they have used. Children are encouraged to sing and perform a range of songs and rhymes and adapt and recount narratives with peers and their teachers.

The Key Stage 1 and 2 Curriculum

The Key Stage 1 and 2 curriculums are divided into half termly topics. The units of work make links between subjects where possible, while also valuing each individual subject area. The progression of teaching focuses on covering the National Curriculum subject programmes of study. We recognise the value of teaching the children about individual subjects but strive to show natural links that can be made and reinforced across subjects. Within these units there is an emphasis on teaching and developing knowledge, understanding, skills and values.

We strongly believe that concepts should be taught in context to provide real life learning experiences, making learning purposeful. Visits and visitors provide first-hand experience of 'real' learning for our children.

Mathematics and English are included within curriculum plans when appropriate and relevant. We are keen to explore opportunities to enhance the curriculum themes through incorporating Mathematics and English work. The Computing curriculum is focused on teaching and developing specific Computing skills and concepts. Teaching time is spent on teaching and learning about the safe use of technology and ways in which children consider their personal safety when working online. In addition, Computing is used within the whole curriculum to enhance learning opportunities and experiences.

Designated lessons are planned to fulfil the coverage of subjects as half termly units of work.

Coverage of Subjects

The coverage of National Curriculum subjects is tracked using individual subject progression overviews, ensuring that a breadth of opportunities and experiences is provided within the annual curriculum overview. Any gaps found in the coverage of a specific subject can be identified and planned into the future units of work. With Year groups being taught together in mixed classes at times, the coverage of the content of subjects is planned for a two-year cycle.

Curriculum Enrichment and Enhancements

Annual opportunities to enhance and enrich the children's curriculum offer are planned into the LTP and links made to other learning planned. These will include school performances, termly curriculum visits and visitors to school, visiting authors, musical experiences, sporting opportunities, charity fundraising, life skills including first aid, Enterprise project, pupil voice and other ways that we find to develop and extend learning.

University of Bradley has been established at our school as a curriculum enrichment programme. The initiative is used to promote and reward positive behaviour and approaches towards school. University language promoted aspirations for attending university in the future. Children take responsibility for making choices of modules to cover and during a school year complete a series of two 'skill', two 'creative' and two 'physical' modules. Learning provides new experiences, opportunities to extend and develop previous learning, pursue interests and talents, apply knowledge and learning develop social skills and interactions with others across our whole school family.

Policies

This policy reflects our approach to the whole school curriculum at Bradleys Both Community Primary School. Individual curriculum subject policies reflect the approaches, coverage, knowledge and skills taught.

Subject Teaching

Mathematics: We aim for our children to enjoy Maths and have a positive attitude to the subject. The teaching of Mathematics follows a structured year group plan based on the national curriculum and following the White Rose Maths scheme of learning as well as incorporating other Mathematics resources. Year group concepts are taught through a range of learning experiences and activities, including practical tasks, practice, problem solving tasks and written strategies. Formal teaching is balanced with practical activities where appropriate. After discussion in class, children will consolidate their learning in written tasks or mathematical investigations. Enrichment and extension are provided to extend the more able children.

English: When the children first start school, they are introduced to skills that will prepare them for reading, writing, speaking and listening. Phonics is taught following Letters and Sounds, using the Little Wandle scheme of learning. Our Key Stage 1 and early Key Stage 2 children use a range of reading texts, including a core reading scheme. As their skills develop, they move away from reading schemes and are encouraged to read additional texts including newspapers, comics, non-fiction, online texts and topic books to develop their enjoyment of reading whilst developing their individual reading skills. All children are expected to take their books home each night to share with their parents. Children's writing covers different text genres with the children writing for different purposes and audiences. Great emphasis is placed on the correct use of grammar and punctuation. Presentation is very important and children are encouraged to develop a legible and neat style of handwriting as they mature. Opportunities are provided for speaking and listening and drama in a variety of situations across the curriculum.

Science: Emphasis is placed on developing an enquiring mind and children are encouraged to ask questions and find answers. Much work is done practically and through investigations where children are involved in exploring, observing, measuring, recording results and drawing conclusions. Research from secondary sources is also an important aspect of science, particularly in KS2. Children use books, video and the Internet to gain knowledge in different areas.

Computing: is a major part of our lives and will continue to be so into the future. At school we teach specific computer skills that will help the children participate in the ever changing world of technology. The school is resourced with Chrome books that are stored centrally and used within classrooms when delivering both computing lessons and when being used in cross curricular learning. The school is well equipped with an interactive whiteboard in classrooms. Computing is linked with all subjects and children have many opportunities to extend their skills. Children are taught how to use the Internet safely, developing understanding of email, online resources, and remote ways of working. Classes use ipads as tools for gathering evidence, evaluating their own work and recording experiences.

History: Children are curious by nature and we encourage them to use evidence to find out about the past.. The staff organise visits to places of historical interest and invite visitors into school to share their knowledge and experiences with the children.

Geography: Children study the physical, human and environmental aspects of geography. These themes are studied by looking at their local environment, contrasting localities in the UK and in other areas of the world. The local environment is an important resource for children and they go out into the locality whenever possible as part of their studies.

Music: Class music lessons follow the National Curriculum and include, listening and appraising, composing, performance and ensemble playing. The children participate in the Wider Opportunities music programme learning to play a real instrument within class lessons. The children start with whole class Djembe drumming in Year 3 and progress to whole class Ukulele playing throughout key stage 2. In addition to music taught in lesson times, there are many opportunities for the children to learn a musical instrument. A number of children have instrumental lessons with teachers from the county music support service, including Guitar, Piano and Drums. There is a charge for the tuition for this service which is charged termly.

Art: Art is based on both imagination and observation. Children use a variety of materials, media and tools to express their ideas and feelings. They are taught to appreciate, evaluate and to make judgements about art, craft and design from different times and cultures and to make practical decisions about how to develop their own work.

PE Physical Education: The children are taught three areas of activity in Key Stage 1 (games, gymnastics and dance) and six areas in Key Stage 2 which include the same activities and in addition, outdoor and adventurous activities, athletics and swimming.

The school is well equipped for PE and games. In the hall there are wall bars, climbing frames, soft-topped apparatus and large mats. When this large apparatus is not in use, the hall provides a large area for floor work and for the use of small apparatus. The playground and school field provide larger spaces for ball games and other sporting activities.

Boys and girls have the opportunity to take part in sporting activities involving other schools. The school is a member of the Craven Schools Sports Partnership which provides opportunities for the children to take part in a range of sporting activities with children from local schools. At the end of the summer term we hold a whole school Sports Day and the children take part in lots of fun and sporty activities. The children in Year 6 attend an Outdoor Education Centre for a 3-day residential which includes activities such as canoeing, dry-slope skiing and rock climbing.

Swimming lessons are provided for the children in targeted year groups with the children using the Craven Swimming Pool in Skipton.

Design Technology: Children are given tasks in which they are required to design and make a variety of items. They develop their knowledge of tools and techniques and practise skills through specific tasks. They are encouraged to evaluate their own work and the work of others.

RE Religious Education and Collective Worship: RE plays an important part in a child's overall development – spiritual, moral, cultural and social. The content of the RE curriculum is based on the LA syllabus which covers the teaching of a range of different religions. Assemblies form a daily act of collective worship led by the staff as well as visitors to school including; Rev. Peter Thomas from Skipton Baptist Church and Rev Mike Green from St Mary's Church in Bradley who lead assemblies during the school year. Parents wishing to withdraw their children from collective worship or from RE should contact the school to discuss the content of teaching.

PSHCE Personal, Social, Health, Citizenship and Economic Education: PSHCE helps children to understand and respect diversity, different opinions and values, skills that will equip them to lead happy, confident, healthy and independent lives as they grow up. Through a range of activities and experiences we help them recognise their own worth and to take responsibility for their actions and learning.

Relationships and Sex Education : Sex education is taught at Bradley School, not as a separate subject but as part of our Personal and Social Development curriculum. It is supplementary to, and supportive of, the scientific aspects covered within the Science curriculum, concentrating on the behavioural and psychological aspects of human sexuality. In Year 5 and 6 the children receive focused teaching about relationships and puberty, teaching children about body changes. Further details are shared with parents.

MFL Modern Foreign Language - French: French is taught to the children in Years 2, 3, 4, 5 and 6. All four classes follow a theme every half term which introduces and reinforces vocabulary and phrases. The programme of work is devised to develop children's enjoyment of the language and prepares them well for transfer to secondary school.

Curriculum Subject Leader

The Curriculum Subject Leader carries out an annual audit of the curriculum developments and plans at the start of the academic year. This is shared with staff and Governors and an action plan written for planned actions for the current year and the next two years to enable resources to be planned accordingly.

Work sampling across the school, training completed by staff members and further information to support the teaching and learning of our curriculum is collected. Monitoring of coverage of the curriculum is carried out through the action plan and identified in the SIP (School Improvement Plan). Reviews of teaching and learning will be completed as part of the monitoring and Observation timetable of teaching and learning.