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Approved by Governors on:

Bradleys Both Community Primary School **Curriculum Policy**

This policy has been written as guidance on the way our 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, skills, understanding, 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 extend 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 learning together in context
- A way to promote a thirst for knowledge
- 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 make links between subjects by linking concepts for different subjects within umbrella 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 around a context and theme. A two year 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 carried out by teachers for delivering lessons to their classes.

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.

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 both the Pre-School and Foundation Stage Class, while covering the areas of learning within the 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

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 physical 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

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 development

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 measure

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 wide 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

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 and focus 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 across subjects through cross curricula teaching. Within these units there is an emphasis on teaching and developing skills, knowledge, understanding and values.

We strongly believe that concepts should be taught in context to provide real life learning experiences, making learning purposeful.

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. In addition Computing is used within the whole curriculum to enhance learning opportunities and experiences.

Where subjects do not naturally link under the umbrella of a half termly curriculum theme, designated lessons are planned to fulfil the coverage in subjects.

Half term Curriculum Unit of Work Example:

Topic theme - 'Motor Racing Car Topic'

Science	- Push & Pull Forces and Friction
Art	- Logo Designs
DT	- Wheeled Vehicles
History	- History of Motor Racing (Cars / Drivers)
Geography	- Origins of drivers / Maps of locality

Computing	- Internet research / Use of software to design logos
PSHCE	- Meeting other people and sharing learning
Music	- Performance for an event
Community Cohesion	- working with others
English	- Reading text, writing newspaper reports and personal recounts
Mathematics	- units of time and numerical order

Coverage of Subjects

The coverage of National Curriculum subjects is tracked using individual subject 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, 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, 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.

Core Subject Policies are written for the following subjects:

- English
- Mathematics
- Science
- Physical Education

Foundation Subject Policies are written for the following subjects:

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|-----------------------------------|-----------|---------------------|
| - Music | - Art | - Design Technology |
| - Mental Health & Wellbeing | - History | - Geography |
| - Computing and Internet E-Safety | - PSHCE | - MFL |
| - RE | | |

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.