

Curriculum Policy



September 2018

Implementation date: September 2018

Review date: June 2019

Policy Statement

At Bunwell Primary School, our curriculum is based on the 2014 National Curriculum for Key Stage 1 & 2 and the Early Years 2012 framework in Reception.

The curriculum is all the planned activities that we organise as a school to support and enhance the learning, social and emotional develop and well being of our pupils. As well as the formal requirements of the National Curriculum, it also includes the extra-curricular activities which we offer to enrich the children's experience. The curriculum also extends to the broader PSHE skills which teach the children; the expectations for behaviour and how they are treated as well as how they get on with the adults and children at school.

Values

We share the cooperative values of Cooperative Education East which was founded on a set of values and principles describing a different, fairer and better way of operating. In tradition of co-op founders, in addition to our core values we expect adults and children to conduct themselves with honesty, openness, social responsibility and caring for others.

Our core values are:

Self-Help - joining together and making a difference. We support learners, parents and staff to help themselves.

Self-responsibility - everyone taking responsibility for, and answer to, our actions.

Democracy - we give our learners, parent, carers and staff a say in the way we run our school.

Equality - we give everyone the same opportunity to get involved with the school

Equity - we are fair and unbiased to everyone

Solidarity - we share interests with our learners, parents, carers and staff and with other schools in the communities we serve

Aims:

At Bunwell Primary School we aim to offer a broad and balanced curriculum which enables pupils to:

- Enjoy learning
- Succeed in their learning and be proud of their achievements
- Become learners for life who enjoy and achieve
- Apply what they have learnt to a variety of contexts
- Be given the time to learn new skills and apply them
- Understand what the next step is in their learning
- Talk about what they are learning; recognising their strengths and areas for improvement
- Develop the ability to assess their own and peers' work
- Strive to challenge themselves

Reception Curriculum

In Reception we follow the Early Years Statutory Framework for the Early Years Foundation Stage. The learning and development expectations are set out in the Framework and provides specific areas of learning. These are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language
- Literacy
- Maths
- Understanding the World
- Expressive Arts and Design

English

Our English lessons develop pupils' spoken language, reading, writing and vocabulary. English is taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Pupils at Bunwell are encouraged to read for pleasure and to read widely. We use a range of reading schemes including Oxford Reading Tree, Songbirds and Rigby Star to give children a broad and balanced range of books to choose from. We follow Letters and Sounds to teach Phonics. Phonic awareness helps the development of reading by segmenting and blending sounds. In all year groups children will be heard reading individually and in groups. Reciprocal reading sessions cover fiction and non-fiction books. Reciprocal reading develops children's comprehension skills. We expect children to read daily at home.

Writing is embedded across the curriculum. Writing skills such as grammar, punctuation and spelling as well as the composition of different text types are taught in daily English lessons. As a school we follow the Alan Peat Approach to Fiction and Non-Fiction Writing. This is based on a consistent whole school approach, in terms of text structures and language to describe the features, so that children are able to develop and consolidate their learning. We also follow the Alan Peat approach to teaching different sentence types.

Writing should be planned taking into account a clear sequence of learning from creating interest through engaging stimulus, to reading, then speaking and listening activities such as hot seating and role play before planning and writing which will include editing and improving.

Teachers are encouraged to make meaningful and relevant links across the curriculum when planning their writing.

Working walls in classrooms should support children's independent writing and evolve as the unit of work unfolds; they are not intended to be finished displays. They should exemplify the writing process.

Maths

Teachers ensure that mathematical skills are taught daily at Bunwell. They also use every relevant subject to develop pupils' mathematical fluency, knowledge and skills. Our pupils are encouraged to be confident in numeracy and to apply the skills that they learn to simple problem solving. We build on skills and understanding in a step by step way and continue to develop place value, the four operations and other mathematical objectives as children move through the school.

We follow the White Rose Approach to Maths.

More detailed information about maths can be found in the Calculation Policy.

Science

Science is taught as a separate lesson but linked to Topic work appropriate and relevant. We encourage children to be naturally curious about the scientific world and to be excited by scientific phenomenon. We use scientific terminology in every lesson and children are taught how to carry out simple tests and experiments using equipment to gather and record data.

Topic

We use topics to deliver humanities, art and DT subject skills and understanding. We make as many relevant cross curricular links as possible; for example, it may be relevant to link English, science and music to the overarching topic. Our topic planning is carefully balanced to ensure a broad and balanced curriculum. A timetable of trips and workshops is planned throughout the year linked to different class topics.

Art and Design Technology

Art is weaved into our termly or half termly topics. Our teaching provides children with experience of drawing, painting, collage, 3D designs, printmaking and digital media. The hall displays art work from each class.

Our design and technology lessons encourage pupils to design and make products linked to their topic work. Design and technology lessons include cooking.

Computing

We timetable Computing discreetly but our approach is to incorporate and integrate ICT into all lessons: the use of laptops and other hardware such as cameras are very much part of our learning tools. We also teach pupils to use technology safely and to identify where to ask for help and support if they have concerns.

Modern Foreign Languages

We teach Spanish to all children in Key Stage 2.

Music

In their music lessons pupils learn to use their voices creatively and expressively by singing songs and chants. Assemblies also offer children a chance to practise singing. Pupils are also taught to play a variety of instruments. Where possible, music lessons are linked to topic. The school also offers children music tuition through RockSteady.

Physical Education (PE)

Children run the daily mile every day. Two hours of PE is timetabled for every class from Y1 – Y6. Pupils are taught a range of skills which focus on running, jumping, throwing and catching as well as developing agility, balance and co-ordination which are then applied to a wide range of sports. Swimming is taught throughout KS2.

We take part in a range of Cluster sports events to give children experience of the competitive side of PE.

PSHE

PSHE is a planned programme of learning through which children acquire the knowledge, understanding and skills they need to manage their lives. As part of a whole school approach, PSHE lessons focus on 'Health and Wellbeing', 'Relationships' and 'Living in the Wider World.' In our programme of study, we actively promote the British Values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs to prepare our children for life in modern day Britain.

RE

Our teaching of RE promotes the spiritual, moral, social and cultural development of our pupils. It reflects the fact that the religious traditions of Great Britain are in the main Christian whilst taking into account the teaching and practices of other religions represented in Great Britain and throughout the world. Children will develop their own beliefs and values. They will also be aware that some people have no attachment to religious beliefs.

Trips and Visits

We plan a series of trip each term for each class and year group. The trips are directly linked to our topic work. Where appropriate, a trip may be replaced by a visit to school from an organisation who offer relevant workshops.

A residential trip is organised for children in Year 5 and Year 6.

The Headteacher monitors the effectiveness of the curriculum. Feedback from CEE, pupil and parent voice and pupil progress data is all considered when evaluating its effectiveness.