

Curriculum Policy Last Reviewed Summer 2022

Next Review Summer 2025

What do the children learn?

The Foundation Stage curriculum is based on the Department for Education Statutory Framework for the Early Years Foundation Stage.

Prime Areas

- Communication and language
- Physical development
- Personal, social and emotional development

Specific Areas

- Literacy
- Mathematics
- Understanding the world
- Expressive arts and design

In Key Stages One and Two we teach the national curriculum subjects.

In addition we teach Religious Education in accordance with the statutory Locally Agreed Syllabus; Personal, Social and Economic Education; and Relationship, Sex and Health Education (RSHE). We have a separate policy for RSHE. Parents have the right to withdraw their child from Religious Education lessons and/or Sex Education lessons. Parents must inform the headteacher in writing if they wish to do this.

Curriculum Intent

The purpose of our curriculum is for our children to be healthy, responsible citizens, building the knowledge and skills to succeed in later life, enabling them to become the best they can be.

| Subject | Subject Intent | Subject Core Learning |
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| Reading | We teach reading so that our children can communicate confidently, participate in society, enjoy developing their understanding of the world, vocabulary and imagination and have good mental health. We believe children need to read accurately, fluently and with good understanding. | <ul style="list-style-type: none">• Accurate reading• Fluent reading• Reading Comprehension• Enjoyment of reading• Breadth of reading (understanding of the world) |
| Speaking and Writing | We teach speaking and writing so that our children can communicate their ideas and emotions to others and participate in society. We believe that our children need to be able to speak and write purposefully, and for a range of audiences. They need a legible and effective style of handwriting and show a good standard of grammar and spelling. | <ul style="list-style-type: none">• Purposeful talk (range of situations/formality)• Transcription• Composition• Understanding of the immediate and wider world (vocabulary) |
| Mathematics | We teach mathematics so that our children become fluent in mathematical concepts and skills (with accuracy and precise use of language); reason mathematically; and solve a variety of real life problems. | <ul style="list-style-type: none">• Fluency• Reasoning• Solve problems |
| Science | We teach science so that our children gain a strong understanding, explain, analyse and question the world around them through developing the knowledge of biology, chemistry and physics. Using scientific enquiry, our children will be able to build on their excitement and curiosity about natural phenomena. | <ul style="list-style-type: none">• Scientific knowledge and conceptual understanding• Work scientifically• Understand uses of science in the past, present and future and how they are related to the wider world |
| Religious Education | We teach religious education so that our children have an understanding of the key beliefs and practices of Christianity, Islam and Hinduism and other world views, and can become religiously | <ul style="list-style-type: none">• Knowledge of Christianity, Islam and Hinduism and other world views• Learning about aspects of |

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| | literate in the sense that they can hold balanced, informed and respectful conversations about the religions and beliefs they have studied. | believing, living and thinking within religions |
| Relationships, Sex and Health Education, Personal, Social and Economic Education | We teach RSHE and PSE so that our children know how to be safe, healthy (mentally and physically) and have respectful relationships, including online. | <ul style="list-style-type: none"> • Safety • Health • Respectful Relationships Including Online • Mental Health and Wellbeing • Living In the Wider World |
| History | We teach history so that our children have historical knowledge and are able to use historical enquiry in order to develop an understanding of Britain's past and that of the wider world and its impact. | <ul style="list-style-type: none"> • Understand chronology • Build an overview of world history • Investigate and interpret the past • Communicate historically |
| Geography | We teach geography so that our children have geographical knowledge and are able, through the study of human and physical geography and the links between them, to develop an understanding of the world and its people. | <ul style="list-style-type: none"> • Investigate places • Investigate patterns • Communicate geographically |
| French | We teach French so that our children are equipped with an appreciation of the language and culture of France. | <ul style="list-style-type: none"> • Speak • Listen and understand • Appreciate • Read • Write |
| Physical Education | We teach PE so that our children understand how to lead a healthy and active life with the knowledge and competence to succeed in competitive sports with fairness and respect. | <ul style="list-style-type: none"> • Development of specific physical abilities • Knowledge and competence in competitive sports • Values of fairness and respect within competitive sports • Being healthy and active |
| Art and Design | We teach Art and Design so that our children can enjoy being creative in their own way, develop their own skills and be able to discuss/appreciate the work of others. | <ul style="list-style-type: none"> • Generating ideas-skills of designing and developing ideas • Making-skills of making art, craft and design • Evaluating |
| Music | We teach music so that our children can enjoy singing and playing tuned and untuned instruments, to increase their confidence in performing, develop their own skills and are able to appreciate and discuss the work of others. | <ul style="list-style-type: none"> • Learn to play instruments (including the voice) • Experiment, create and compose pieces of music • Record compositions in a variety of ways, including formal notation • Appreciate and discuss the work of composers, musicians and their peers • Participate in performances with an awareness of audience |
| Computing | We teach computing so that our children are equipped with the knowledge and understanding to use a range of technology accurately, and to be able to express themselves safely in the rapidly changing digital world. | <ul style="list-style-type: none"> • Computer science • IT and digital literacy • Online safety |
| Design and Technology | We teach design and technology so that our children are equipped with the creative and practical skills to solve real life problems by designing and making products including nutritional ones. | <ul style="list-style-type: none"> • Practical and creative skills (including disassemble and investigate) • Build a repertoire of knowledge and skills in order to design a product with a specific brief |

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| | | <ul style="list-style-type: none"> • Make products according to children’s own designs and critique them • Understand the principles of nutrition and learn to cook some savoury dishes |
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Our curriculum design is based on evidence from cognitive science:

https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/metacognition/EEF_Metacognition_and_self-regulated_learning.pdf?v=1635355221

This is underpinned by three main principles: learning is most effective with spaced repetition; interleaving helps children to discriminate between topics and aids long-term retention; retrieval of previously learned content is frequent and regular. We know that sustained mastery of core learning takes time. Our curriculum content is subject specific and contained within our curriculum plans.

We want our children to experience a wide breadth of study and, by the end of each Key Stage, retain the core learning for each subject in their long-term memory. Therefore, the core learning is repeated at intervals throughout a child’s learning journey within different contexts. As we have mixed age classes, the breadth of study is organised into a two year cycle (Cycle A and Cycle B) with the core learning taught in both cycles as part of our principle of spaced repetition.

For each subject there is a whole school overview, and a progression document for the core learning identified for a child’s journey through school organised into Foundation Stage; Years One and Two; Years 3 and 4; Years Five and Six. In addition, subject specific vocabulary progression has been identified. Subject leaders are responsible for producing medium term plans to assist teachers in their lesson planning. These are often available on the school website and a paper copy can be provided on request.

Curriculum Implementation

Teachers know that learning is a change to long-term memory. Lessons are structured to build on prior learning so that children become increasingly confident in applying their core learning in a range of contexts. In the Early Years Foundation Stage, core learning is based around the foundations to becoming a successful learner in school and a balance between child-initiated and adult directed activities take place. Some children, for a variety of reasons, need to “catch up” on core learning. This means they may take part in an extra lessons or interventions. We believe this “catch up” of core learning should sometimes take precedence over breadth of curriculum contexts, as without the core learning the child cannot utilise the breadth of experience. Some children have a Special Educational Need or disability and may need some modifications to the curriculum to enable equality of access.

Curriculum Impact

As learning is a change to long-term memory it is often not possible to see impact in the short term. We use a range of assessment tasks and summative tests at strategic points in a child’s journey through school to measure the learning of individual children. We have a separate assessment policy.

Parent/Carer Support

We believe parents/carers have a vital role in the learning process and that children benefit greatly from parents/carers taking an interest in their child’s work. Parents/carers are asked to support their children’s learning especially through home learning tasks. Children’s home learning can be reading, learning words or spellings, times table learning or pieces of research or written work. We think home learning can be an opportunity for parents/carers and children to talk about what is being learnt in school and to share this learning.

We encourage parents/carers and children to visit the school website for more information about the children’s learning.

www.crosbyprimary.co.uk

Monitoring and Review

The Governing Body review this policy regularly, and monitor its impact on the school. Last reviewed Summer 2022. Next review summer 2025.