



Cheam Fields Primary School

Curriculum Policy

(see also SEN & Inclusion Policy)

Date of Policy: Summer 2016

Date of Review: Summer 2018

The policy at Cheam Fields Primary School is that the curriculum should help all pupils to:

- enjoy learning and to understand that it is a lifelong process
- develop the knowledge, skills, understanding and the attitude necessary, now and in the future, to exercise independence and initiative and to work, participate and thrive in a global society
- develop lively, enquiring minds and the ability to find and use information, question and debate rationally, apply knowledge, skills and understanding in order to address issues, solve problems and carry out practical tasks
- develop worthwhile personal values and attitudes, including good manners and respect of others and gain a clear understanding of the way of life of other people and cultures
- understand the world in which they live and the interdependence of individuals, groups and nations
- develop appreciation and concern for the environment

A real emphasis is placed on the children actively taking part in their learning by first-hand experience, by group work, by making decisions and taking responsibility and especially, by encouraging an enjoyment of school as a place of learning and excitement.

At Cheam Fields children are provided with a curriculum which extends knowledge, skills and understanding, develops personal attributes and supports an international perspective.

We follow the National Curriculum in Key Stage One and Two for mathematics and literacy and in all other subjects we follow the International Primary Curriculum (IPC). Through IPC, an internationally-minded, thematic, cross-curricular and rigorous teaching structure, all pupils learn through challenge and creativity. In the Foundation Stage we follow the Early Years Foundation Curriculum.

Children's learning is focused around learning goals, a combination of subject, international and personal goals, designed and developed to give the children a wide range of knowledge (things children will know), skills (things children will be able to do) and understanding (things children will understand).

The curriculum is divided up into three mileposts and broken down into topics carried out throughout the year. In addition to this, children are also provided with PE, French (Yrs 3-6), Religious Education (RE) and Personal, Social and Health Education (PSHE), as well as extra investigative Science lessons.

In line with the statutory curriculum, we educate our pupils about the dangers of drugs and their misuse, including tobacco and alcohol, at a level appropriate to pupils' age and understanding. The children also participate in sex education sessions in years 5 and 6.

Learning Goals:

Personal Goals

All children work on their Personal Learning Goals in order to help them in the development of their behavior for learning, attitudes, values and independence. These are primary focuses within lessons, playground routines, class and whole school assemblies, creativity and international days and are well-established as part of everyday life here at Cheam Fields.

Children are rewarded through a sticker system for their achievements within these areas, as well as through our house leaf reward system, and specific individuals are recognised during our end of term Excellent Eight assemblies for their achievements above and beyond in one particular personal goal.

The personal goals of the IPC are known throughout the school community as the Excellent Eight and are represented by characters that help the children to understand their importance:

Subject Goals

Each subject has key Knowledge, Skills and Understanding, which are to be learned by the end of each milepost. These subject learning goals are broken down more specifically into learning targets for each IPC unit. These targets and goals are tracked through assessment for learning, throughout each year.

International Goals

The International Goals within our curriculum place an emphasis on both national and international. Children at Cheam Fields view themselves to be 'one essential piece of a global puzzle', as stated in the school's statement of international mindedness. Within each unit of study, children focus on the home country (England) and a chosen host country. The children refer to these as 'here and there'. The international goals involve children gaining knowledge and understanding beyond their own nationality and understanding of the independence and interdependence of people, cultures and countries.

Structure of the Topic Units

'Entry Point'

A 'WOW' factor to hook the children into their learning in an exciting and engaging way



'Knowledge Harvest'

Finds out what the children already know, what they would like to know and helps them to make connections with previous learning.



'Explaining the Theme'

This gives everyone an overview of what the children will be discovering on their learning journey.

This information is provided to parents at the start of each term.



'Activities' (Subject lessons)

Lessons taught through researching and recording activities.



'Exit Point'

An opportunity for children to display the learning and KSU (Knowledge, Skills & Understanding) gained from the unit in an exciting way, often for parents or others within the school.

The curriculum includes:

- Numeracy (Mathematics) - developing, using and applying mathematical skills
- Literacy (English) - speaking and listening, reading and writing
- Phonics - the teaching of the relationship between letters and sounds for reading and writing
- Religious Education (SACRE)
- Science
- Computing
- History
- Geography (including environmental education)
- Art
- Music
- International
- PE (including swimming provision for beginners)
- Design and Technology
- Personal, Social, Health Education (including Sex Education)
- Citizenship
- MFL-Modern Foreign Languages (French)

Monitoring and review

We are aware of the need to monitor the school's Curriculum policy, and to review it regularly, so that we can take account of new initiatives and research, changes in the curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years or earlier if necessary.