

# THE CURRICULUM



## A RICH CURRICULUM

**Ofsted May 2017: 'Pupils are proud of their school. They work hard, are confident and appreciate the good learning opportunities that the school provides.'**

We aim to build a curriculum that moves towards building upon knowledge to ensure that children are not only able to assimilate facts, but also to apply knowledge, consider, weigh and adapt. We aim to teach them to be wise, not just well informed. Our lessons will include a variety of techniques including:

- direct whole class teaching,
- group and paired work,
- role play and drama,
- practical and creative opportunities,
- higher order questioning and discussion including links across time, place and context which link areas of learning to a common humanity.

Our subject disciplines will be flexible, linked to the National Curriculum, and can be based on children's interests, teacher interests, current affairs and local issues.

We aim to ensure that our curriculum is robust in both knowledge and in promoting the spiritual, moral, cultural, physical and social development of all our pupils.

### Foundation Stage (Reception)

In Foundation Stage the curriculum is based on 'The Early Years Foundation Stage 2017 Framework'. There are seven areas of learning and development that shape the educational programme in Foundation Stage. All areas of learning and development are important and inter-connected. There are three prime areas which are communication and language; physical development; personal, social and emotional development. There are four specific areas through which the three **prime** areas are strengthened and

applied. The **specific** areas are literacy; mathematics; understanding the world; and expressive arts and design.

The areas of learning will be accessible both within the classroom and outside in our learning area. There will be opportunities for children to engage in activities planned and led by teachers and activities that the children plan or initiate themselves.

## THE NATIONAL CURRICULUM

In this school we follow the National Curriculum.

The National Curriculum can be viewed on the schools website or downloaded from [www.gov.uk/dfenationalcurriculum](http://www.gov.uk/dfenationalcurriculum)

## CORE SUBJECTS

### ENGLISH

#### Purpose of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

### MATHEMATICS

#### Purpose of study

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

# THE CURRICULUM

## SCIENCE

### Purpose of study

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

## FOUNDATION SUBJECTS

## ART AND DESIGN

### Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

## COMPUTING

### Purpose of study

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a

level suitable for the future workplace and as active participants in a digital world.

## DESIGN AND TECHNOLOGY

### Purpose of study

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

## GEOGRAPHY

### Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

## HISTORY

### Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the

# THE CURRICULUM

complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

## LANGUAGES- FRENCH

### Purpose of study

Learning a foreign language is liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

## MUSIC

### Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

## PHYSICAL EDUCATION

### Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

## ADDITIONAL SUBJECTS

### PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP (PSHE)

We follow the JIGSAW PSHE scheme where children learn about important life skills which will help

them to lead happy independent lives. There is a great emphasis on mindfulness to support emotional well-being for the children. This involves taking responsibility for their own health and well-being. Children are taught personal and social skills which will enable them to: develop the confidence and responsibility to make the most of their abilities; prepare to play an active role as citizens; develop a healthy, safer lifestyle; and develop good relationships and respect the differences between people. Staff seek opportunities to teach these skills and ideas in a variety of ways: in everyday school life; through participation in national events; and in special time set aside for PSHE.

### SEX AND RELATIONSHIP EDUCATION

We teach sex education as an integral part of the curriculum. With younger children this is informal – answering questions that arise in a frank and appropriate way. With older children it is included in topics dealing with human biology and personal relationships. You are welcome to see the School Governors' full policy on sex education within our Sex and Relationship Policy.

Year 5 study issues such as puberty, personal hygiene and how babies are made and born. Year 6 review this learning and discuss with the children the choices that are available to them as they develop and grow.

Parents are contacted before the Year 5 programme starts to inform them about the content. Parents have the right to withdraw their children from this programme.

### RELIGIOUS EDUCATION

Religious Education is provided in accordance with the Wokingham agreed syllabus. Pupils learn about the key features of Christianity and other main religions. The children are taught to use specific skills such as philosophical enquiry and reflection when responding to religious and moral issues. We are keen to help our pupils develop tolerance, respect and appreciation for the feelings and views of others. Visitors are invited into the school to share with our pupils the beliefs and customs they hold and practice.

### Collective Worship

There is a daily act of collective worship either as a whole school or in smaller groups. It is of a broadly Christian nature. Parents may, if they wish, request that their child be withdrawn from collective worship or religious education. Requests should be made in writing to the Headteacher.

# THE CURRICULUM

## INCLUSION

**Ofsted May 2017: 'Leaders have established a clear strategy to ensure that pupils who have special educational needs and/or disabilities, disadvantaged pupils and pupils from minority ethnic backgrounds achieve well.'**

We aim to be a fully inclusive school by catering for the uniqueness of each child.

### Children with Special Educational Needs and /or Disabilities (SEND)

Many of our pupils need extra support in school. Whilst every teacher provides a range of work to cater for a variety of ages and abilities some children need further interventions. Sometimes parents know their children have problems before they come to school, but at other times, difficulties only become apparent when they start their education. It is important that any difficulty is identified early.

The four areas of SEND are:

1. Communication and Interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

All schools follow a similar procedure. This requires the school to record pupil's individual needs on the SEND register. This is maintained by our SENDCo, who is also responsible for working alongside staff and parents to ensure that all children are able to reach their true potential.

For further details please ask to see the school's Policy Statement for Special Educational Needs and the Local Offer which is on the school website.

### Academically More Able Children

We identify and track the progress of our 'more able' children in various ways. We ensure that these children are catered for within the school appropriately. In addition, there are opportunities for particular groups to access special programmes locally e.g. able writers groups and able mathematicians days.

### Educational Visits and Special Events in the School

Children are regularly taken to visit places of interest to support the work they do in the classroom. A thorough Risk Assessment is carried out by the Headteacher and members of staff before each trip to ensure the venues are suitable.

In each year group children have the opportunity to go on visits to museums for example, or to invite/hold special workshops/theatre groups in to school to complement the topics they are studying.

Such visits and events are funded through voluntary donations from parents. It is essential that sufficient donations are received in order for these to go ahead.

### Extra-Curricular Activities

There are a variety of optional activities which children can do. The timetable is issued termly. Some of these are run by school staff, some by parents, some by private providers and there is usually a fee.

Children all have the opportunity to learn a musical instrument during the school day through Berkshire Maestros.

### Home learning

Children will be provided with a variety of activities to carry out at home on a regular basis. They will be clearly informed of the task and the time for completion.

Home learning will cover a wide range of activities such as reading, sharing books, spelling games, researching a topic, maths investigations and art work. The tasks will often be linked to the work the children are undertaking in school and will include the completion of work and extension activities designed to further develop the children's understanding, knowledge and skills.

### Assessment

A child's learning, understanding and progression is assessed on a daily basis, through continued observation, questioning and marking. The children are aware of the 'next step' in their learning journey through effective feedback.

### EYFS

A baseline assessment of each child's developmental stage is made in the Summer Term of a child starting school. Their progress in the first year of school is measured against the Early learning goals which make up the Early Years Foundation Stage Profile.

### Key Stage 1

The government's phonics screening tests are carried out in Year 1 in June; the results of these tests are reported to parents.

# THE CURRICULUM

Formal tests in English and Mathematics are carried out in May, in Year 2. Writing is teacher assessed and reported. The results of the tests are used to inform teacher assessments which are then reported to parents at the end of the year.

## Key Stage 2

In Key Stage 2 tests may be used in English, Mathematics and Science for teacher assessment. Teachers use their assessments to track children's progress and to identify children who may need further support or challenge in these subjects. These are recorded termly.

Standardised Assessment Tests (SATs) are taken by Year 6 in May. These tests cover Reading, Grammar, Punctuation, Spelling and Mathematics. Writing is teacher assessed and reported. At the end of Year 6 teacher assessments and SATs results are reported to parents.

The most recent school and national results are published on the school website.

***Ofsted May 2017: 'In 2016, pupils' attainment in key stage 2 exceeded that seen nationally.'***