

# THE CURRICULUM



A BROAD, BALANCED AND CREATIVE CURRICULUM 'EXCELLENCE AND ENJOYMENT'.

*Ofsted April 2013: "Subjects are well planned and organised with an enormously wide range of extra-curricular clubs, educational visits and visiting speakers to the school, all of which enhance pupils' experience and enjoyment of subjects greatly."*

The school enhances the National Curriculum by also including Religious Education, elements of Environmental Education, Personal Health and Social Education, Safety, Citizenship and Economic Understanding.

For all subjects there is a teacher with a specialist responsibility to keep us up to date with the detailed knowledge we need.

The children are taught subjects either separately or through carefully planned cross-curricular themes which the children thoroughly enjoy. Elements of the English, Maths and Science curriculum are linked with subjects such as Geography and History so that Literacy skills are taught for different and relevant purposes. This approach is called a Creative Curriculum.

## Foundation Stage 2 (Reception)

In the Early Years Foundation Stage the curriculum is based on 'The Early Years Foundation Stage 2012 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.

#### Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

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- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## 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.

### Aims

The national curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

## 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.

### Aims

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

## 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.

### Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

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## 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.

### Aims

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

## 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.

### Aims

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

## 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.

### Aims

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

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- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

## 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 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.

### Aims

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts,

analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses

- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

## Languages

### 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.

### Aims

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

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The Hawthorns Primary School studies the French Language.

## 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.

### Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

## 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.

### Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

## ADDITIONAL SUBJECTS

### Personal, Social and Health Education and Citizenship

Children learn about important life skills which will help them to lead happy independent lives. 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.

### 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.

### 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 a topic 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.

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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.

## INCLUSION

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

### Children with Special Educational Needs (SEN)

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 SEN are:

1. Communication and Interaction
2. Cognition and learning
3. Behavioural, emotional and social development
4. Sensory and/or physical

All schools follow a similar procedure. This requires the school to record pupil's individual needs on the SEN register. This is maintained by our SENCo, 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, able mathematicians days etc.

### 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 attend special workshops/theatre groups in school that relate to 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. Some of these are run by school staff, some by parents, some by private providers and there is usually a fee.

Children may learn a musical instrument in school time through Berkshire Maestros. Cycling Proficiency instruction, and other examples of clubs we offer are listed in the Learning and Teaching News that is sent out to parents at the start of each term.

***Ofsted April 2013: "The school promotes pupils' spiritual, moral, social and cultural skills especially well through a wide range of extra-curricular and enrichment activities, and opportunities to contribute positively to the community."***

### Homework

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.

Homework 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 target setting.

### EYFS

A Baseline test is carried out in EYFS within six weeks of a child starting school.

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## 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.

Formal tests in English and Mathematics are carried out in May, in Year 2. 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 are taken by Year 6 in May. These tests cover English and Mathematics. 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 April 2013: "Attainment of pupils at the end of Year 6 is well above average and has been for several years".***