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## Curriculum Policy

### Aims

In our delivery of the foundation subjects, we aim to:

- Provide a broad and balanced curriculum.
- Build up children's confidence and motivation to learn through the use of a range of learning and teaching styles (Kagan).
- Embed key skills in order to prepare children for real-life and everyday situations (Big Ten Skills and Characteristics of Learning).
- Provide opportunities to apply knowledge and learning in practical ways.
- Provide a creative approach to planning and delivery that will incorporate and embed key aspects of the National Curriculum
- Provide enrichment opportunities where learning and teaching can take place beyond the classroom (visits and visitors)
- Shape our curriculum to meet the needs of our children through pre-planning.
- Stimulate our children's natural curiosity and to give them the confidence to be curious.
- Allow our children to take risks.
- Teach skills through what interests our children.

### Curriculum

Learning is planned around topic themes (6 in KS1 and 3 in KS2) which have been chosen with the children's interests in mind and planned to ensure the relevant national curriculum skills are covered. Each topic is planned to engage and stimulate the children's curiosity and interests through a variety of activities where they learn and apply new skills. The curriculum is enriched through visits and visitors.

The academy delivers foundation subjects through a child-led approach, mirroring the provision developed in the EYFS. We strongly believe that this approach enables pupils to be masters of their own learning and provides them with the opportunity to develop into life-long independent learners. Continuous provision allows content to be organised in such a way that ongoing opportunities for pupils to learn are provided. Teachers exploit and encourage opportunities for cross-curricular and intra-curricular links to deepen the children's understanding of what they are learning. Although this is still relatively new to Crookesbroom, we are very excited about the potential for providing opportunities for mastery across all areas of the curriculum and learning which is led by the children. This will involve whole-class input, followed by the children choosing which activities they do, how they do them and in which order they do them. Teachers carefully observe and guide pupils to ensure that they experience the full range of learning opportunities.

During afternoons, history, geography, art, design technology and computing are taught in a carousel of activities. Depending on topics, staff decide which subjects are most suitable for each half term: history or geography; art or design and technology. In this way, pupils are able to master concepts in greater depth. Once computing skills are taught, programming can be part of the carousel. iPads and laptops can also be used for topic research. By the end of a half term,

each child will have at least one substantial piece of work for history or geography; art or design and technology and a computing element. To emphasise the subject-specific skills that the children are learning, we refer to them being geographers or historians, etc.

### **Art and Design Technology**

In art, each year group teaches a specific range of skills so that each one is explored in depth over a two year period. In design technology, although all aspects of designing, making and evaluation are taught, each year group is assigned one that they teach in-depth.

### **Science**

Currently science continues to be taught discretely. In order to develop skills, foster the children's natural curiosity and help them to develop an understanding of themselves and the world around them, it is taught with a carousel approach and the intra-curricular links are explored to develop mastery in this subject. For example, one group might be constructing a circuit; another group might be investigating switches and a third might be investigating conductors and insulators. The children will be encouraged to develop their own lines of enquiry by means of exploration, questioning and investigation. By the end of a unit of work, each child will have covered all aspects of learning.

### **Music**

In order to ensure that music is taught effectively across the academy, one week each term is dedicated to the music curriculum. In addition, the academy accesses many wider opportunities for the children to be taught music by peripatetic specialist music teachers. In EYFS, the children are taught singing, rhythm, rhyme and to play percussion instruments through 'Music Makers'. These elements are explored further in key stage 1 through the use of more sophisticated percussion instruments. In this phase, pupils are also introduced to recorder as a way to explore pitch and early notation skills. Children in key stage two learn to play the ukulele. All children participate in a weekly whole-school singing session.

In order to enrich this provision further, pupils are invited to audition for The Crookesbroom Primary Academy Choir, led by specialist music teachers. The choir will perform at a range of concert venues in the local area and participate in regional festivals and competitions

We exploit music wherever we can across other areas of the curriculum to support learning. Children will regularly sing songs in other areas such as numeracy and MFL.

### **MFL**

Children learn French in KS2. As well as learning to read, speak, listen to and write in French, children also learn about the culture and customs in France and compare it to their own.

### **PE**

In our academy, we have adopted the Real PE programme; this is a unique child-centred approach that engages and challenges every child. It aims to develop the key abilities children need to be successful within PE and sport and across the curriculum. It focuses on the

development of agility, balance and coordination, healthy competition and cooperative learning by enabling the children to make choices about their own learning and development. Our aim, it to ensure that pupils understand the benefit of exercise on their health and well-being.

## **RE**

As Britain is an ever-changing multi-cultural society, it is important that children learn to respect, value and understand the beliefs and views of other people and faiths. In order to ensure that all of the world's major religions are covered during a child's journey through our academy, each year group explores one world religion in detail. This allows children to compare and contrast the religion studied to Christianity and other religions familiar to them. Children's understanding of RE is further developed through educational visits and visitors. We aim for every year group to visit a place of worship and invite visitors into school from other faiths. Key Stage 1 learn about Hinduism; year 3 - Judaism; year 4 - Sikhism; year 5- Islam and year 6 - Buddhism. We also visit the local church and have termly 'Open the Book' bible story-themed assemblies delivered by a local Methodist church.

## **PSHE**

Our aim is to ensure that our pupils become caring, concerned citizens. As well as this being embedded in the way that staff and children interact, we also consolidate this through regular themed assemblies, PSHE sessions and themed weeks and days. Making links explicit across the curriculum, we give our children the skills and confidence to make a positive contribution to their communities. Each week, we explore democracy using 'Votes for Schools'. The children explore a relevant topic that helps them to grasp the issues facing society and provides them with the understanding that they have the right to express their opinion. We give children the confidence to take action on issues that really matter to them; we help them build character, explore British values and learn about how our society works so they can take their full part in it.

## **Sex and Relationship Education**

As an academy, we believe for Sex and Relationship Education to be effective, it needs to start early so that children learn to talk about feelings and relationships and are prepared for puberty before it happens to them. We feel it is vitally important that children learn about the safety and risks in relationships. Where appropriate, we also seek advice and support from medical professionals.

## **Enrichment Experiences/Links with Parents and the Community**

Teaching staff are encouraged to broaden the experience of the topics for the children through trips, visitors into school and shared experiences of the wider school community, e.g. involvement with parents and school links etc.

Children's' achievements are celebrated regularly through the school newsletters, displays in classrooms and shared areas and in class assemblies. In addition to this, we involve parents and the wider community in the following ways:

- Pre-planning activities to help shape the learning for each topic.
- Practical homework projects such as building stone age huts, totem poles and igloos

- Themed afternoons in school linked to topics.

## **Learning Journeys**

### **Displays**

The preplanning is displayed within the classroom with questions and ideas for each topic identified. A range of quality work is displayed linked to the topic along with photos, QR codes of practical activities, interactive displays and 3D models.

## **Purple Learning Journey Books**

The children's work is presented in their learning journey for each topic. The children are encouraged to take pride in the presentation of their learning; they are given the freedom to display their work any way they wish; the aim of this is to give them ownership. These are marked against the Big Ten Skills and the children are asked to reflect on their work linked to these skills. In EYFS, staff scribe the children's comments in relation to the Characteristics of Effective Learning.

## **Roles and Responsibilities**

### **Teachers will ensure:**

- The curriculum is delivered effectively, with reference to the Teaching and Learning Policy.
- The curriculum is delivered with due regard to the individual needs of all learners.
- Planning is relevant to the needs of all children and follows both NC guidelines and the children's ideas,

### **Leaders will:**

- Monitor the delivery of foundation subjects.
- Ensure cross-curricular links are utilised.
- Review the curriculum delivery through staff and pupil voice and make changes where necessary.

### **The AAB will:**

- Ensure that a broad and balanced curriculum is delivered which meets all statutory requirements and is in line with the curriculum policy.
- Receive all relevant reports, performance and assessment data and challenge leaders.

Policy amended September 2018

To be approved at Autumn Term AAB

Review date: September 2019