

**St. Anne's C.E. (Aided) Nursery and
Primary School**



**CURRICULUM
POLICY**

Curriculum Policy Statement

“The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.”

“The national curriculum is just one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils’ knowledge, understanding and skills as part of the wider school curriculum.”

National Curriculum 2014

Our School Vision

St Anne’s CE (Aided) Primary School is a happy vibrant school where diversity and individuality are celebrated. We are passionate in our pursuit of excellence in all aspects of school life. We nurture and inspire children to develop wisdom, confidence and resilience in an environment where efforts are valued and all children flourish.

Rationale

Our Christian vision informs the choices we make for our curriculum and this policy reflects our school’s commitment to an inclusive, creative and exciting curriculum, based on our Quality First Teaching Commitment. At St Anne’s we offer our learners a broad, balanced and academically rigorous curriculum which builds on practical experiences and key knowledge, skills and understanding for both current and future learning. Our curriculum promotes learning long term and we believe that progress means knowing more and remembering more. Our curriculum is designed with reading at its heart to ensure that children develop a strong vocabulary base and understanding of the world. We enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations.

Our curriculum is exciting and will inspire children to nurture a passion for learning. Our pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare the children for the next stage of learning (KS1 and KS2 ready and Secondary Ready), and enable them to be successful in their community. We ensure equal access to learning, with high expectations for every pupil with appropriate levels of challenge and support.

The curriculum has been designed to support pupils’ spiritual, moral, social, cultural development and is underpinned by our key Christian values and beliefs. The curriculum will also support their physical development and responsibility for their own health, and enable them to be active. It reflects the content and challenge of The National Curriculum and is designed to actively promote British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. Where appropriate, our curriculum reflects our local community and the history of Royton and the beliefs of the Founding Fathers of our school. The curriculum is taught with the consideration of the needs of all learners.

Aims of our curriculum

One of our central aims of the curriculum is to ensure that our pupils are both "interesting and interested". We want them to be 'interesting' to talk to because they know a great deal about the world and 'interested' in finding out more.

Further to this our school will:

- Provide wide and varied educational experiences that are based on the requirements of Key Stage 1, Key Stage 2 and Foundation Stage Curriculum.
- Ensure the rounded development of the whole child through academic achievement and spiritual development.
- Ensure that all pupils have access to the whole curriculum by catering for the needs of individual pupils regardless of their gender, gender identity, religion, ethnic and socio-economic backgrounds, or those with disabilities or special educational needs.
- Facilitate pupils' acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, spiritually, physically and morally ensuring that they receive an education that will serve them well and prepare them for life as educated citizens in modern Britain.
- Ensure that every pupil's education has continuity and progression and that there is an appropriate match between the degree of challenge offered to the individual child.
- Use available resources, including ICT, effectively to meet the individual needs of all pupils providing them with a breadth of balance to their educational experience.
- Provide children with a range of experiences involving off site educational visits and visitors to school.

Our Curriculum Intent:

Our curriculum meets the statutory requirements of The National Curriculum 2014 and has been developed to engage, motivate and enthuse all learners. We have mapped out the progression of key knowledge and understanding in all subject areas to provide an engaging and enquiry based approach to learning. We foster a value of learning and promote children's enjoyment of questioning, listening and responding creatively across a range of subjects.

Our curriculum has been designed with English at its core and where possible, lessons are linked to the main class text for that half term. This positively and actively promotes reading and writing across the curriculum.

Our curriculum is made up of six half termly topics per class. The half termly topic is in the form of one main, engaging question. The teacher will break down this main question into weekly enquiries which will ultimately lead to the children being able to answer the main question itself, embedding and evaluating what they have learnt.

Expectations of Planning – Long, Medium and Short Term

Long term curriculum maps have been designed cover the breadth of The National Curriculum. Teachers must use long term planning to produce medium term planning for each half term.

Medium term planning is based on weekly questions. At the start of each topic classteachers need to know what the children already know and this informs their plan of challenging and purposeful sequences of lessons. Medium term planning must be on the agreed format to ensure teachers

include the basic information needed to teach engaging lessons. This includes the overarching topic question, learning challenges and activity ideas which show a build-up and progression of knowledge and understanding to a clear end point and outcome.

Short term planning is informed by the medium term planning. Differentiation needs to be made explicit and include challenge for all pupils. All planned activities need to be engaging in order to meet the specified learning objective. Use of any additional support needs to also be documented on short term planning. This planning needs to be on the agreed format to ensure basic details are included and classteachers do not over plan.

The Early Years Foundation Stage follows the Statutory Framework for the Early Years Foundation Stage covering the prime and specific areas of learning:

These three prime areas:

- communication and language
- physical development
- personal, social and emotional development

The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design

Curriculum Implementation: Teaching and Learning

All pupils are individuals with different learning needs and learning styles. Within every class, pupils will be at differing stages of development with different levels of ability. As a result, the class teacher will use their professional judgement to plan to meet the learning needs of every pupil regardless of their starting points using a combination of differentiated practical and theoretical activities that will be delivered by a combination of individual, group and whole class teaching activities.

We recognise that having mixed age classes brings with it its own unique challenges. However, our curriculum has been designed so that the children are expected to work at the appropriate Age Related Expectations. The progression of knowledge, skills and understanding documents clearly increase in challenge and cater for the mixed age classes. Also, to ensure continuity and progression, there is a long term planning overview which sets out which aspects of the foundation subjects need to be covered and when, and makes development of conceptual understanding explicit.

The following subjects are taught discretely to ensure continuity and progression of knowledge, understanding and skills:

- English: The National Curriculum and Focus English
- Maths: The National Curriculum, White Rose and NRICH
- Science: The National Curriculum
- RE: Manchester Diocese
- PE: FUNs Scheme and Sports Development
- Computing: Fingertips Solutions and The National Curriculum
- Music: Charanga
- PSHE: PSHE Association

Curriculum Impact

Assessment is an integral part of our classroom practice and must be a part of every lesson we teach. In order to ensure that all children are challenged and make progress in a session the teacher must make use of effective AfL strategies.

Assessments will be inputted on Target Tracker for the core subjects: Reading, Writing, Maths and Science termly. This is to inform meaningful conversations about pupil progress and any adaptations that may need to be made the following term.

RE assessments are to be made on a paper copy following the schools system using Manchester Diocese outcomes.

Assessment in the Foundation Stage can be seen in the children's Learning Journeys and are recorded on Target Tracker.

Strategies for Recording and Reporting

The children's progress in all areas of the curriculum is reported to parents through informal newsletters, formal parents' evenings, drop-in sessions and termly reports. The final report at the end of the term will detail exactly what the child's areas of strength and development are. End of Key Stage results are shared with parents at the end of the academic year. For other year groups, the band they are working at in English and Maths is reported and effort grades are reported for all other subjects.

Strategies for the use of resources

Class teachers must be responsible for ordering any resources they may require and they need to think about the presentation of work, displays etc well in advance to ensure that they have the resources they need to deliver high quality lessons. It is the job of subject leaders to ensure all termly topics are adequately resourced in an end of year audit.

The role of the subject leader

The role of the subject leader is to know:

- What children are expected to learn in their subject;
- What end points children are expected to reach;
- What are the key concepts children should understand and in what order?

They also:

- Ensure curriculum implementation meets our intent;
- Provide a proactive, strategic lead and direction for the subject;
- Support and offer advice to colleagues on issues related to the subject; monitor pupil progress in that subject area;
- Provide efficient resource management for the subject.

Subject leaders monitor the effectiveness of the implementation of their curriculum intent. They evaluate long-term, medium-term planning and short term planning and ensure that effective teaching strategies are used. Subject leaders also have responsibility for monitoring the way in which resources are stored and managed.

It is also the role of each subject leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the Early Learning Goals and National Curriculum and that progression of key knowledge and understanding is planned into topic cycles.

The Role of The Headteacher

The Headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects the school offers, have objectives which reflect the aims of the school.
- The amount of time provided for teaching the required elements of the curriculum is adequate;
- They manage requests to withdraw children from curriculum subjects, where appropriate;
- The school's procedures for assessment meet all legal requirements;
- The governing body is involved informed of the breadth and balance of the curriculum and how it meets statutory requirements;
- The governing body is advised on whole-school targets in order to make informed decisions;
- Proper provision is in place for pupils with different abilities and needs, including children with SEND.

The Role of Governors

Governors will monitor the coverage of National Curriculum subjects, compliance with other statutory requirements and teaching of a "broad and balanced curriculum" through:

- Meetings with the Subject Leaders and Curriculum Leader
- Meetings with children to ascertain pupil voice
- Checking website compliance
- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEND)
- Duties under the Equality Act 2010 and Prevent are met.
- The school implements the relevant statutory assessment arrangements
- Participating actively in decision-making about the breadth and balance of the curriculum

This policy will be reviewed every three years by the Headteacher, Curriculum Leader, Subject Leaders and nominated Governors. After every review, the policy will be shared with the full governing body.

This Policy is to be read in conjunction with:

-  All Subject Specific Policies
-  SEND Policy

-  SMSC and British Values
-  Equal Opportunities
-  Online Safety Policy
-  Relationship Education and Health Education Policy

	Subject Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
		What is it like to be a St Anne's learner?	Where do the leaves go in winter?	Who else has helped me in the past?	Would Great Grandma play with toys like mine?	Which birds and plants would Peter Rabbit find in our local park but not in X?	How has the Queen kept herself busy for over 90 years?
		Passion: Welcome to Our School	Passion: A Visit to Tandle Hills Leaf Man arrives in Class Gruffalo Hunt – Delamere Forest/Strinesdale	Passion: Visits from emergency services	Passion: Visit a toy museum (Saddleworth)	Passion: A visit from the animal man/Trip to Pets at Home	Passion: Royal experience day.
	English Core Text Unit	Starting School – Allan Ahlberg Scardedy Squirrel at School – Melanie Watt Charlie and Lola: Absolutely Too Small for School – Lauren Child	The Leaf Man – Lois Ehlert	Little Mouse/Little Mouse Helps Out – Riikka Janti	Dogger – Shirley Hughes (Y1)	The Rabbit Problem – Emily Gravett/Peter Rabbit – Beatrix Potter (Y1)	The Queen's Handbag – Steve Antony The Queen's Hat – Steve Antony (The Queen's x Collection)
	Written Outcomes	Unit Written Outcomes: Retell story or part of story Fact file on school Poetry: School Day Poetry – Please Mrs Butler by Allan Ahlberg Possible Application: Recount - any event, trip or	Unit Written Outcomes: Retell story or part of story Fact file on trees and plant Poetry – Winter Shape Poems Possible Application: Recount - any event, trip or experience	Unit Written Outcomes: Retell story or part of story Recount of visitors – people who help Possible Application: Recount - any event, trip or experience	Unit Written Outcomes: Retell story or part of story Information on toys Poetry – poems and rhymes from the past Possible Application: Recount - any event, trip or experience	Unit Written Outcomes: Retell story or part of story Information on plants and animals in the local area Poetry- Animal and Shape Poems Possible Application: Recount - any event, trip or experience	Unit Written Outcomes: New adventure for the hat Information on The Queen Possible Application: Recount - any event, trip or experience

		experience					
	Maths	Number: Place Value (within 10) Number: Addition and Subtraction (within 10) Geometry: Shape Number: Place Value (within 20)		Number: Addition and Subtraction (within 20) Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included) Measurement: Length and Height Measurement: Weight and Volume		Number: Multiplication and Division (Reinforce multiples of 2, 5 and 10 to be included) Number: Fractions Geometry: position and direction Number: Place Value (within 100) Measurement: money Time	
	Geography	<i>Human and Physical Geography:</i> 3.2.1/3.2.2 <i>Geographical Skills and Fieldwork:</i> 4.3/4.4	<i>Locational Knowledge:</i> 1.1/1.2 <i>Place Knowledge:</i> 2.1 <i>Human and Physical Geography:</i> 3.1/3.2.1/3.2.2			<i>Place Knowledge:</i> 2.1 <i>Human and Physical Geography:</i> 3.1/3.2.1/3.2.2 <i>Geographical Skills and Fieldwork:</i> 4.1/4.2	
	History			<i>Changes within living memory</i>	<i>Changes within living memory</i>		<i>The lives of significant individuals</i>
	Science (Working Scientifically Throughout)	Animals inc. Humans: Human Focus (Year 1&2)	Seasonal Change (Year 1&2)	Animals inc. Humans: Animal Focus (Year 1&2)	Everyday Materials (Year 1&2)	Plants (Year 1 & 2)	Seasonal Change (Year 1&2)
	Art (Drawing Throughout)	Paint (idea: self-portraits)	Collage/Textiles (idea: leaves/Autumn)			3D (idea: Andy Goldsworthy/natural materials)	

	DT			Mechanisms (idea: pop-up thank you card)	Construction (idea: toys)		Cooking and Nutrition (idea: tea for the Queen)
	RE	1.2 God & Creation (5hrs) How's the world made? 1.1 Harvest (3hrs) Should we help others that don't have a good Harvest? 1.3 Christmas Gifts and gift bringers (4hrs) What are gifts?		1.4 Jesus was special (6hrs) What's special to me? 1.5 Easter Celebrating New Life (5hrs) What are the most important parts of Easter to me?		1.7 Baptism (5hrs) What does it mean to belong? 1.6 Saints & followers (4hrs) Who do I follow? S13 Multi-Cultural Christianity (3-4hrs)	
	Computing	Yr1 - E-Safety Using Technology Communicating / Presentation. Algorithms and Programs.	Yr1 – E-Safety Using Technology Algorithms and Programs. Communicating / Presentation. -Send a class email.	Yr1 - E-Safety Data Retrieving and Organising Main teaching strands: -Creating a simple graph. Communicating / Presentation. - Create a simple video with sound.	Yr1 - E-Safety Using Technology Communicating / Presentation. Algorithms and Programs.	Yr1 – E-Safety Using Technology Algorithms and Programs. Communicating / Presentation. -Send a class email.	Yr1 - E-Safety Data Retrieving and Organising Main teaching strands: -Creating a simple graph. Communicating / Presentation. - Create a simple video with sound.

	PE	Foundation Unit 4: Creative FMS: Coordination & Counter Balance	Foundation Unit 5: Physical FMS: Coordination & Agility	Foundation Unit 6: Health and Fitness FMS: Agility & Static Balance	Year 1 Unit 1: Personal Skills FMS: Coordination & One Leg Static Balance	Year 1 Unit 2: Social FMS: Dynamic Balance to Agility & Seated Static Balance	Year 1 Unit 3: Cognitive FMS: Dynamic Balance & Static Balance Stance
	Music	Charanga Unit 1: Me	Charanga Unit 2: My Stories	Charanga Unit 3: Everyone	Charanga Unit 4: Our World	Charanga Unit 5: Big Bear Funk	Charanga Unit 6: Reflect, Rewind and Replay
	PSHE	How do we decide how to behave? Class rules; respecting others' needs; behaviour; listening; feelings and bodies can be hurt	What can we do with money? Where money comes from; spending; saving; keeping money safe	How do we keep safe? Keeping safe in familiar and unfamiliar situations; household products (including medicines) can be harmful; secrets and surprises; appropriate/inappropriate touch; who helps keep us safe; asking for help		How do we feel? Different kinds of feelings; strategies to manage feelings; change and loss	What makes us special? Respecting similarities and differences between people; special people; that everyone is unique; but that everyone has similarities
	SMSC & British Values	Harvest Festival Sharing Rules and boundaries	Nativity Pantomime Christmas celebrations	Easter celebrations New life Incubator scheme.	ISingPop Forest Schools	Forgiveness and concern for others.	Feelings about moving on. Changes
	Safety inc. KCSIE	E-Safety Stranger	E-Safety Safety of berries Anti - bullying	E-Safety Pants Rule	E-Safety Electrical Safety	E-Safety Road Safety	E-Safety Safety around medicines.

		danger					
	Evaluate/Embed REFLECTION						Invite parents to a tea party for The Queen and share learning.



St Anne's CE (Aided) Primary School

Class:

Year Group:

Key Stage 2

Term: Spring 2 201_

Half Termly Plan

Topic:		Subject Driver e.g. Geography				
What learners already know (or think they know)?		What learners want to know?				
PASSION including Visits/Visitors:						
EVALUATE/ REFLECTION (End of Topic)						
English	Core Text: Title by Author					
	Unit Written Outcomes: Year 3: Write a ... Year 4: Write a		Possible Application			
	Guided Reading					
	Spoken Language		Reading		Writing – Composition	Writing – Grammar and Vocabulary

SPaG - Discrete							
	Strands: Week 1-3			Strands: Week 4-6			
Mathematics							
	What will the children know? (CCJ Maths)	CPA Resources		What will the children know? (CCJ Maths)	CPA Resources		
	Problem Solving Opportunities (White Rose)						
Maths Vocab							

Science						
Science Vocab						
Computing						
RE	<u>Learning About Religion</u> <u>Learning From Religion</u> Big Question:					
PE	<u>FMS</u> <u>Warm up:</u> <u>Skill:</u> <u>Game:</u> <u>Cool down:</u> <u>Review:</u>					
History						
Geography						

Art and Design						
	Outcome					
DT						
	Outcome					
Music						
PSHE						
French (KS2)						

SMSC and British Values

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St Anne's CE (Aided) Primary School

Key Stage One: Blue Class

	8.50 - 9.10	910 930	9.30-10.30	10.30 10.45	10.45-11.10	11.10- 12.10	12.10-13.10	1.10- 1.40	1.40 - 2.40	2.30 - 2.45	2.45-3.15
Monday	Maths Meeting /Purple Pen Time	Collective Worship	Maths	Break	Guided reading	English – Including Grammar Hammer	Lunch	Spelling & Handwriting	PE	Break	Music
Tuesday	Maths Meeting /Purple Pen Time		Maths		Guided reading	English		Spelling & Handwriting	Science		
Wednesday	Maths Meeting /Purple Pen Time		Maths		Guided reading	English		Spelling & Handwriting	Topic		PSHE
Thursday	Maths Meeting /Purple Pen Time		RE		Guided reading	English		Spelling & Handwriting	Maths		Computing
Friday	Maths Meeting /Purple Pen Time		Maths		Guided reading	English		Spelling & Handwriting	Art/DT		Golden Time



St Anne's CE (Aided) Primary School

Key Stage Two

	8.50 -9.10	910 930	9.30-10.00	10.00 – 11.00	11.00 - 11.15	11.15 – 11.30	11.30-12.30	12.10- 13.10	1.15– 2.15	2.15 – 2.30	2.30-3.00	3.00-3.15
Monday	Maths Meeting /Purple Pen Time	Collective Worship	Guided reading	English	Break	Spelling & Handwriting	Maths	Lunch	Computing	Break	Art/DT	Reading for Pleasure Teacher Modelling Class Reader
Tuesday	Maths Meeting /Purple Pen Time		Guided reading	English	Break	Spelling & Handwriting	Maths		Music		French	Reading for Pleasure Teacher Modelling Class Reader
Wednesday	Maths Meeting /Purple Pen Time		Guided reading	English	Break	Spelling & Handwriting	Maths		Topic		PE	Reading for Pleasure Teacher Modelling Class Reader
Thursday	Maths Meeting /Purple Pen Time		Guided Reading	RE	Break	Spelling & Handwriting	Maths		English		PSHE	Reading for Pleasure Teacher Modelling Class Reader
Friday	Maths Meeting /Purple Pen Time		English	Break	Spelling & Handwriting	Maths	Science		Golden Time			

