

Inspire – Motivate - Achieve

Camblesforth Community Primary School



Curriculum Statement

Governing bodies are required to produce a curriculum statement annually. This replaces the requirement under the School Framework and Standards Act 1998 for a curriculum plan.

From September 2014 the government has introduced a New Curriculum for Primary Schools. Our curriculum fulfils all the statutory requirements of the revised Curriculum and also incorporates other planned opportunities to enhance provision for pupils.

Aims

At Camblesforth Community Primary School we aim to provide a broad and balanced curriculum which enables pupils to achieve success in all subject areas.

Through the use of clear lines of progression within our curriculum for reading, writing, communication and maths, we aim to ensure that pupils gain a sound understanding of core literacy and numeracy skills. The rehearsal and application of basic skills learned in the core curriculum is a key element of all lessons.

Our class timetables are carefully constructed to ensure that pupils have access to a broad and balanced curriculum. Where commonality exists between subjects, learning is often linked by providing a wider 'context for learning' or 'topic'. Where this is not achievable subjects are taught discretely.

Through the use of clear, subject-specific learning objectives, we aim to ensure that pupils have a clear understanding of the skills and knowledge required to make progress, and reach their potential, in all subjects of the curriculum.

We are committed to the development of a curriculum which enables pupils to reach their potential in all subjects. We also recognise the importance of engaging and enthusing pupils in their learning. We regularly monitor and evaluate the effectiveness of our curriculum in order to identify areas of strength and those which require further development.

We aim to provide opportunities within the curriculum to respond to key events of a local, national and global nature.

We believe passionately in giving the children ownership of their learning. We support our children in becoming 'aspirational' – aiming high – in order to make the most of their learning opportunities.

We aim to implement our curriculum in a manner which motivates pupils to become life-long learners. We consider the development of confidence, independence and resilience of key importance to securing success in all aspects of our pupils' lives. We are also committed to the development of an active partnership between school, pupil and home.

Teaching and Learning is matched to pupils preferred learning styles, is differentiated to match ability and makes the most of our developing provision in ICT to support this.

Through the implementation of consistent approaches and clear expectations, we aim to ensure consistently high standards of teaching and learning throughout the school. All staff implement the school's 'Teaching and Learning' Policy and it is recommended that this document is read in conjunction with the Curriculum Statement.

Subjects of the Curriculum

English

Extract from the National Curriculum

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 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*
- *Use language 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.*

School curriculum

The programmes of study for English are set out year by year. However, teachers may use objectives from other year groups to meet the individual needs of pupils in their classes.

At Camblesforth CP School, we are committed to developing literacy skills through uniting the important skills of **reading and writing**. English lessons are taught as a sequence of learning which takes place over a two or three week period, dependent upon the particular genre of text being studied. The sequence comprises of the following stages, which are all related to the particular text type or genre being studied:

1. Assessment of prior learning in relation
2. Reading and reviewing texts
3. Talk for writing
4. Preparing to write (ideas gathering)
5. Planning for writing
6. Drafting
7. Editing and Improving
8. Publishing

Pupils are given additional opportunities to develop their writing skills within other areas of the curriculum.

Reading for pleasure is actively promoted throughout the school and each class has a reading area containing an attractively presented selection of books.

The children have the opportunity to select from a wide range of good quality reading books. They also have the opportunity to select books from the school library.

The school uses a 'Phonics First' approach to reading. 'Letters and Sounds' is used to teach reading and phonics in the Foundation Stage and Key Stage One. All pupils in these year groups have a daily phonics lesson. The following reading schemes are also used to aid children's ability to apply their developing phonics knowledge to the reading process:

- Floppy's Phonics
- Rigby Star Phonics
- Bug Club

The school uses a combination of the 'Oxford Reading Tree Scheme' and the 'Book banding' approach to the teaching of reading.

With the exception of the first five stages of the Oxford Reading Tree, books are organised according to the 'Book Banding' approach. Coloured bands are used to identify the difficulty level of each book. Books from a variety of reading skills, and 'real books', are included in the banded collections. This allows pupils to have the opportunity to select books which interest them and gain confidence in reading materials from a variety of different sources.

All pupils participate in at least one guided reading session per week with their class teacher. Pupils are also given the opportunity to read to an adult at least once a week in Key Stage One and once a fortnight in Key Stage Two.

Writing

The key elements of the writing curriculum are speaking and listening, grammar, spelling and handwriting.

In order to develop the skills of composition, pupils need to acquire competence with both the spoken and written word. The implementation of the teaching sequence in English enables pupils to develop an understanding of different genres of language prior to creating their own texts.

Spelling

In the Foundation Stage and Key Stage One, the teaching of spelling is incorporated into the daily phonics session. In addition to this, pupils take home lists of spellings to learn. These are assessed at the end of each week.

The school has developed a spelling sequence of work based upon the requirements of the 2014 English curriculum. All pupils participate in a daily spelling session and differentiated lists of words to learn are sent home on a weekly basis.

Handwriting

The teaching of handwriting is closely linked to spelling.

On entry to the Foundation Stage, children are taught individual letter formation. The cursive handwriting style is introduced, as developmentally appropriate, within Key Stage One.

All pupils have a daily opportunity to practice their handwriting, and this is usually combined with the teaching of spelling patterns.

Good presentation is expected at all times and displaying children's work is an integral part of this process. Ultimately we want each child to develop a fluent, legible and attractive style of handwriting.

Speaking and Listening

Children are provided with regular opportunities to develop the essential skills of speaking and listening. This is done through discussion, drama and specific listening activities in pairs, groups and as a class. Good oral work enhances pupils' understanding of language in both oral and written forms.

The 'Talk for Writing' Approach is used as part of the 'Oral Rehearsal' phase of the English sequence of work, particularly in the Foundation Stage and Key Stage One.

Mathematics

Extract from the National Curriculum

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 and 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*

School curriculum

The programmes of study for mathematics are set out year by year. However, teachers may use objectives from other year groups to meet the individual needs of pupils in their classes.

Our aim is to develop children into confident mathematicians who are able to use mathematics as a tool in a wide range of activities both in and out of school. Throughout the school the children are involved in mathematical activities based on the requirements of the National Curriculum and the guidelines set out in the National Numeracy Strategy.

We use a number of tools to support maths in school, with a particular focus on mental maths. These include materials from the 'Abacus Evolve' scheme, which includes activities for pupils to practice at home. The 'numicon' approach is also used, particularly to support calculations in the Foundation Stage and Key Stage One.

All pupils participate in a ten-minute 'Maths Meeting' at least four times a week in order to develop their understanding of number and mental calculation skills, in addition to the daily maths lesson.

A high priority is given to teaching children mental strategies to calculate independently. They partake in problem solving activities and use both basic and more advanced numeracy skills as they move through the school. The children are given many opportunities to gain knowledge and understanding of mathematics through practical experiences in the classroom.

Science

Extract from the National Curriculum

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.*

School curriculum

The programmes of study for science are set out year-by-year for key stages 1 and 2. Schools are, however, only required to teach the relevant programme of study by the end of the key stage. Within each key stage, schools therefore have the flexibility to introduce content during an earlier key stage if appropriate. All schools are also required to set out their school curriculum for science on a year by year basis and make the information available online. This information is included on the school's long term plan which should be read in conjunction with this document.

Science teaching at Camblesforth is based upon schemes of work which have been developed by North Yorkshire Local Authority, and are compliant with the requirements of the statutory curriculum.

Active engagement in learning is encouraged and children often work co-operatively, communicating scientific ideas to each other. Basic scientific concepts are developed with the aim of helping children understand their world and encouraging them to develop a sense of responsibility towards it. Pupils are encouraged to combine interest and curiosity with a responsible attitude towards health and safety, as well as respect for living things and the physical environment. Scientific ideas are applied to real life problems including those which make links to learning in relation to other areas of the curriculum, when appropriate.

Religious Education

Extract from the National Curriculum

Governing bodies and headteachers, like LA, must:

- *ensure that RE is provided as part of the school's basic curriculum, following the locally agreed syllabus*

The school follows the North Yorkshire County Council schemes of work for Religious Education and details of the specific units which are covered each year can be found on the school's Long Term Plan.

Art and Design

Extract from the National Curriculum

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 artist, craft makers and designers, and understand the historical cultural development of their art forms*

Opportunities for art and design are often linked to other subjects of the curriculum in order to inspire children's ideas and creativity. However, all lessons are planned to ensure that pupils are able to develop specific artistic techniques, skills and subject knowledge.

Each half term, the children focus on a particular type of art-work and study the work of specific artists who produced work in the artistic medium being studied. Lessons are planned as a sequence of work in order to ensure that pupils develop and refine skills over time.

Computing

Extract from the National Curriculum

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 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*

The school's curriculum for computing aims to ensure that pupils are able to use ICT safely, competently and safely. All pupils begin each academic year with a focus upon e-safety. Subsequent units are then organised across the school year, and between different year groups, to ensure that the statutory requirements are covered over time.

The school is developing pupil's ability to use a variety of ICT equipment and programmes, including ipads, digital cameras, recording devices, 'Raspberry Pi' equipment, and windows operated computer systems.

Design and Technology

Extract from the National Curriculum

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*

The curriculum for design and technology is planned across the academic year, to ensure that pupils have sufficient opportunities to develop skills and expertise in all elements of the subject.

Links are made between DT and other subjects being studied, when these are appropriate and relevant. All lessons are planned with clear objectives, and as part of a sequence of lessons, designed to enable pupils to develop their skills and expertise over time.

Study of food and nutrition, is linked to both the physical education and PSHCE curriculum, in order to develop an understanding of healthy lifestyles.

Geography

Extract from the National Curriculum

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 provided 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***
- ***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***

Within our geography curriculum children are taught to use maps, atlases, globes and compasses. We endeavour to extend children's interest, knowledge and understanding of people and places both near and far.

We aim to use the local context as to support the learning of younger pupils, in particular.

Pupils in Key Stage One are involved in local investigations such as shopping surveys or looking at historical buildings using a simple map. Carefully planned visits are arranged for older children to study places outside the local area. Children are encouraged to think deeply about the environment in which they live and the scarce resources that the Earth provides and upon which all life depends.

The long term plan for geography has been devised to ensure that adequate coverage is given to all aspects of the subject and that pupils have opportunities to build upon previous learning as they move throughout the school.

History

Extract from the National Curriculum

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***

We encourage our children to find out about the past by looking at evidence and considering informed opinion by using original sources. We help our children to understand that history means everything that has happened in the past, and also our actual record of what has happened. An important aspect of this is the study of chronology, so that the children understand the sequence of events over time. For the youngest pupils, this will involve gaining an understanding of their personal timeline; comparing the recent and more distant past.

Lessons are clearly based upon objectives based on the National Curriculum requirements and links are made to other subjects of the curriculum as relevant and appropriate.

We aim to bring history to life and to instil a desire to find out about our predecessors. This is facilitated through the use of artefacts, books, ICT, multi-media presentations, drama, visits to sites of interest, and through the use of 'expert visitors' who come into school to share their experiences and knowledge.

The long term plan has been designed to ensure that pupils learn about different periods in history in accordance with the National Curriculum guidance.

Modern Foreign Languages

Extract from the National Curriculum

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.***

At Camblesforth CP School, we use the North Yorkshire County Council programme for the teaching of French. This is introduced in Key Stage Two.

Pupils throughout the school are encouraged to appreciate, and gain an interest in different countries and their languages, through activities such as responding to the register in a different language, studying food of different countries within subjects such as history, geography or DT, and through the use of books and resources which depict a range of countries and cultures.

Music

Extract from the National Curriculum

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***

The school uses 'Musical Express' as the basis for the majority of the music curriculum. This is supplemented with teachers own planning in order to ensure that all aspects of the National Curriculum are covered.

Pupils are all given the opportunity to play the ukelele in Key Stage Two. Individual musical instrument tuition is available from the paripatetic music service.

The school seeks to provide opportunities for all pupils to participate in regular singing activities within assemblies and key stage hymn practice sessions. Singing and musical activities may also form part of the study of other subjects, e.g through learning songs from specific cultures within history lessons.

A love of music and singing is encouraged through specific key events which take place in school each year. These include celebrations such as Christmas, Easter and Harvest. Pupils in years five and six also participate in the Young Voices event on an annual basis.

After school and lunchtime clubs, such as choir and guitar clubs, form part of the wider school curriculum and take place at different times in the school year.

Physical Education

Extract from the National Curriculum

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***

The school uses the Sports Funding to maximise opportunities for pupils to participate in a wide range of physical activities and events. Further details of these can be found on the Sports Funding statement which can be found on the school website.

The school uses the 'Val Sabin' published documents as an aid to the planning of PE. Different types of sporting activities take place across the academic year, and there is an emphasis upon the development and improvement of specific skills over time.

The school provides after school clubs to enhance opportunities for PE. PE equipment is available to pupils during the lunchtime period, and older children take the role of 'Play leaders', organising games and activities for all pupils to participate in.