



Long Sutton Church of England Primary School

Curriculum Policy

Date of Last Review	Date of Next Review
June 2020	June 2022
Responsibility for Review and Monitoring / Auditing	
Headteacher in partnership with Curriculum Committee	
Purpose	
To promote high quality learning that challenges and inspires; our curriculum is designed not only to fulfil statutory requirements, but also to enthuse our children with a love of learning and reflect the distinctive nature of our Church of England school.	

Aims and Objectives

The curriculum will help our children to:

- Develop lively and enquiring minds
- Communicate effectively, both orally and in writing
- Learn the essential skills of life, including number and information technology
- Explore and understand the world we live in
- Develop an appreciation of the interdependence of individuals, groups and nations
- Express themselves creatively and enjoy the creativity of others
- Develop an appreciation of a wide range of human achievement
- Develop personal, moral and spiritual values, including respect for others
- Be prepared for the opportunities and responsibilities of life in a changing world
- Learn how to learn and to regard learning as an enjoyable and lifelong activity
- Develop a wide range of interests and appreciate the need for a healthy lifestyle
- Set personal standards of achievement and value excellence
- Reflect changes in new Teaching & learning initiatives

To achieve these aims, the curriculum is planned to be:

- Broad so that it provides a wide range of knowledge, skills and experiences
- Balanced so that each subject has sufficient time to contribute effectively to learning
- Relevant so that learning can link to the pupil's experience to applications in the world at large
- Coherent so that topics can be linked to make the whole learning experience more meaningful
- Progressive so that what is taught builds in a systematic way upon what has already been learned
- Differentiated so that what is taught and the tasks that are set are matched to the aptitude and ability for each pupil
- Accessible so that there is equality of opportunity for all.

Organisation and planning

English and Mathematics

Guidance for how we plan in English and Maths are detailed in the 'Expectations for English / Maths' documents which are reviewed annually by the subject leaders. All class teachers have a copy of the expectations which form part of a planning file for that subject.

Other Subjects

We plan our curriculum in three phases. We agree a **long term plan** for each key stage – this is referred to as the '**Yearly Overview**'. This indicated what topics are to be taught in each term. We follow a 2 year cycle in KS2, with parallel units planned for each age group. We review our long term plan on an annual basis according to curriculum updates and the structure of our mixed age classes. (see appendix ai and aii). Occasionally, due to varying year group sizes, additional planning needs to be incorporated, but at no time do children repeat a topic as a result of this.

Our **medium term planning** is produced by the subject coordinators who give clear guidance on the skills progression, learning objectives, possible teaching strategies and assessment. The objectives are taken from the national curriculum, with further detail based on Hampshire Guidance or other progression documents as appropriate.

Our **short term planning** is written on a weekly or daily basis by the class teacher. These set out the learning objectives for each session and how they will be taught. These plans will be annotated by the teacher to indicate assessment, adaptations and variation of task to address the needs of all children. Annotated medium term plans may also be used as short term planning for foundation subjects. (see appendix b)

We strive to provide a curriculum which has a variety of enrichment activities that are integrated into the curriculum plans for each year group throughout the school year, both in and out of the school environment. These include our Trailblazer hours, which is a Hampshire based outdoor learning scheme that the school belongs to.

The Early Years Foundation Stage

The curriculum that we teach in the reception class meets the requirements set out in the Early Years Foundation Stage Framework. Our curriculum planning focuses on the EYFS and on developing children's skills and experiences, as set out in this document.

Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured activities. Teaching in the reception class builds on the experiences of the children in their pre-school learning. We build positive partnerships with the variety of nurseries and other pre-school providers in the area so that we have as much knowledge as possible about children's interests on entry to Reception and can plan our curriculum appropriately.

The role of the subject leader

- Provide a strategic lead and direction for the subject.
- Ensure there is suitable coverage of their subject.
- Support and offer advice to colleagues in issues related to the subject.
- Monitor pupil progress in that subject area.
- Provide efficient resource management for the subject.

Monitoring and review

Our governing body's curriculum committee is responsible for monitoring the way the school curriculum is implemented. This is done through monitoring of the School Improvement Plan and reports provided by the Headteacher / Curriculum Leader. English and maths have a designated Governor attached, who is responsible for monitoring the impact of the action plan.

The head teacher and Curriculum Leader are responsible for the organisation of the curriculum.

Subject leaders monitor how their subject is taught throughout the school and identify strengths and areas for improvement. They also identify best practice, acting as 'specialists' in their subject and ensure the best pedagogical approaches are in place.

Appendix a

Year 2	Autumn	Spring 1	Spring 2	Summer
Year A	Fire & Ice	Let's go on safari	Here we go! (transport)	Gilbert's Garden
Science	Uses of everyday materials	Animals including humans		Living things and their habitats Plants - visit Selbourne
Computing	Digital Literacy	Computer Science	E Safety	Digital Literacy
History	National events beyond living memory (Fire of London)		Changes within living memory - Milestones / watercress line	Lives of significant individual - Gilbert White Historical person in own locality
Geography	Physical and human features - weather	Place knowledge - mapping , uk and non uk Locational knowledge (Africa) Locational knowledge - countries and continents		Geography skills - Fieldwork
Art	Drawing and Painting	Textiles (batik)		Collage
Food Tech	Vegetable Soup		Healthy Salad/ Farm to Fork	Grow and cook vegetables/herbs
DT	Structure - building from Great Fire		Mechanisms - design a vehicle	Sewing (button flowers)
PE	Dance - great fire of London Football Tag Rugby	Hockey Dance - African animals	Netball Gym	Athletics Tennis
RE	Dviali / Incarnation	Water - Hinduism	Salvation (Easter)	Gospel / Creation
Music	The Great Fire of London / Nativity	African music	Transport Songs	Forests Summer Production
PHSE	Get Heartsmart / Don't Forget To Let Love In (Love Yourself)	Too Much Selfie Isn't Healthy (Love Others)	Don't Rub It In, Rub It Out (Forgive Always)	Fake Is A Mistake (Be Be True To You) / No Way Through Isn't True (There Is Always A Solution)

- Need to add an example of MTP