



## The Bellbird Primary School Curriculum Policy

### **Introduction**

The curriculum policy is essential to ensure ongoing developments to the curriculum are addressed and to help stakeholders to understand the underlying principles behind decisions already made and those made in the future that impact on the curriculum delivered.

### **Aims**

This policy reflects the aims of The Bellbird Primary School and is based on a set of principles that lie at the heart of education:

- All children are entitled to a balanced, broad, coherent, relevant and personalised curriculum to suit their needs and requirements.
- Taught skills to be a successful learner are at the heart of the learning process
- All children need to be enabled to come to school each day ready to learn
- All children should be enabled to fully access the curriculum irrespective of gender, ethnicity, belief, social or cultural background, academic ability, specialised need, learning difficulty or disability.

### **Values**

The Bellbird Primary School curriculum is underpinned by the values that we hold dear. The curriculum is the means by which the school achieves its objective of educating children in the knowledge, skills and understanding that they need in order to lead fulfilling lives.

- Be yourself
- Express yourself
- Enjoy yourself
- Challenge yourself
- Work for each other
- Look after yourself
- Learn for life

### **Characteristics of a learner / Key Skills**

Engaging and exploring

- Finding out and exploring
- Learning with what they know
- Being willing to 'have a go'

### Active learning - motivation

- Being involved and concentrating
- Keeping trying
- Enjoying achieving what they set out to do

### Creating and thinking critically - thinking

- Having their own ideas
- Making links
- Choosing ways to do things

### Experiences we wish for every child at The Bellbird

- Visit to a zoo
- Residential visit
- Hear live music
- Visit a museum
- Theatre visit
- Outdoor learning
- To be part of a performance
- Hear a really good poet

### The Organisation of the Curriculum

The curriculum is taught through discrete subjects and linked "topic" areas within the creative curriculum. Mapping indicates the broad objectives and the links made between subjects. Units of work are planned, usually over a term's duration. These are called medium term plans and contain the detail of the work to be covered with a progression of learning objectives. The plans indicate how the work will be differentiated and what the pupil outcomes will be.

The children are taught with their class. Some children are withdrawn for small group support. In KS2 children are streamed for Maths. Units of work are planned using the framework of the National Curriculum. The R.E. scheme of work follows the Cambridgeshire Agreed Syllabus.

### Planning

National Curriculum objectives are incorporated into our planning. An overview of the topics covered within Years F to 6 gives a broad outline and shows progression and continuity in topics and subjects taught in a cross curricular way across school.

There are three parts to our planning:

**Long term planning;** these show an overview of topics/themes covered in each year group. They give a broad outline for each year group and shows progression and continuity between topics taught in a cross curricular way across school.

**Medium Term Planning:** these show specific objectives to be taught within each area of the curriculum and the links between them.

**Weekly Planning:** These break down the objectives into weekly achievable targets and activities.

Pupils are part of the planning process at the medium and long term planning stages. Long term planning is flexible year on year as long as the objectives from the National Curriculum are covered. Therefore topics may change. We agree a long-term plan for each key stage. This indicates what topics are to be taught in each term, and to which groups of children. We review our long-term plan on an annual basis.

## **Inclusion**

We value the diversity of individuals within the school. All children have equal access to the curriculum and are treated fairly regardless of race, religion or abilities. Children learn best when they can see links and have reasons for learning. Our curriculum promotes enjoyment of learning through debate, creativity, purpose and relevance. We hope that pupils are motivated by achievement both now and in the future and have a positive attitude towards themselves, others and their environment.

## **Monitoring and review**

The Senior Leadership Team monitor the progression, continuity and effectiveness of the curriculum together with the governing body.

There is standing agenda item on the Curriculum at our Full Governor Meetings. The Curriculum Portfolio holders are responsible for monitoring the way the school curriculum is implemented. The Portfolio holders liaise with the subject leaders and monitor the teaching of these subjects.

The Headteacher is responsible for the day to day organisation of the curriculum. The Headteacher monitors planning, ensuring that all classes are taught the full requirements of the National Curriculum.

Subjects are monitored as they are taught throughout the school.

The staff have responsibility for monitoring the way in which resources are stored and managed.

Policy Created: Summer 2014

Policy Review: July 2018

## Appendix 1

### Subject Statements

#### English

At The Bellbird Primary School we strive for each child to be a 'Primary Literate Pupil'.

We aim to develop pupils' abilities within an integrated programme of Spoken Language, Reading and Writing (including Spelling and Vocabulary, Grammar and Punctuation).

Pupils will be given opportunities to link the requirements of English within a broad and balanced approach to the teaching of English across the curriculum, with opportunities to consolidate and reinforce taught literacy skills.

We aim for every child to be able to:

- read and write with confidence, fluency and understanding, employing a range of independent strategies to self-monitor and correct.
- love books and read for enjoyment.
- have an interest in words and their meanings.
- develop a growing vocabulary in spoken and written forms.
- write clearly, accurately and coherently.
- understand a range of text types and genres and to be able to write in a variety of styles and forms appropriate to the situation.
- be developing their powers of imagination, inventiveness and critical awareness.
- have a suitable technical vocabulary to articulate their understanding and ideas.
- speak clearly, fluently and audibly.
- listen attentively with understanding, enjoyment and empathy.

#### Mathematics

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 in most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, and a sense of enjoyment and curiosity about the subject.

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 have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems

- **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

At The Bellbird we believe that the purpose of science is to stimulate and excite children's curiosity about the world around them. As a practical subject, the development of concepts is based initially on first-hand exploration followed by less concrete concepts as the children progress. We believe science is a fundamental part of everyday life and the study of science is a necessity to enable the children to develop confidently within an increasingly scientific and technological world.

To do this we aim to:

- Develop the children's natural curiosity about the environment and help them to seek explanations.
- Develop caring and sensitive attitudes towards living things and the environment.
- Encourage children to create hypotheses, design and carry out experiments, make observations and to record results.
- Encourage imagination, inspirational thinking and receptive minds.
- Use scientific methods of investigation.
- Develop responsible attitudes to health and safety.
- Help the children become independent learners.
- Develop the children's social skills to work cooperatively with others.
- Make links between science and other subjects.

## Computing

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 will be 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.

We aim to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation. Pupils should also be able to analyse problems in computational terms,

and have repeated practical experience of writing computer programs in order to solve such problems. Through their experiences, pupils will be taught to evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems. Within this learning, pupils will be supported to develop as responsible, competent, confident and creative users of information and communication technology.

## **Geography**

- Geography is one of four subjects for which there is no non-statutory content in the programmes of study.
- In Key Stage 1, the children will develop their knowledge about the world, the UK and their locality. They will understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.
- In Key Stage 2, the children will extend their knowledge and understanding beyond the local area to include the UK and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

## **History**

- The history curriculum will help the children to gain both a knowledge and understanding of Britain's past as well as that of the wider world, inspiring the children's curiosity to know more about the past. History helps children 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.
- The children will become aware of historical concepts such as continuity and change and use them to make connections and contrasts. They will learn about the methods of historical enquiry and the importance of evidence.

## **Art & Design**

(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.)

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

### **Design & Technology**

Using creativity and imagination, pupils will 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 will 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.

All pupils will develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. They will 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.

Pupils will learn how to critique, evaluate and test their ideas and products and the work of others. They will also apply the principles of nutrition and learn how to cook.

### **Languages**

Learning a foreign language is an opening to other cultures. We believe that high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching of 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.

## **Music**

(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.)

All pupils will 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. They will learn to sing and to use their voices. Pupils will create and compose music on their own and with others. They will also have the opportunity to learn a musical instrument and use technology appropriately.

All pupils will 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.

## **Religious Education**

Our school believes that Religious Education has a vital part to play in the education of our children. Religious education can make a substantial contribution to the general, personal and social development of every child in line with the overall aims of the school.

As required by the Education Act, 1996, Religious Education (RE) at The Bellbird

Primary School is taught in accordance with Cambridgeshire's agreed syllabus organised within the objectives of the School's Creative Curriculum. The agreed syllabus reflects the fact that the religious traditions in Great Britain are in the main Christian, whilst also taking into account that of the other principal religions represented in the country.

### **Aims**

RE aims to enable pupils to:

- Acquire knowledge and understanding of Christianity and other principle religions represented in Great Britain (AT1 Learning about Religion)
- Develop the ability to explore, reflect on and respond to human experience, drawing on their study of religion (AT2 Learning from Religion)

*(SACRE new agreed syllabus for RE March*

*2013)*

It is not the purpose of school RE to nurture children within a faith: this is the role of parents and religious communities. School RE aims to be of educational value and interest to pupils of any or no religious belief.