

# St. Michael's CE Aided Primary School

## Curriculum Policy

### **Introduction**

At St Michael's CE Aided Primary School we aim to provide a broad and balanced, enriched and extended curriculum tailored to individual needs. Our Curriculum provides opportunities for all pupils to learn and to achieve and promotes pupils' spiritual, moral, social and cultural development and prepares all pupils for the opportunities that the future may bring. Through the curriculum, we aim to develop the whole child so that he or she is given a set of values and beliefs, which helps them to pursue a lifelong love of learning, and prepare them to be responsible adults who will make positive contributions to the world in which we live.

With the introduction of the new curriculum (September 2014), our whole teaching staff team has worked together to develop a curriculum which reflects and embraces the interests of our pupils and staff and harnesses the resources around us to deliver a curriculum which is rooted in the local environment, our local community and which draws on the cultural treasures of the city of Oxford. We believe that our curriculum enables pupils to foster a love of learning, develop skills for life and learning and engage in excellent first-hand experiences that challenge, stimulate and promote their thinking.

### **Curriculum Organisation (Years 1 - 6)**

At St Michael's School we recognise the importance of learning that is both meaningful and memorable. We know that it is essential to make connections between different subjects and to link learning, so that children see a purpose for their learning in each lesson. As a result, we have developed 'Contexts for Learning' across the school. This means that learning is planned so that, wherever possible, every subject is linked to an overall theme - 'The Context'. The 'Contexts' reflect pupil voice through discussion, and pupil input into the medium term planning.

As a 'Storytelling School,' our curriculum is also linked via the repertoire of stories that children learn. These stories are planned so that each class, from Reception to Year 6, learns one story every mini-term. These stories are linked into the school curriculum so that the tales can be used to

generate ideas and enthusiasm for topic learning and English. This is further complemented by our commitment to the creative arts which permeate our curriculum.

We have a strong commitment to outdoor learning and environmentally-based work. Through their investigations of the environment, pupils acquire first-hand knowledge and develop skills across the curriculum. The core and foundation subjects of the National Curriculum, along with cross-curricular themes such as environmental and economic awareness, are thus integrated into a coherent whole.

English and mathematics activities take place daily and all other subjects are given appropriate time allocations in order to fulfil the statutory requirements of the National Curriculum (2014).

### **'Contexts for Learning' (Sample Overview)**

<b>Year Group</b>	<b>Autumn Term</b>	<b>Spring Term</b>	<b>Summer Term</b>
<b>Reception</b>	<b>'All About Me' (T1)</b> <b>'Let's Celebrate!' (T2)</b>	<b>'Under the Sea' (T3)</b> <b>'Dinosaurs Roar' (T4)</b>	<b>'Around the World' (T5)</b> <b>'Once Upon a Time' (T6)</b>
<b>Year 1</b>	<b>'We are Britain'</b> (Geography / History focus)	<b>'Hot! Hot! Hot!'</b> (Science and Geography focus)	<b>'Dens and Dandelions'</b> (Science & DT link – Living things and homes)
<b>Year 2</b>	<b>'The Dreaming Spires'</b> (Local study – History and Geography)	<b>'Big Wide World'</b> (Explorers – Shackleton / Helen Sharman)	<b>'Survival!'</b> (Science link – Living things and Habitats)
<b>Year 3</b>	<b>'Stones, Bones and Homes'</b> (History focus / local study linked to settlement)	<b>'Dig for Victory'</b> (Local study – History focus)	<b>'Majestic Mountains'</b> (Geography / History focus)
<b>Year 4</b>	<b>'Meet the Greeks'</b> (Ancient Greece)	<b>'Land's End to John O'Groats'</b> (UK Study – cities, regions, coast / town / countryside)	<b>'Greece Today'</b> <b>'Welcome to the Stone Age'</b> (Modern Greece / Stone Age)
<b>Year 5</b>	<b>'Enigmatic Egyptians'</b> <b>Egyptian study</b>  European regional study Marseille	<b>'Saxon Settlers'</b> (Anglo Saxon Settlers)  (History focus with links to local geography – mapping / UK)	<b>'Round and Round'</b>  (Geography focus – compare Oxford and Lynn Valley / Science – life cycles)
<b>Year 6</b>	<b>'Crime and Punishment'</b>  (History focus from Tudor to Victorian times / Geography focus penal transportation)	<b>'Viva Espana'</b>  (European study – History / Geography linked to Spain / Art Storytelling and RE)	<b>'Bienvenido a Mexico'</b>  (Ancient and Modern civilisations / Science link - evolution)

## **Curriculum Organisation (The Foundation Stage/Reception Class)**

The Early Years Foundation Stage (EYFS) / Reception class is a distinct phase of early years' education. The learning at this stage is play-based in all subjects. The children take part in adult directed, adult initiated and child initiated activities throughout the day and use exploration to take ownership of their learning. The EYFS curriculum underpins all future learning by supporting, fostering, promoting and developing each child in the seven areas of learning:

Prime areas:

- Personal, social and emotional development - Children learn to work together, to share and co-operate. They are helped to develop their self-esteem and confidence and this area of the curriculum is the basis for success in all other areas.
- Communication and Language- Children develop speaking and listening skills in a variety of situations.
- Physical development - Children develop their skills of coordination, control, manipulation and movement in large and small movements. This involves using a range of equipment both indoors and outside. The children are also taught to understand how to take care of their bodies and health.

Specific areas:

- Literacy - This area is taught through regular phonics sessions in order to teach the children to read and write. Understanding is developed through stories, songs, games and imaginative play.
- Mathematical development - Children develop skills in mathematics through active learning. This will include counting, sorting, matching, seeking patterns, making connections, recognising relationships and working with numbers, shapes, space and measures.
- Creative development - Creativity is fundamental to successful learning. Being creative allows children to make connections between areas of learning and so extend understanding. This area includes art, craft, music, dance, role-play and imaginative play.
- Understanding the world - children develop skills that help them make sense of the world. This includes first-hand experiences that encourage exploration, observation, problem solving, critical thinking, decision-making and discussion. This forms the foundation for later work in science, design, technology, history and geography. A proportion of this area is taught through all children having weekly sessions at forest school.

## **Delivering the Curriculum**

Classes are organised by age and within each class the children may learn as a whole class, in groups or individually. The curriculum is planned to recognise and meet the individual learning needs of our pupils and is differentiated to ensure learning opportunities are both challenging and appropriate. We recognise that learners have preferred learning styles and teachers plan to accommodate visual, auditory and kinaesthetic learners in order to maximise engagement and understanding. Stimulating learning environments with relevant displays are created to support the delivery of the curriculum.

## **Enrichment**

A wide range of enrichment activities and special days/weeks are planned to support the curriculum. Visits, visitors, workshops and challenges are used effectively to both engage and motivate our pupils.

## **Special Educational Needs and Inclusion**

At St Michael's we recognise that all children are unique but that on occasions, there are some children whose pattern of development and learning indicates that additional special support is needed. Children with a range of additional needs, including learning, physical, emotional and social are offered appropriate support in their work / play and may be identified as having special educational needs.

Work in class is differentiated in order to meet the needs of all children, including the Most Able. Children with SEN are supported as appropriate in their work and most of the time this takes place within the classroom, but on occasions it may be appropriate to withdraw children individually or in a small group to undertake specific intervention programmes.

The school regards a close partnership with parents/carers as being essential for children with special needs not least because of the particular insights they can provide. The school also works closely with local specialist support services to access additional resources and advice.

## **Partnership with Parents / Carers**

We aim to work in collaboration with families and the local community, as we believe that, children's progress benefits when we all work together. We endeavour to keep parents/carers well informed about the curriculum by

publishing a curriculum overview for each class at the beginning of terms 1, 3 and 5. Formal parent consultations are organised in the autumn and spring and parents are invited to an informal open evening in the summer.

Updates on events linked to the curriculum are provided on a regular basis via the school's fortnightly newsletter. Detailed information about the curriculum is published on the school website, including ways in which parents / carers can support their children in their learning.

### **Equality of Opportunities**

Our curriculum is planned to meet the needs of all learners regardless of their gender, background, culture, physical or cognitive development.

### **Relationships to other policies**

The school policy on the curriculum embraces policies and procedures for assessment, learning and teaching, charging, collective worship, equality, accessibility, SEND, gifted and talented pupils, health and safety and homework.

	Staff	Curriculum Committee	Full Governing Body
Policy Consultation / Agreed	02.06.08	06.06.08	17.11.08
Policy reviewed	23.09.13	02.10.13	02.10.13
	12.01.15	22.01.15	28.01.15
Coordinator	Sue Grundy		

