



# Curriculum Policy

## Curriculum Intent

At Wildground Federation we provide a quality, thematic and engaging curriculum. Our curriculum develops successful learners through high expectations (no matter what the starting point) and responsible citizens who, in their future lives, will become confident individuals that can effectively contribute to society, the economy and the environment. This is reflected in our core value, "Learn and Succeed Together for the Journey Ahead."

We plan our curriculum sequentially to enable children to understand the skills and attributes needed to be successful and ensure they are ready for the next stage of learning.

Our highly inclusive curriculum uses the National Curriculum (2014) as a base. This is enriched using the personal interests of our children, cultures and traditions of our school and local community, and matters of importance or significance local to our school.

As such, we have considered what makes us unique alongside what we feel are the aspirations for all our children in order for them to be successful in the future world. We enable our children to have the opportunities to learn through a rich, broad and dynamic curriculum, that develops depth of understanding. We have personalised our curriculum for our community through the development of our curriculum drivers. The drivers form the foundations of our curriculum.

Our drivers are:

- The Arts
- Inclusion
- Language
- Environment
- Possibilities

Alongside our drivers we teach and promote our core values of Respect, Excellence, Ambition, Care and Honesty.

## Curriculum Planning- Implementation

Our planning adheres to the requirements of the National Curriculum 2014 and Living Differences, Hampshire's agreed syllabus for Religious Education. As the needs and interests of our children change and our school context alters, our curriculum evolves to reflect this. In our curriculum planning we promote quality teaching, learning and assessment opportunities knowing that the planning:

- provides explicit and subtle opportunities to promote Spiritual, Moral, Social and Cultural learning
- upholds the British Values of Democracy, Individual Liberty, Rule of Law, Mutual Respect and Tolerance of those of other Faiths
- meets the needs of all children no matter their starting point
- provides challenge alongside a deepening and widening of understanding

- reflects our federation values and policies
- identifies assessment for learning opportunities
- provides progression and correct pitch in terms of expectation
- reflects learning experiences that are memorable and purposeful with a clear outcome
- makes appropriate links between subjects
- provides explicit references to supporting the 'Rights of the Child'

Each year group plans a curriculum overview for the year knowing that learning opportunities can change to meet the needs and interests of the children. The overview gives a broad indication of topics and themes. Early Years Foundation Stage follows the EYFS Statutory Framework and enables teaching in all Aspects of Learning and promotes all the characteristics of learning. Y1 to Y6 are taught as separate year groups and the planned coverage meets the National Curriculum requirements. Curriculum overviews are available on our school website and further information can be sought by talking to your child's class teacher.

Medium terms plans are completed by year teams and supported by subject leaders. English is planned using high quality texts and Hampshire guidance; Maths is planned using Inspire Maths. In English the key objectives are identified for speaking and listening, reading, writing and spelling and grammar, the intended outcome and the learning journey. In maths the key objectives are identified and the learning journey planned from them with a clear intended outcome. Where relevant and appropriate, Maths and English are taught in context to enable a clear purpose that is engaging and exciting. Science, ICT, foundation subjects are from the National Curriculum, local RE Syllabus and some of the agreed curriculum from the PSHE Association.

### **Role of Subject Leaders**

It is the role of subject leaders to:

- provide a strategic lead and direction for the subject
- support and offer advice to colleagues on issues related to the subject
- provide extensive subject knowledge
- monitor standards in that subject area
- provide efficient resource management for the subject
- report to SLT and Governors about actions to meet development points, an evaluation and analysis of impact and planned changes
- keep up to date with developments in their subject, at both national and local level

### **British Values**

We are committed to promoting British Values through our ethos and curriculum. We pride ourselves on our inclusive environment and ensure that ALL children are enabled to understand, appreciate and respect diversity in order for them to effectively relate to and embrace the world we live in as local, national and global citizens, and as potential leaders of the future. We openly encourage individual liberty, ensure children understand the value of the rule of law and promote democracy in all we do.

### **SMSC**

Spiritual, moral, social and cultural development (SMSC) supports the rights and responsibilities of the child as well as contributing towards our whole school values and ethos leading to children developing lively enquiring minds and responsible citizens in society. SMSC is important in promoting memorable, positive experiences that prepare our children for the future. It supports them to thrive in a rapidly changing society and become happy, healthy, respectful individuals that have a love of life. SMSC also supports our children to recognise the difference between right and wrong.

## **PSHE**

PSHE education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. (The PSHE Association, 2014) The National Curriculum states that all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. The key areas of PSHE education are covered throughout the primary phases and in preparation for secondary school. We have defined these key areas as:

- sex and relationship education
- drug, alcohol and tobacco education
- physical health, including healthy eating and physical activity
- mental health
- behaviour and safety
- financial capability
- citizenship

Our PSHE scheme of work has been developed using Hampshire County Council guidelines and advice from the PSHE Association. The planned PSHE programme is taught both discreetly, through other curriculum areas and within the whole federation ethos. Our PSHE curriculum supports our ability to fulfil our responsibility as laid out in the PREVENT Duty.

The aims of PSHE are to enable children to:

- know and understand what constitutes a healthy lifestyle
- be aware of safety issues
- understand what makes for good relationships with others
- have respect for others
- be an independent and responsible member of our school community
- develop self-confidence and self-esteem enabling them to make informed choices
- be positive and active members of the wider community

## **Maths**

Through our maths curriculum, children are taught the fundamentals of Mathematical concepts and the ability to recall and apply knowledge rapidly and accurately. We enable children to reason mathematically, to develop logical thinking and practice problem solving skills. Currently we use a Singapore based approach to mathematics alongside the National Curriculum content.

## **English**

Reading is at the heart of our English Curriculum. We actively encourage a love of reading and promote reading at every opportunity. Individual reading, paired reading, shared and guided reading are strategies we use to develop children to become fluent confident readers.

Units of English are planned around key texts that progress in content and challenge through the school. Children are immersed in texts through a wide variety of learning experiences including speaking, listening and drama.

Children are encouraged to write as real writers and we promote an emergent and developmental approach to writing in EYFS. Children write for a range of real purposes while developing their ability in grammar, punctuation, spelling and handwriting

## **Science**

Our science curriculum stimulates and excites children's curiosity about phenomena and events in the world around them. Within our science lessons we give our children practical experiences in order that they can develop and evaluate explanations about the world around them. Our children learn to question and discuss science based issues that may affect their own lives, the direction of society and the future of the world.

## **Art**

Our art curriculum engages and inspires pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. It is built upon promoting creativity, imagination and exploration of personal expression. Children are taught the development of art skills using a range of drawing, painting and sculpture materials alongside using works of great artists and craftspeople to celebrate the richness of the cultures and traditions of our global community.

## **Geography**

Our geography curriculum teaches children to develop an understanding of the world around them. It is about people, places and environments and the interactions between them. Geography lessons enable children to develop geographical skills and knowledge through first-hand experience as much as possible.

## **History**

Our history curriculum uses the children's own lives and environment to make them aware of the passage of time. It encourages the children to gain a knowledge and understanding of Britain's past and that of the wider world. Our history curriculum will support the children to ask perceptive questions, think critically, and develop perspective and judgment.

## **PE**

Our PE curriculum develops core skills and movements which supports good coordination, balance and control. We promote creativity in PE through dance and gymnastics as well as opportunities for making their own games. Children have swimming lessons in year 5 to teach them to swim and keep safe in the water. We promote enjoyment of sports as well as extending pupil expertise. We encourage competition to improve both skills and performance both within school as well as externally.

## **Music**

Our music curriculum provides our children with opportunities which engage, motivate and inspire them to develop a love of music. In music lessons we develop creativity and provide opportunities for self-expression. All children in Y2 and Y4 take part in Hampshire's Listen2Me provision and we offer a range of peripatetic lessons for junior children as well as extra-curricular music.

## **Computing**

Our computing curriculum teaches children to confidently and independently use and apply computing skills to support and extend their learning. We aim to develop a culture where the use of computing becomes second nature to our children to equip them for an ever changing world of technology. We constantly promote the importance of e-safety at every level and it is integral to all aspects of computing teaching.

## **Languages**

Our MFL curriculum celebrates diversity and immerse our children in a range of different cultural experiences which involve aspects of language. We teach French at the junior school to all classes.

## **Design Technology**

Our design and technology curriculum develops children's creativity and resourcefulness when designing and making products which have a real life purpose. This ability to identify the importance of different products and their uses will equip our children with an understanding of how the world works. Making skills and safe use of tools are taught progressively across the school.

## **RE**

Our RE curriculum follows Living Difference, Hampshire's Agreed RE Syllabus. This uses a conceptual enquiry approach to RE enriched by the skills of philosophical enquiry that values religious and cultural difference. Our planning for RE our children address rights, respect and responsibilities

within the communities we serve. It teaches our children about the diversity of belief and practice within our local communities and the wider world.

### **Parental Involvement**

Parents and carers are regularly invited to share in their child's learning. Learning is shared with parents through curriculum overviews and the Wildground Weekly. Home learning opportunities supports the curriculum as well as providing bespoke learning for individual needs.

### **Educational Visits and Visitors**

Educational visit and visitors are regularly used to enhance learning for our children. All educational visits are planned with a clear educational purpose in mind. Visits can be planned as a hook or an outcome to a curriculum area and promote engaging and memorable learning experiences. We place equal importance of inviting a number of visitors into our school community to support learning.