

FRAMPTON COTTRELL C of E PRIMARY SCHOOL

Curriculum Policy

Rationale

At FCCE we believe our curriculum gives pupils the confidence, skills and learning behaviours to make the most of every opportunity provided at Secondary school and go on to make a positive and unique contribution to the world.

Our curriculum is underpinned by Christian values and is designed to help our children develop resilience, confidence, self esteem, aspirations and become pupils who love learning. At the centre of our curriculum are the core skills and values from which our planning is derived (our Roots). The statutory requirements of the national curriculum are covered in our Topic cycle and discrete lessons where appropriate. However, we are committed to teaching children to become inquisitive and proactive as learners. We progressively build subject specific skills and provide opportunities to develop vital social and personal skills equipping them to make choices in their lives.

Aims:

Through our curriculum we aim for pupils to:

- Be prepared for life after school and enable them to make a unique, positive contribution to the world.
- Have confidence and self esteem
- Respect themselves, others and their environment
- Become tolerant and compassionate
- Be curious, enthusiastic and want to learn
- Understand how to be a successful, independent learner
- Become the best they can be and take pride in their achievements
- Develop their talents and try new things
- Have a wide range of enriching social, moral, spiritual and cultural experiences they might not otherwise have, enabling them to appreciate the cultures, faiths and beliefs of others.
- Embrace challenge and build resilience
- Become aspirational
- Make the most of opportunities
- Develop skills and knowledge across a wide and balanced range of subjects
- Have a good understanding of Britain and the wider world
- Be able to resolve conflicts and work together collaboratively and inclusively
- Be good communicators
- Achieve above national expectations in statutory subjects

Reading

Reading is an essential life skill and is central to our curriculum. We provide frequent, regular opportunities for pupils to read and enjoy books through 1:1 reading, guided reading sessions and whole class texts. In the early stages of reading, pupils are taught to use phonics to decode alongside learning to recognise “tricky words”. Over time, pupils are encouraged to read a wide range of texts for different purposes. In school we promote the enjoyment of reading through themed book weeks, library visits and a culture of reading shared by adults and children. Each child is set individual reading targets, which are monitored regularly to ensure continued progress.

Writing

Every class has a daily writing session to develop skills. There are many elements to these lessons and are facilitated through a range of different genres of writing. Grammar, punctuation, handwriting and spelling are taught explicitly as well as through extended pieces of fiction and non-fiction writing. Each child has a writing target which enables them to make progress.

Maths

The content of the Maths curriculum covers the requirements of the national curriculum and local authority guidance. Maths is generally taught discretely, however, teachers link learning to the current topic and the wider curriculum whenever a link is clear, adds depth, or a sense of wonder, or the opportunity to apply basic skills in a new context.

We follow a calculation policy which is available on our website.

RE

Our school believes that religious education should provide a contemporary study of religion, preparing children for later life.

At Frampton Cotterell Primary we bear in mind that the British Isles is a multi-cultural nation which has Christianity as the main religion of the indigenous population. As a result, Christianity will receive the appropriate weighting within the religious education curriculum, and we have forged strong links with our local St. Peter's church. We celebrate the Christian festivals of Harvest, Christmas and Easter at the church and involve the children in all of these. Our Year 5 and 6 children perform a Christmas production to the congregation which includes songs and carols, acting out the Christmas story and readings from the Bible.

Due consideration within this framework is given to other faiths, such as Islam, Judaism, Hinduism, Sikhism and Buddhism, and pupils have opportunities to visit places of worship and talk to members of these faith communities. Respect,

tolerance and understanding for the beliefs of others will be promoted as part of our Religious Education programme.

Although parents have the right to withdraw children from religious lessons and daily worship in assemblies, it must be understood that such activities make a contribution to cross-curricular objectives pursued during the course of the school week.

At certain times of each year, the learning is fully incorporated into the creative curriculum and Religious Education will lead the topics across all Key Stages.

Computing

Our computing curriculum follows the S Gloucestershire scheme of work, however, it is adapted to the needs of our children and enriched so that it engages pupils and provides them with the core skills they need to be computer literate in a digital age. Our curriculum provides opportunities to practice skills across a range of subjects but is predominantly taught discreetly through lessons which enthuse and inspire children of all abilities and ages.

French

At FCCE we teach French in Key Stage 2. Each class follows a scheme of work which ensures teachers have a secure subject knowledge and deliver lessons successfully. Our French curriculum furthers pupil's understanding of people from other cultures. In addition, we have termly French concerts because we believe in the power of songs to consolidate vocabulary and immerse children in French culture.

Art and Design

At FCCE, all children are encouraged to develop their artistic creativity whilst learning new skills, often within the context of their topic work. They are given opportunities to experience different approaches to art and design; working individually, in groups and as a whole class. Although Art and Design is integrated across the curriculum, we believe some skills need to be taught discreetly in order for children to practise the skills associated with working with a particular medium.

Throughout Key Stage 1 and 2, an awareness of colour, shape, texture, line and shade are developed alongside the use of various media such as paint, pencil and fabrics. Within the foundation stage, every child has access to various art and craft materials in order to experiment with creative play from an early age. All children are given the opportunity to evaluate their own work and see their art on display in their classroom.

Design is predominantly linked to topic work. Children are taught to design, plan, make and evaluate using a hierarchy of skills.

Music

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, tempo, timbre, texture, structure and appropriate musical notations.

Children have the opportunity to develop and practise their musical skills and knowledge through the topics covered in school. They will have opportunities to explore different instruments and to develop their own compositions. As well as topic based music there are other opportunities for children to develop their musical skills in school. These include weekly singing assemblies, opportunities to learn instruments, such as recorders and ocarinas, and to perform to the wider community.

Sport

Sport is a crucial part of our curriculum. All children are involved in sports activities at least twice each week. Every year group experiences 2 dance units and 2 gymnastics units of work each year. Dance units are matched to our topic cycle. These lessons take place indoors once per week. Every child also has a second lesson each week which takes place outside and has a Games focus. Games follow the progression of multi skills in EYFS and KS1, Multi sports in Y3&4 and specific sports in Y5&6. These sports include Rugby, Hockey, Basketball, Rounders, Netball, Volleyball, Football, Tennis and Cricket. Athletics is also taught in the summer term.

In addition to this, we offer sport specific extra-curricular clubs and various inter and intra school competitions so children can nurture and develop their interests. We encourage active participation in physical activities on a daily basis, as we believe it offers another arena in which they can be successful. Achievements outside the classroom are as important as those inside providing opportunities to develop positive learning behaviours, collaboration, confidence and self-esteem. For this reason, we also encourage children to share their sporting achievements from outside school during our weekly celebration assembly.

History

History is a statutory subject. At FCCE, History is taught within our topics. Within each topic, we study an element of the History curriculum, ensuring all children have been exposed to the statutory requirements at the end of each year or key stage phase.

Within the curriculum, children will learn about significant historical events, such as the world wars, significant people, for example, Florence Nightingale and pertinent historical events from their own locality. Children will also learn about events and changes within their living memory as well as those beyond living memory. History is often brought to life through visitors to the school, or educational trips.

Geography

Geography is a statutory subject which is taught at FCCE through our topics. Within each topic we study an element of the Geography curriculum, ensuring all children have been exposed to the statutory requirements at the end of each year or key stage phase. The curriculum is very much one based on knowledge and acquiring facts. However, we also focus on skills to help children develop a greater understanding of geographical enquiry and the world in which we live.

Children are taught how to use maps and atlases to enable them to discover and learn about towns, cities, countries, continents and oceans. Field work is included and children are taught how to use a compass. All year groups complete comparative work, looking at their own location and similar places in other continents. Children are taught and encouraged to use correct Geographical terminology with regard to the weather and different human and physical features of the environment.

Outdoor Learning

Through participation in outdoor learning we aim to offer opportunities to investigate and learn about the outdoors, develop confidence and self-esteem through doing so, encourage teamwork, teach key skills and allow children the opportunity to undertake and control risk.

The curriculum covered will follow the Forest School key skills progression compiled by Kim Walsh-Young by age phase (EYFS, key stage one, lower key stage two and upper key stage two). The key skills progression covers the following areas: fire safety/building, cooking, using tools, knots, nature, health and safety/team building. Where possible this links to the statutory curriculum for other subjects including science, DT, PSE, art and literacy.

Science

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.

Each phase is expected to teach specific content taken from the national curriculum. The content is detailed on our website by phase and this is built into the 2 year topic cycle where possible or taught discretely at an appropriate time.

The skills relating to investigations (planning, carrying out and recording) are taught alongside this content to ensure children fully understand a concept and are able to go on to explain it.

Year 6 Achievement Award

After Key Stage 2 SATs, Year 6 pupils complete the Achievement Award. This is excellent preparation for their transition to Secondary School as it requires them to plan their work, set high expectations of themselves, work with other pupils and manage their time to complete their chosen projects. The choice of projects is based on our roots of creativity, learning behaviour, dispositions and attitudes, communication, service, values, challenge/taking risks, collaborating and understanding the world.

The finished Achievement Awards are judged and pupils are awarded a bronze, silver or gold medal based on the standard of their projects.