

KINGS FURLONG INFANT & NURSERY SCHOOL

The Continual Pursuit of Excellence



Kings Furlong
Infant School & Nursery
Member of the South Farnham Educational Trust

CURRICULUM POLICY

REVIEW: ANNUALLY

LAST REVIEW DATE: 2024

Kings Furlong Infant & Nursery School Curriculum

1) Introduction

We hope that this policy will provide insight into the extent to which our curriculum sets out the knowledge and skills that pupils will gain (*intent*), how the curriculum is taught and assessed (*implementation*) and the outcomes that pupils achieve as a result of the education they receive (*impact*).

This should be read in conjunction with our Teaching and Learning Policy and Assessment Policy that outlines *how* the curriculum is implemented by teachers.

2) Intent

Our curriculum intent includes the specific details of *what* we intend our pupils to learn at each stage in their school journey.

Our aim is to provide our children with a broad and balanced curriculum that is ambitious and meets the needs of all.

The intent follows our strategic focus, the "*Continual pursuit of excellence*" and through our carefully planned curriculum, which ensures progression and coverage, aims that children will:

- develop into happy, confident and independent individuals with a secure foundation in learning that will last throughout their lives
- develop lively and enquiring minds through challenge and collaboration
- establish a command of the subjects contained in the National Curriculum
- value and understand religious and moral beliefs, and develop a respect for the views of others
- develop understanding of the world in which we live (in regard to our mutual dependence on others an individual, groups and nations)
- appreciate human achievements and aspirations

Our curriculum is child-centred in that pupils are central to everything we do. We have high expectations of our children and have constructed a curriculum which allows all children to achieve to the highest level, nurturing their personal interests and talents, and equipping them with the knowledge and cultural capital they need to be successful in their lives. We aim to excite and inspire the children, so they develop a love of learning and foster new interests. They leave us being well prepared for their next stage in education.

Each subject area also has its own curriculum intent:

a) English

Our English curriculum intends to equip all children with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment and knowledge. It ensures that all children:

- read easily, fluently and with good understanding
- develop a habit of reading widely and often, for pleasure and information
- acquire a wide vocabulary, a good understanding of grammar and linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting language and style in and for a range of contexts, purposes and audiences

- use discussion to learn
- develop skills in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

b) Mathematics

To *deliver* a high-quality mathematics education which, in turn, provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics and a sense of enjoyment and curiosity about the subject. Our curriculum ensures that all children:

- become fluent in the fundamentals of mathematics, through varied and frequent practice with increasingly complex problems over time, so that children develop conceptual understanding and the ability to recall and apply their knowledge rapidly and accurately
- 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, including breaking down problems into a series of simpler steps and persevering in seeking solutions

c) Science

Our high quality science curriculum ensures all children are taught essential aspects of the knowledge, methods, processes and uses of science; are encouraged to recognise the power of rational explanation, predict how things will behave, analyse causes, develop an excitement and curiosity about natural phenomena and are equipped with the scientific knowledge required to understand the uses and implications of science today and for the future.

d) Art and Design

To deliver a high-quality art and design curriculum which engages, inspires and challenges all pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. Children are encouraged to think critically to develop a rigorous understanding of the subject as well as an understanding of how art and design has shaped our history and contributed to the culture, creativity and wealth of our nation.

e) Computing

To prepare all our children to use computational thinking and creativity to understand and change the world in which we live. Our curriculum ensures all children can understand the principles of computer science, analyse problems in computational terms, evaluate and apply information technology analytically to solve problems. This enables children to be responsible, competent, confident and creative users of information and communication technology. Our curriculum teaches the importance of good E-safety practices and develops understanding and strategies for children to stay safe on the internet wherever it is used.

f) Design and Technology

Our curriculum intends to inspire creativity, imagination, risk taking, innovation and a critical understanding of the impact of design technology on daily life and the wider world. Children design and make products that solve real and relevant problems considering their own and others' needs, wants

and values whilst enabling them to use and apply skills from other curriculum subjects including mathematics, science, engineering, computing and art.

g) Geography

The intent of our geography curriculum is to inspire a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. The curriculum is designed to equip all children with knowledge about diverse places, people, resources and natural and human environments. An understanding of human and physical processes is explored and as children progress a deeper understanding of the interaction between these is further developed.

h) History

Our high-quality history education 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. Our curriculum intends to enable all children to gain a coherent knowledge and understanding of Britain's past and that of the wider world through inspiring children to ask perceptive questions, think critically, weigh evidence, sift arguments and develop perspective and judgement.

i) Music

Our music curriculum is designed to increase self-confidence, creativity and a sense of achievement. High-quality teaching and resources inspire children to develop a love of music and their talent as musicians. Children develop a critical engagement with music enabling them to compose and to listen with discrimination to the best music the world of music has to offer.

j) Physical Education

Our outstanding physical education curriculum inspires our children to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for all children to become physically confident in a way which supports their health and fitness. We provide numerous opportunities to compete in sport and other activities that build character and help to embed the values of fairness and respect.

k) PSHE

Our PSHE curriculum develops the qualities, skills and attributes children need to thrive as individuals, family members and members of society both now and in the future. It has been carefully designed to develop confidence, resilience and self-esteem and provide all children with the skills and knowledge needed to live healthy, safe, productive, responsible and balanced lives, make informed choices and identify and manage risk.

l) Religious Education

We follow the *Agreed Syllabus for RE in Surrey Schools*. The curriculum intends to encourage all children (through studying Christianity and other principal religions) to explore their own and others' questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. It supports all children to develop their spiritual, moral, social and cultural development by reflecting on their own beliefs and values whilst respecting the rights of others to differ.

m) EYFS

It is our intent that our enabling environments and positive relationships support the needs of the unique child to meet and exceed the early learning goals. Our broad and balanced EYFS curriculum allows children to gain skills, knowledge and understanding as they start out on their educational journey and begin to build a love for learning.

3. Curriculum Design

Our curriculum is designed with specific end points that are ambitious and ensure coverage of the National Curriculum and EYFS. These end points can be seen in our Progression of Skills and Knowledge documents and Knowledge Organisers (see example below). Our Progression of Skills and Knowledge documents show how the content of our curriculum is broken into components and sequenced in a logical progression. Our Knowledge Organisers outline the key knowledge that children need to have learned by the end of a topic.

| YEAR | RECEPTION | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | YEAR 6 |
|-------------------------------|--|--|--|---|---|---|---|
| DEVELOPING FLUENCY IN READING | Know an increasing range of books. | Listen to and discuss a wide range of poems, stories and non-fiction at a level at which they can read independently. | Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. | Listen to, discuss and express views about a range of poetry, plays, fiction, non-fiction and reference books or textbooks. | Listen to, discuss and express views about a wide range of contemporary and classic poetry, plays, fiction, non-fiction and reference books or textbooks. | Read, listen to, discuss and express views about a wide range of contemporary and classic poetry, plays, fiction, non-fiction and reference books or textbooks. | Continue to read, listen to, discuss and express views about a wide range of contemporary and classic poetry, plays, fiction, non-fiction and reference books or textbooks. |
| | | Begin to discuss a wide range of books including fiction, non-fiction and reference books or textbooks. | Discuss their familiarity with a wide range of books including fiction, non-fiction and reference books or textbooks. | Discuss their familiarity with a wide range of books including fiction, non-fiction and reference books or textbooks. | Discuss their familiarity with a wide range of books including fiction, non-fiction and reference books or textbooks. | Discuss their familiarity with a wide range of books including fiction, non-fiction and reference books or textbooks. | Discuss their familiarity with a wide range of books including fiction, non-fiction and reference books or textbooks. |
| INFLUENCE | | Begin to discuss a wide range of books including fiction, non-fiction and reference books or textbooks. | Discuss their familiarity with a wide range of books including fiction, non-fiction and reference books or textbooks. | Discuss their familiarity with a wide range of books including fiction, non-fiction and reference books or textbooks. | Discuss their familiarity with a wide range of books including fiction, non-fiction and reference books or textbooks. | Discuss their familiarity with a wide range of books including fiction, non-fiction and reference books or textbooks. | Discuss their familiarity with a wide range of books including fiction, non-fiction and reference books or textbooks. |
| | | Learn to appreciate themes and content, and to write using the book. | Continue to build up a repertoire of poems to be read and recited with confidence and to write using the book. | Prepare poems and play scripts to read aloud and perform, drawing on their own experiences and understanding of the world. | Prepare poems and play scripts to read aloud and perform, drawing on their own experiences and understanding of the world. | Prepare poems and play scripts to read aloud and perform, drawing on their own experiences and understanding of the world. | Prepare poems and play scripts to read aloud and perform, drawing on their own experiences and understanding of the world. |
| COMPREHENSION | Listen and respond to ideas expressed by others in conversations or discussions. | Participate in discussion about what is read to them, taking notes and listening to what others say. | Participate in discussion about what is read to them, taking notes and listening to what others say. | Participate in discussion about both books that are read to them and those they can read for themselves, taking notes and listening to what others say. | Participate in discussion about both books that are read to them and those they can read for themselves, taking notes and listening to what others say. | Participate in discussion about both books that are read to them and those they can read for themselves, taking notes and listening to what others say. | Participate in discussion about both books that are read to them and those they can read for themselves, taking notes and listening to what others say. |
| | | Understand the books read to them and those they can read for themselves, taking notes and listening to what others say. | Understand the books read to them and those they can read for themselves, taking notes and listening to what others say. | Understand the books read to them and those they can read for themselves, taking notes and listening to what others say. | Understand the books read to them and those they can read for themselves, taking notes and listening to what others say. | Understand the books read to them and those they can read for themselves, taking notes and listening to what others say. | Understand the books read to them and those they can read for themselves, taking notes and listening to what others say. |
| INDEPENDENT READING | | Make references to the content of what is being read. | Make references to the content of what is being read. | Make references to the content of what is being read. | Make references to the content of what is being read. | Make references to the content of what is being read. | Make references to the content of what is being read. |
| | | Discuss and evaluate their own and others' writing. | Discuss and evaluate their own and others' writing. | Discuss and evaluate their own and others' writing. | Discuss and evaluate their own and others' writing. | Discuss and evaluate their own and others' writing. | Discuss and evaluate their own and others' writing. |

Our curriculum has been sequenced so that new knowledge and skills build on what has been taught before and towards clearly defined end points. Each subject is unique and includes its own substantive and disciplinary knowledge. Substantive knowledge refers to knowing 'established facts'. For example, the names of the countries in the United Kingdom (Geography), or in History key facts about an historic event such as the Battle of Hastings. Disciplinary knowledge refers to knowing how something is done 'skills'. For example, in music the children will learn a quaver is a half beat (substantive knowledge) but disciplinary knowledge allows them to use this information to clap a rhythm accurately having read it on a musical staff. Our curriculum ensures that all pupils carefully build a comprehensive understanding of both.

| South Farnham School The Arts Centre, Farnham, Surrey | Spring | Music | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--|--------|-----------------|----------------|------------|-------|---|------------------|--------------------------------------|----------------|-----------------------------|--------|---|----------|---|---------|---|--------|---|------------------|--|--------|--|----------|--|-----------|--|
| | | Year 4 | Stands covered: | | | | | | | | | | | | | | | | | | | | | | | | |
| What Prior Knowledge should students have? | <ul style="list-style-type: none"> Playing a simple melodic instrumental part by ear or from notation in C Major, G Major, F Major and E Major. Composing using an eight-bar melody and record in an appropriate way (bar notation, standard notation) Standard notation (minims, crotchets, quavers and semiquavers) Vocabulary (tempo, pulse, pitch, rhythm, dynamics, texture, timbre and structure) | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Key Vocabulary | <table border="1"> <thead> <tr> <th>Key Vocabulary</th> <th>Definition</th> </tr> </thead> <tbody> <tr> <td>Tempo</td> <td>The speed of a beat: steady, fast or a slow beat.</td> </tr> <tr> <td>Pulse/Beat/Metre</td> <td>The steady beat of a piece of music.</td> </tr> <tr> <td>Pitch (Melody)</td> <td>High and low-pitched notes.</td> </tr> <tr> <td>Rhythm</td> <td>The combination of long and short sounds.</td> </tr> <tr> <td>Dynamics</td> <td>If a section of music is loud or quiet.</td> </tr> <tr> <td>Texture</td> <td>The layers of a song – voices and instruments heard at the same time.</td> </tr> <tr> <td>Timbre</td> <td>Sound quality of a musical note, sound or tone (sharp, brassy, round etc)</td> </tr> <tr> <td>Structure (form)</td> <td>The layout of a song (introduction, verse, chorus)</td> </tr> <tr> <td>Legato</td> <td>Notes played smoothly, with no gap between the notes</td> </tr> <tr> <td>Staccato</td> <td>Playing notes sharply, detached or separated from the others</td> </tr> <tr> <td>Acoustics</td> <td>The properties or qualities of a room that determines how sound is transmitted in it</td> </tr> </tbody> </table> | | | Key Vocabulary | Definition | Tempo | The speed of a beat: steady, fast or a slow beat. | Pulse/Beat/Metre | The steady beat of a piece of music. | Pitch (Melody) | High and low-pitched notes. | Rhythm | The combination of long and short sounds. | Dynamics | If a section of music is loud or quiet. | Texture | The layers of a song – voices and instruments heard at the same time. | Timbre | Sound quality of a musical note, sound or tone (sharp, brassy, round etc) | Structure (form) | The layout of a song (introduction, verse, chorus) | Legato | Notes played smoothly, with no gap between the notes | Staccato | Playing notes sharply, detached or separated from the others | Acoustics | The properties or qualities of a room that determines how sound is transmitted in it |
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| Acoustics | The properties or qualities of a room that determines how sound is transmitted in it | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What Skills will students learn (Disciplinary Knowledge) | <ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, control and expression To compose for a range of purposes using the inter-related dimensions of music and record using staff and other musical notations To appreciate and understand a wide range of high-quality live and recorded music | | | | | | | | | | | | | | | | | | | | | | | | | | |
| What key knowledge will be taught (Substantive Knowledge) | <ul style="list-style-type: none"> A new orchestral piece will be listened and appraised each week (time period, instruments used, how it makes us feel, meaning of the song, time signature, identify a repeating theme, identify major and minor tonality) Timeline of the orchestra – early 17th Century orchestra to modern orchestra (philharmonics) Information about a composer (Beethoven) The impact a building has on acoustics – a concert hall should have a shape that allows sound waves to spread evenly in all directions Correct finger positions of chords (C, F, G7) on the ukulele | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Diagram | | | | | | | | | | | | | | | | | | | | | | | | | | | |

At Kings Furlong Infant & Nursery School we follow a spiral model of curriculum where there is a revisiting of topics, subjects, or themes across the school whilst ensuring subject-specific planning still has the appropriate rigour for the Year Group's Programme of Study. This approach allows children to build on prior learning (*what they know and remember*) to achieve a deeper understanding. By building on prior knowledge the pupils are able to know more, remember more and are able to do more.

4. Curriculum Implementation

Our Teaching and Learning Policy and Assessment Policy outline the specifics on how our curriculum is taught and assessed. In summary:

- Our teachers have expert knowledge of the subjects they teach and there is a rigorous CPD programme to ensure staff's subject knowledge is continually developed.
- Our teachers use assessment to check pupils' understanding, identify misunderstandings and inform teaching.
- Medium Term plans and weekly plans (see example below) outline the specifics of each lesson, the assessment opportunities and adaptive teaching techniques used to meet the needs of all pupils. Some children require additional support through focus groups, personalised learning, individualised learning, Send Support Arrangements (SSAs) or an EHCP. The SENCO works alongside class teachers and support staff to oversee SEN provision and monitor the progress of any child requiring additional support.



| South Farnham Educational Trust | | Medium Term Planning | |
|---|---|--|---|
| Week 1 | 4th Sept | English | Autumn 2023 |
| Unit title and genre: <u>Beegu</u> (Non Chronological Report Writing) | | | |
| Mon | To explain and discuss our understanding of a book. | | |
| Tues | To use capital letters and full stops correctly. To know the /j/ sound is spelt n before k. | | |
| Wed | To infer information about a character in order to plan a non-chronological report. | | |
| Thurs | To draft and edit a non-chronological report using capital letter and full stops correctly. | | |
| Fri | To improve and complete a non-chronological report using capital letter and full stops correctly. | | |
| UNICEF Children's Rights and Responsibilities: Article 28: Children have the right to free education, Article 17: Children have the right to reliable information, Article 30: Children have the right to learn | | | |
| Activities | WHOLE CLASS | SUPPORT | EXTENSION |
| Adaptive Teaching Intent | <i>The cycle of Assess, Adjust and Adapt</i> | <i>Scaffold – Temporary measures to support pupils</i> | <i>Stretch – The development of advanced knowledge</i> |
| Mon | Introduce the story of <u>Beegu</u> . Discuss the cover of the book. Who is the story about? Where do they think it is set? What do they think might happen? Read the story together making sure children understand the events of the story. Can they use the pictures to interpret the meaning behind the text? Model answering simple questions based on interpreting simple text and pictures. | Children to use the pictures from the text to support answering questions. Adult to read questions if necessary. Sentence starters to be provided. | Children to infer information about <u>Beegu</u> and justify their ideas using evidence from the text/pictures. Children to complete the sentence: <u>Beegu</u> is _____ I know this because in the story she _____. |
| Tues | Recap the story of <u>Beegu</u> . Look through the simple sentences at the beginning of the story. <u>Beegu</u> was not supposed to be here. She was lost. Highlight the punctuation and justify why it has been used. Ensure children know capital letters are to start a sentence and for names. One children to order a selection of pictures from the story and write a simple sentence for each one. | For each picture, give children a jumbled simple sentence. They should re-order the words to make a simple sentence using the punctuation clues to help (e.g. I know the word with a capital letter is first.) They should then stick or write the sentence into their book. | Children to order a selection of pictures and then write a paragraph to retell the story. |
| Wed | Spelling Lesson focused on: To know the /j/ sound is spelt n before k. Introduce that <u>Beegu</u> has come from another planet. We do not know what this planet is like. Introduce the <u>Beegu</u> planet. Read the story again and use inference skills to infer details about <u>Beegu</u> 's planet. Make notes on board against sections. In groups children should then draw a picture of <u>Beegu</u> 's planet with simple labels and prepare a verbal presentation. | Children to draw and teacher to add labels about each section. | Children to make notes and verbally explain what they think <u>Beegu</u> 's planet would be like. They should base their ideas on evidence from the text. E.g. I think <u>Beegu</u> 's planet would have _____ because in the story... They could also include their own. |
| Thurs | Recap the idea that we are writing a non-chronological report this week telling people all about <u>Beegu</u> 's planet. Show the template for writing and how it has been separated into different sections about the planet. Look at one section and model writing. Model speaking each sentence out loud and then recording using clear capital letters and full stops. Planter: colour capital letter green and full stops red. | Children to write a short paragraph for each section. <i>Remember to use what you can from your natural language and full stops as well.</i> | |
| Fri | Share some sections from yesterday. Do they explain what <u>Beegu</u> 's planet is like? DO they include clear capital letters and full stops? Children to evaluate own writing from yesterday and then complete the additional sections of their non-chronological report. | Children to present if required. | |

| Assessment | Test | Observation |
|------------|--|---|
| | Cross Curricular Links: Geography of landscapes and science of habitats and wildlife. EBV: Mutual Respect and Tolerance, Individual Liberty | Resources: <u>U2: Beegu</u> . Copies of the <u>U2: Beegu</u> . Pictures or <u>U2: Beegu</u> . AS planning or <u>U2: Beegu</u> . Writing Paper (Non-chronological Report) (Non-chronological Report) |

| DAY | CA | SUBJ | MEMO | OBJECTIVES | ACTIVITIES |
|---------------|-------------------|------|------|--|--|
| M O N D A Y | English | 80 | | To be able to identify the features of a (short) story. | Use prior knowledge of features of a story and the features of the play they have noticed. Use the text to identify the features of the story. Use the text to identify the features of the story. Use the text to identify the features of the story. |
| | Maths | 80 | | To use common factors to simplify fractions; use common multiples to express fractions in the same denominator. | Use common factors to simplify fractions. Use common multiples to express fractions in the same denominator. |
| | History/Geography | 45 | | To learn about the things made and what they tell us about people in the Islamic Empire. | Learn about the things made and what they tell us about people in the Islamic Empire. |
| T U E S D A Y | English | 80 | | To be able to identify the features of a newspaper article and to recognise the meanings of words that have changed over time. | Identify the features of a newspaper article. Recognise the meanings of words that have changed over time. |
| | Maths | 80 | | To compare and order fractions, including fractions greater than 1. | Compare and order fractions, including fractions greater than 1. |
| | Science 1 | 80 | | To demonstrate and apply learning about adding and subtracting components in circuits. | Demonstrate and apply learning about adding and subtracting components in circuits. |

| SUPP/EXT | CLASS ONLY/TEACHER SUPPORT | RESOURCES | EVALUATION |
|---|------------------------------------|---|------------|
| 01-02-6: adult support, work with partner to compare answers | TG = HR, EW, JS, PN CA = EW, CP | 14 dice, 1/3 dice | |
| 01-03-1: include questions, evaluate the intent of the author, genre specific details | TG = EP, NW, JS CA = RF, TP | History interactive slide 44 and 50-53, or clear rights (PPT), history detector, investigate esp. 10-25 teacher notes | |
| 01-04-2: What famous scholars have they heard of? Complete medieval document to modern development. Research story behind XCI Arabian nights, create 10 questions add to the planter book | TG: whole CA: readers | | |
| 01-05-3: Use the text to identify the features of the play they have noticed. Use the text to identify the features of the story. Use the text to identify the features of the story. | TG = | 60m/1hr Unit 51 | |
| 01-06-4: Use the text to identify the features of the play they have noticed. Use the text to identify the features of the story. Use the text to identify the features of the story. | CA = | | |
| 01-07-5: Use the text to identify the features of the play they have noticed. Use the text to identify the features of the story. Use the text to identify the features of the story. | TG = | | |
| 01-08-6: Use the text to identify the features of the play they have noticed. Use the text to identify the features of the story. Use the text to identify the features of the story. | CA = | | |
| 01-09-7: Use the text to identify the features of the play they have noticed. Use the text to identify the features of the story. Use the text to identify the features of the story. | TG = | | |
| 01-10-8: Use the text to identify the features of the play they have noticed. Use the text to identify the features of the story. Use the text to identify the features of the story. | TG = | electronically components, yellow, green and red LEDs, flashing lights, conjugated plastic or thick card. | |

- Teaching is designed to help pupils to remember long term content they have been taught and to integrate new knowledge into larger ideas. We refer to this as 'making sure knowledge is sticky' through:

- Identifying *prior knowledge and building on it*.
In every lesson, teachers make sure that they understand what prior learning has taken place and how well children have remembered it. There is a 'revisit and review' part of the lesson which is designed to activate prior learning in the previous lesson, previous topic and previous year.
- Making links with other learning.

We know that knowledge 'sticks' when links are made between subjects. Webs of knowledge are created in our memories (schema) when we create meaningful links between learning. The more we introduce pupils to related content, the deeper knowledge will be.

- *Making sure that the way we implement our curriculum plans, places emphasis on the most recent research into how to optimise the science of memory. Placing emphasis on the most recent research when we implement our curriculum to optimise the science of memory.*

We understand that learning is defined as an alteration in long term memory. If nothing is altered in long term memory, then nothing has been learned. Therefore, we train our teachers to use teaching strategies informed by the most up to date research. When we implement our curriculum plans, we know that knowledge is more likely to be remembered over time when we use strategies including dual coding, spaced practice, embedded retrieval and interleaving.

The implementation is monitored through our School Effectiveness programme which includes: weekly health checks, observations, work scrutinies, curriculum meetings, pupil and staff questionnaires. For further detail, see our School Effectiveness Policy.

5. Curriculum Enrichment

Our curriculum includes not only the formal programme of lessons, but the 'informal' programme of extra-curricular activities. We are committed to ensuring that our pupils access the richest possible range of experiences during their time here. Enrichment opportunities are not only designed to support the children's academic progress, but also to broaden their horizons, develop their cultural capital and improve their self-esteem and well-being.

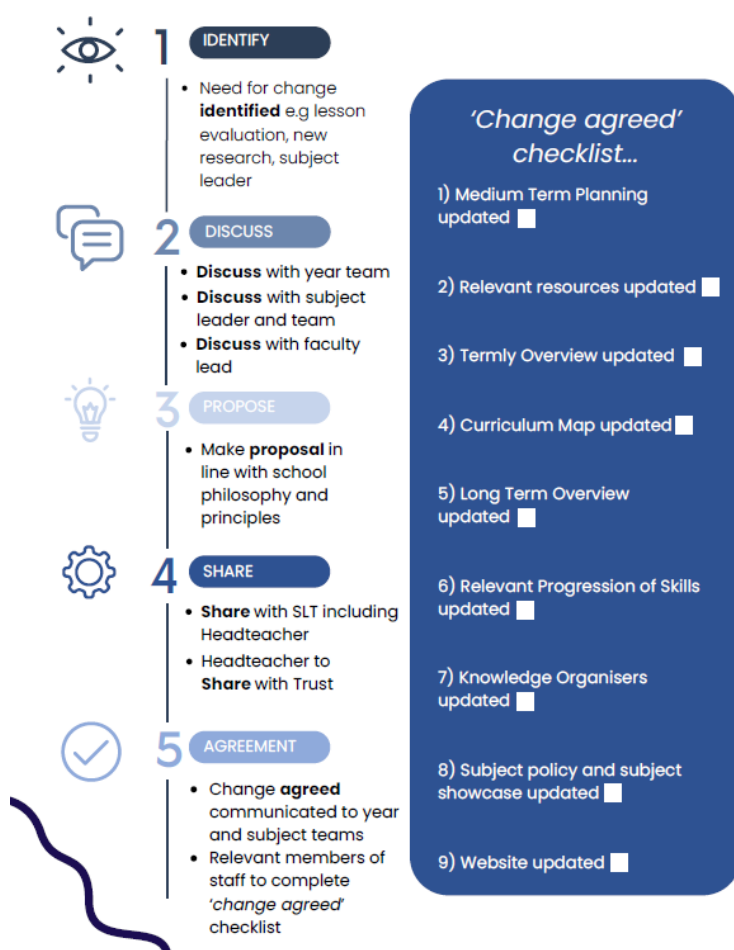
6. Roles and Responsibilities

Leadership at all levels is critical to the success of our curriculum. The Headteacher takes overall responsibility for the curriculum, leading a programme of continuous monitoring, evaluation, review and development. Curriculum Leaders monitor their particular subject area to ensure that it is implemented consistently and effectively in line with the agreed policies. Each year group is organised under the direction of a Year Leader who, in collaboration with the Headteacher, Assistant Headteachers and Deputy Headteacher overview the curriculum. Each class covers the same curriculum, personalised to the children's individual needs and existing understanding.

Consultation relating to the curriculum is facilitated from parents through questionnaires; from children through pupil discussions, questionnaires, class discussion and the school council, and from staff and governors at regular meetings. Changes to the curriculum are made using the Mechanism of Change (see below).

Mechanism for Change

Process



7. Impact

We have a well-established system of tracking pupils' progress and target setting which uses scaled scores as well as assessment of the National Curriculum Programmes of Study to provide a full statistical analysis of all external and internal results of summative testing. Our records are used to monitor children from entry to the end of the Key Stage. Alongside National Curriculum records and other baseline testing, scaled scores enable us to track individual children's progress on entry and then termly, through the school; they let us set appropriate end of year and end of key stage targets considering data relating to potential set alongside raw scores.

We know that the children know more from our academic results which are consistently high. We also seek validation from external associations such as Geography Association Quality Mark. These are highlighted on our school website.

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life. Further information can be found in our statement of equality information and objectives, and in our SEND policy and information report.