



**CLARE COMMUNITY**  
— PRIMARY SCHOOL —

# Curriculum Policy Curriculum Statement

Ratified by Governing Body	CCPS LGB
Date	04 March 2024

Date reviewed: March 2024  
Next review date: March 2025

## **Introduction**

This policy is a working document outlining the principles on which we have built our curriculum and should be read in conjunction with the Teaching and Learning Policy. The curriculum is all the planned activities that we as a school organise in order to promote learning, personal growth and development. It includes, not only the formal requirements of the National Curriculum, but also the range of extra-curricular activities that the school organises in order to enrich the experiences of our children. It also includes the 'hidden curriculum', or what the children learn from the way they are treated and expected to behave. We aim to teach children how to grow into positive, responsible people, who can work and co-operate with others, whilst developing knowledge, skills and attitudes to learning, in order that they achieve their true potential.

## **Aims**

Our curriculum has been designed to offer a full and holistic learning experience for all pupils, which is linked to our school values of Community and Citizenship, Learning to Learn, Aiming High, Respecting Ourselves and Others and Enjoying Learning. Within each value there are key strands which the child will access. Our pupils develop a love of learning which provides them with the cultural capital to embrace their next stage of education and prepares them to become successful global citizens. We aim for all of our pupils to make excellent progress regardless of their individual starting points, when they join/leave, learning needs or background.

We keep our curriculum under review so that it continues to reflect our commitment to Equality Policy:

- All learners are of equal value
- Recognising and respecting difference
- Fostering positive attitudes, relationships, a shared sense of cohesion and belonging

Observing good equalities practice in staff recruitment, retention and development

- Reducing and removing inequalities and barriers to equality that already exist
- Consulting and involving widely
- That society as a whole should benefit
- Basing practices on sound evidence
- Upholding our equality objectives

*See Equality Policy*

## Statutory requirements



Statutory Requirements Our curriculum meets the requirements of the National Curriculum (2014) and other aspects of the school curriculum, including PHSE, Religious Education and Citizenship.

## Curriculum Structure

- In Humanities we follow a sequence of half a term of geography and half a term of history each term.
- In English the terms are broken up into half a term per text. These are high quality texts that lend themselves to fiction/non-fiction and poetry work being covered.
- Science and maths follow the White Rose schemes covering blocks of learning each half term.
- The combination of schemes covered by the schemes we deliver ensure a full coverage of statutory programmes of study.

Each Year group follows:

- A long term planning grid, which provides an overview of units of work for each subject.
- Half termly planning, which is provided by the schemes covered or is written by teachers in the subjects of Art and Design and Technology.
- Weekly plans are written in a format chosen by the teachers. Our medium term planning offers detailed descriptions of each lesson and therefore this can be used as the weekly plans for most subjects.

2023-2024		CLARE COMMUNITY PRIMARY SCHOOL LONG-TERM OVERVIEW					
Year Group: 1		Class: Beech					Teacher: Miss Anderson
Subject	TOPICS/UNITS OF WORK						
	AUT1	AUT2	SPR1	SPR2	SUM1	SUM2	
English	 Oi Frog	 The Night Box Orion and the Dark	 Mole's Star	 Where the Wild Things are	 Manfred the Baddie	 The Queen's Hat The Queen's Handbag	
Maths	Number Place Value (Within 10)	Number Addition and Subtraction (Within 10)  Geometry Shape	Number Place Value (Within 20)  Number Addition and Subtraction (Within 20)	Number Place Value (Within 50)  Measurement Length and Height Mass and Volume	Number Multiplication and Division Fractions  Geometry Position and Direction	Number Place Value (Within 100)  Measurement Money Time	
Geography/ History	Geography: Our Local Area What's it like where we live?	History: My Family History What was <a href="#">life like</a> when our grandparents were children?	Geography: People and their Communities Where in the world do these people live?	History: The Greatest Explorers Who were the greatest explorers?	Geography: Animals and their Habitats Where do our favourite animals live?	History: Great Inventions – Transport How did flight change the world? Why were the Rainhill trials important?	
Science	The Human Body Seasonal Changes	Materials Seasonal Changes	Planting A Animals	Caring for the planet Seasonal Changes Planting B	Plants Planting C	Growing and Cooking Seasonal Changes	
R.E.	Christianity Baptism/Church	Judaism Mitzvot/Tzedakah	Christianity Parables / gospel	Christianity Prayer / worship	Christianity Emmanuel / Holy Spirit	Judaism <a href="#">Tefillah</a> / blessings	
D&T/Art	Art: Drawing Frogs (Annette James)	D&T: Structures Making Toys	Art: Sculpture Clay animals	D&T: Cooking and Nutrition	Art: Painting Henri Rousseau	D&T: Mechanisms Aeroplanes and Trains	
P.E.	Multi-Skills Boot Camp	Mighty Movers (Running) Story Time Dance	Skip to the Beat Groovy Gymnastics	Brilliant Ball Skills Gymfit Circuits	Throwing and Catching Cool Core (Strength)	Active Athletics Fitness Frenzy	
Music	Senses	Superheroes	Dinosaurs	Carnival of the Animals	Fantasy and Adventure	At the Seaside	
PSHE	Being Me in My World	Celebrating Difference	Dream and Goals	Healthy Me	Relationships	Changing Me	
Computing	Programmable toys	Creating a card digitally	Illustrating	Finding images using the web	Filming and Photography	Presentations	

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## **Subject Content**

Our focus is to ensure that we provide an inspiring and aspirational curriculum in all subject areas, whilst providing continuity and a sound structure for staff to work from. The schemes of work we have been chosen/designed to ensure that all pupils are taught the skills, knowledge and concepts required.

English, Maths and phonics are taught discreetly and daily. We use Rising Stars for following subjects; History, geography, PE, French, and ICT. The coverage of these schemes as well as topics in History and Geography have been selected and arranged to provide full coverage of the 2014 National Curriculum following a logical order of themes and events at an appropriate level for the children in each year group.

Maths and Science are taught using White Rose.

## **English**

At Clare Community Primary School, we believe that a quality English curriculum should develop children's love of reading and writing. We have an ambitious, fulfilling and rewarding English curriculum that provides many purposeful opportunities for reading and writing. Our English curriculum is taught using the Rising Stars scheme 'Read in to Writing'. 'Read in to Writing' delivers the entire National Curriculum for English in spoken language, reading, grammar and writing, providing challenge and progression within each year group. Further information about 'Read in to Writing' curriculum can be assessed here.

### **READING**

Reading is at the heart of our curriculum and is fundamental to children's learning in all subjects. Our aim is to encourage a love of reading, from the very start of children's education in Literacy lessons through our approach to learning, in addition to our 'Home Reading Scheme' and our class stories we share at the end of the school day. Each 'Read in to Writing' unit teaches reading in depth, through a rounded study of the whole text. The books studied within our reading curriculum have been carefully selected to give children a breadth of reading experience. Teaching staff pose carefully thought out questioning that encourages children to engage with the text and, reinforced by recent research, 'Read in to Writing' promotes that adults read aloud regularly to the class and give children time to practice their reading skills of making meaning clear through pronunciation, expression, stress and pace. We aim to expose children to a range of books that not only develop a love of reading, but have been specifically chosen to develop their oracy, vocabulary and comprehension. Books are available to children through the teaching of literacy, guided reading, daily story sessions and are available for children to access independently.

### **WRITING**

Writing tasks are embedded within their reading of the whole text, as children's deep reading knowledge and understanding of the text are crucial to their success as writers.

Within the 'Read in to Writing' scheme, punctuation and grammar is taught both directly and discreetly through quality first teaching ensuring that pupils build on prior learning and maximise purposeful curriculum connections, to enable children to be confident and secure in all areas.

Explicit vocabulary teaching is taught within the 'Read in to Writing' scheme with direct and clear teaching of Tier 2 and Tier 3 level vocabulary. Children are taught the morphology of words and the nuances of their meaning.

## PHONICS

We have a daily phonics lesson in Reception and Year 1, moving on to a reading a spelling session daily in Year 2. We follow Oxford's scheme

## HANDWRITING

Handwriting is taught using the programme, Letter-Join. Pupils learn pre-cursive handwriting in Year 1 moving to cursive handwriting in Year 2. In Key Stage 2, pupils continue to develop their speed, fluency and presentation of handwriting. Further information, as well as further resources to help your child, can be found here.

## ACCELERATED READER

At Clare Community Primary School, children use an online programme called 'Accelerated Reader' to support their reading. We have used the programme for a number of years, and it has been successful in motivating many children to read more, developing reading skills and raising standards in literacy. Accelerated Reader also enables teachers to monitor what children are reading more easily. Accelerated Reader books are just 'normal' books, but an online quiz has been devised to assess understanding when children have finished reading their books.

## TARGETTED INTERVENTIONS

For children who are not working at the age related expectation in literacy, we use the intervention programme 'Read Write Inc.' Children undertake the short intervention daily to accelerate their progress in reading and writing, with the aim of re-joining whole class teaching as quickly as possible. It teaches children to read accurately and fluently, developing good comprehension, spelling and punctuation skills through targeted activities.

## SPELLING

Spelling is taught through 'Rising Stars Spelling' scheme in which teachers deliver explicit spelling lessons that support children as they progress from phonics to spelling rules. It builds on the children's knowledge and revisits learning year on year. Children in Year 2 and Year 6 may use some spelling sessions to revise and practice for SATs. Specific class spelling lists can be found on class pages on our school website.

## GUIDED READING

Guided Reading is the method used to teach groups of children to become fluent in reading, decoding and comprehension skills, including inference and deduction. Guided Reading takes place as an adult-led activity throughout the week. A trained TA or the class teacher will lead a guided group whilst other children are engaged in continuous provision activities

such as independent reading, handwriting and spelling activities, etc... As a school, we use Oxford Reading Tree inFact books to support our teaching.

## **Maths**

### Maths Curriculum Statement

At Clare Community Primary School, our aim is for all children to enjoy mathematics and have a secure and deep understanding of fundamental mathematical concepts and procedures when they leave us to go to secondary school. Children are encouraged to become enthusiastic mathematicians by developing their skills, verbally articulating their knowledge, and showing their understanding through practical experiences which have relevance and purpose in everyday situations.

It is essential that children develop their numeracy skills in order to become lifelong learners; they should be able to apply their fluency, problem-solving and reasoning skills in different situations across the curriculum and in daily life outside school.

### Aims and Objectives

- To become fluent in the fundamentals of Mathematics through varied and frequent practice of increasingly complex problems over time.
- To develop the ability to recall and apply known facts rapidly and accurately.
- To become problem solvers, who can reason, think logically, work systematically and apply their knowledge of mathematics in a range of contexts.
- To develop mathematical language through speaking and listening, practical activities and by recording work accurately.
- To become independent learners and to work co-operatively with others.

Useful links to support your child with their Maths learning at home: · NumBots - ideal for younger children up to Year 3: <https://numbots.com/>

· Times Tables Rock Stars - great for practising times tables, Year 3 and up: <https://ttrockstars.com/>

· White Rose App: perfect for all ages. Practise all the fundamental pattern-spotting, counting, number bonds, times tables and division skills, that are absolutely key to children's success in Maths throughout primary school: <https://whiteroseeducation.com/1-minute-maths> · Lots of fun, animated Maths games: <https://ictgames.com/mobilePage/index.html>

## **History and Geography – Rising Stars curriculum**

At Clare Community Primary School the humanities focus is divided into its two specific subjects of History and Geography. This enables children to develop their knowledge and understanding of each area and over time use skills from each to support their learning in the other subject. We follow the Rising Stars curriculum, which promotes high quality, knowledge rich lessons across the school. Both History and Geography encourage children

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to look closer at their understanding of the world around them and to ask enquiring questions. Both subjects enable children to engage in important issues facing humanity including sustainability and social change, allowing children to develop the skills necessary to interpret the past and present.

### **Geography information from Rising Stars**

*Rising Stars Geography is a complete curriculum programme for primary geography which provides 18 half-termly units of work to interest pupils and encourage curiosity about their own locality and the wider world. It offers complete coverage of the Programme of Study for Geography (2014) and the criteria of the new Ofsted Education Inspection Framework (2019). From starting points suitable for all, pupils develop to tackle appropriate challenges for KS1 and KS2 pupils of varying abilities. The units have key questions to encourage the use of geographical enquiry, as well as a focus on the acquisition and application of key subject knowledge, concepts and vocabulary throughout. Skills, knowledge and understanding in geography progress through Year 1 to Year 6, being taught, developed and applied throughout the schemes of work. A range of opportunities are provided to enable all pupils to communicate their knowledge and understanding of the subject. Links are made within and across units to support pupils in making connections.*

In Geography we focus on the four key areas of learning (location knowledge, place knowledge, human, environmental and physical geography and geographical skills and fieldwork). These areas are built on with each topic focus and throughout the children's time in primary school. Throughout the wide range of topics from Seasons to the Amazonian rainforest, the children gain an in depth understanding of the world around them and how to use geographical skills to interpret this information correctly. Further to this, we spend time looking more locally and examining our familiar surroundings and how these can be affected in a wide range of ways and comparing our location to others across the globe.

### **History information from Rising Stars**

*Rising Stars History is a complete curriculum programme for primary history which provides 18 half-termly units of work to ensure pupils gain a coherent knowledge and understanding of Britain's history, their locality and the history of the wider world. It offers complete coverage of the National Curriculum Programme of Study for History (2014) and supports meeting the criteria of the new Ofsted Education Inspection Framework (2019). From starting points suitable for all, the units develop to provide appropriate challenges for KS1 and KS2 pupils of varying abilities. The units have key questions to develop the use of historical enquiry, as well as a focus on the acquisition and application of key subject knowledge, concepts and vocabulary throughout. Skills, knowledge and understanding in history progress through Year 1 to Year 6, being taught, developed and applied throughout the schemes of work. A range of opportunities are provided to enable all pupils to communicate their knowledge and understanding of the subject. Links are made within and across units to support pupils in making connections and in developing a strong overview of chronology, breadth and local to global history.*

In History, we place great importance on developing the pupils' chronological understanding. Our lessons include activities that involve the use of timelines to locate the period, person or event, and to consider it in relation to other periods studied and the present day. The sequence and selection of topics build on previous units and feed forward to future learning. The Year 1 unit titled 'My Family History' is an introductory unit that links with common themes of family, home, and change covered within EYFS. Within KS2, the British history

units follow a chronological approach to support pupils in developing a clear long-term narrative across history. Throughout, the pupils are guided to make links between the topics taught. The lessons aim to provide pupils with a clear understanding of how people lived in the past and what they considered important. We cover recurring themes such as settlement, migration, and religion, which create a stronger web of knowledge and ensure that it sticks with the pupils. Through this content, pupils will develop an understanding of how we learn about the past through various sources of evidence. As their confidence grows, they will consider the utility and reliability of these sources.

## **Science**

White Rose Science takes the highly successful approach that was pioneered with White Rose Maths and transfers it to the primary science curriculum. It uses a “small steps” approach to science teaching, and closely follows the national curriculum for science for years 1 - 6. It gives specialist and non-specialist teachers a one stop solution as they help children develop scientific understanding and grasp scientific ideas.

White Rose Science teaches practical approaches to science and scientific language in a fun and logical way. We believe this scheme provides staff with the necessary scaffolding, guidance, subject knowledge and materials to plan and deliver high quality science lessons.

The scheme provides full coverage of the National curriculum and more, following the National Curriculum objectives and builds on pupils’ knowledge to ensure that all pupils, including those with SEND, leave Clare Community primary school with what is needed in their next stage of development. There are end of unit assessments and opportunities to assess children’s understanding during lessons.

Science is taught weekly throughout Key Stages 1 and 2 and through a range of adult and child led activities in EYFS. Practical, engaging and hands-on science is seen throughout all year groups with a focus on developing the children’s working scientifically skills.

## **ICT**

At Clare Community Primary computing is taught through a balance of discrete skill based 'Computing' lessons and cross curricular learning within other lessons. We follow the Rising stars curriculum to ensure full curriculum coverage.

Discrete lessons ensure comprehensive coverage of the national curriculum objectives through the use of a variety of hardware (Laptops, iPads, digital cameras, BeeBots, Coding Critters, Micro:Bits, data loggers etc) and an ever-updating range of software. Cross curricular learning includes the use of subscription websites such as TTRock Stars, Accelerated Reader, Bedrock, Letter Join and NumBots.

The regular use of these sites give children opportunities to develop the skills needed to safely set up/put away, turn on/off, log in/out, trouble shoot common ICT problems and improve the fine motor skills needed to use touch screens, keyboards and mouse pads. In addition to this word processors are used for written work in English, data handling software is used in mathematics and science, presentation software is used across our foundation subjects and search engines are used for research. Teaching staff incorporate ICT into all lessons with the use of interactive whiteboards, visualisers, digital cameras and a huge variety of immersive online resources to really help bring learning to life.



## **RE**

The Suffolk County Council curriculum for RE 'Where do I stand'. The syllabus is about understanding the breadth and diversity of world views, both religious and non-religious, and supports pupils to be able to hold balanced and well informed conversations and positive attitudes towards different religions and world views. RE is an important subject in such an ever changing, diverse world of different people, views and thinking, to help the children build empathy and understanding of others.

## **PHSE**

We follow the Jigsaw curriculum for PHSE which provides high quality, fully planned and resourced lessons. The curriculum is complimented by assemblies, songs, assessments and a library of additional resources to create an effective whole school approach from reception to Year 6. Jigsaw meets all the statutory RSHE requirements and develops educational outcomes as well as a focus on improving mental health and safeguarding for all.

The scheme and the whole school ethos nurtures children to become confident and successful with a high emphasis on mindfulness and pupil wellbeing.

## **MFL**

Rising Stars French is used throughout Key Stage 2 to deliver our Modern Foreign languages (MFL) curriculum. Rising Stars French is a Scheme for primary language learning and has been developed to meet the needs of teachers and learners in primary schools. It offers clear progression, engaging sessions and useful, meaningful assessment opportunities. There is a mixture of written and oral activities to engage learners.

## **Art and design and design Technology**

Art and Design Technology are carefully designed by class teachers following the schools skills and knowledge grids. We do not follow a set scheme for these subjects. We use this as an opportunity to adopt a cross curricular approach, linking to a variety of subjects. We ensure that skills are developed and built upon as the children move through the school. Children are encouraged to develop their creativity.

## **Music**

Our school curriculum includes a wide range of musical styles, providing children with the opportunity to explore and develop their preferences. Children will have the chance to play various instruments and sing, building their skills and confidence in music. To support the teaching of music, we use the 'Get Set 4 Music' scheme that includes weekly lesson plans for each year group. This scheme offers engaging resources, assessment opportunities, and clear progression to meet the requirements of the new National Curriculum. This approach to musical learning is practical and exploratory, making it an exciting and fun experience for all children. The aims of our curriculum are to support the children in performing, listening to, reviewing and evaluating music from a range of different eras and genres. They will sing and use their voices as well as delve into the use of technology to make music. We actively encourage and provide opportunities for children to learn how to play musical instruments

such as the violin, piano, and guitar. We hold weekly singing assemblies, and have a school choir. Our goal is to create multiple occasions throughout the year for students to display their musical talents.

### **Extra Curricular opportunities**

Teachers will plan opportunities to take advantage of the local community and places of interest within Clare such as the Country Park and Ancient House Museum into the topics that have been provided. Within Geography and History topics, we have an underlying core approach of overlaying knowledge and key concepts through overarching questions running throughout key stages.

### **Trips and Visits**

During the academic year there will be the opportunity for children to take part in a trip or visit connected with their topic. In addition to this there may be trips arranged as part of enrichment activities e.g. trips for the choir or sporting fixtures. The school takes careful consideration to the cost of such events to ensure that financial burden is not placed on families.

### **Enrichment Activities**

Part of our curriculum offer there is a full termly schedule of clubs which run at both lunchtimes and after school. We ensure that the clubs cater for all ages and interests, balancing sports and also arts-based subjects.

### **Parent Involvement**

In the course of the academic year, there will be a range of whole-school or class events where parents and carers will be invited into school or a venue to share their children's learning, or take part in an event such as an Art Exhibition. There will also be the opportunity to see their child perform in an assembly or play.

### **Leadership Opportunities**

Our school council is run by Year 6 pupils and supervised by the Assistant Head. Two representatives are elected from each year group, each term. Their role is to welcome visitors to the class and attend and feedback from weekly meetings. Within year 6, a chair, vice-chair, secretary and treasurer are elected in addition to the two class representatives. They are deemed the senior school council and take a managerial as well as leadership role. They attend presentations, help to carry out Pupil Voice surveys, liaise with other bodies and have a small budget to spend on an area of improvement of their choice. Their work throughout the school year is to put into effect an action plan of their own devising.

In Year 6, children also have the opportunity to put themselves forward to lead one of the four school houses: Castle, Nethergate, Clarence and Pashler. The elections are held at the beginning of the school year for the whole school and the children make a speech and take part in a democratic electoral process. They then run sporting events and lead their teams

in gaining house points throughout the year. Teachers also choose roles of responsibilities as sports leaders and librarian, corridor monitors and hall monitors.

### **Diversity**

We aim to ensure that children are fully aware of the range of cultures and backgrounds represented in Great Britain today. We do this by ensuring that our assemblies refer to individuals and subjects from a range of cultures and countries; we practise and celebrate the values of respect and tolerance at all times, and we ensure that lesson materials reflect the rich diversity of life in Britain today.

Assemblies and PSHE lessons are planned around our five values and a different value is the focus for each half-term.

### **SEND**

Children with additional needs are expected to access our curriculum offer fully, but often with varying levels of adult support. We also utilise our Nurture room in the afternoons to offer a quieter room for some children who benefit from a more tactile and individualised learning experience. The role of the class teacher is to ensure that activities supporting our curriculum are personalised for SEND children, where necessary, to enable their learning to take place at the appropriate rate.

### **Pupil Premium**

Part of our pupil premium offer, funded by the additional allowance for Pupil Premium children, is to ensure that Pupil Premium children are able to access opportunities which in time will overcome gaps in learning and experience. We have used these monies to fund music lessons, school trips, places at our before and after school clubs, uniform, learning experiences for whole classes, additional staff to overcome gaps in attainment and individualised pastoral support.