

Langham Primary School Curriculum

At our school, our aim is to enable children to:

Discover a love of learning

Our children and their families are fully involved in their learning journey. Our curriculum is driven by curiosity and makes sure that school is exciting and relevant to young enquiring minds. We have high expectations and work hard to grow our ambition, resourcefulness and resilience.

Discover a voice

We make sure that children have a say. Children learn how they can contribute to their learning, to the school, to the local community and to the future world.

Discover friendship

Everyone is treated with care and respect. We are small enough that every child is known and treated as an individual. Children learn the value of friendship and teamwork with each other and wider communities.

Discover a positive lifestyle

Everyone feels happy and safe. Children know how to live healthily, look after our planet, seize the opportunities life can offer and face its challenges.

Discover talents

Children discover and develop passions and talents that will last a life-time. Every child has opportunities to explore new things and discover their potential.

Underlying principles of our curriculum

We want our curriculum to help fulfil our school aims and to:

- Enable children to gain essential skills, knowledge, and vocabulary as they progress through our school and in preparation for further study at secondary school.
- Engage children's curiosity and promote resilience and independence in learning.
- Provide activities and experiences that are fun, memorable and exciting.
- Challenge prejudices and broaden horizons

How we achieve these aims

Essential skills, knowledge, and vocabulary

We plan our curriculum so that children progressively build skills, knowledge and vocabulary in each national curriculum subject area based on what they have learnt before. We assess children's progress each half term to make sure they are on track to achieve objectives by the end of Key Stage 1 (Year 2), Lower Key Stage 2 (Year 4) and Upper Key Stage 2 (Year 6).

Curiosity resilience and independence

We do this every day in every lesson by ensuring children are expected to explore, question, and apply key concepts in interesting ways.

Fun, memorable and exciting experiences

We make sure that we plan for visits and visitors to enrich and extend children's experience; provide opportunities for children to showcase their achievements and look for ways we can root their learning in the real world.

Challenge prejudice and broaden horizons

We make sure we find ways of taking children beyond the familiar and introduce them to a much more diverse world than that which is in their immediate experience. Curriculum resources and content reflect the diversity of modern Britain, promote equality and challenge stereotypes.

Accessibility and inclusion

When planning and delivering the curriculum we recognise that all children have the right to access our full curriculum offer. No child will be excluded from accessing our curriculum and we will endeavour to make all reasonable adjustments necessary to ensure this is the case.

In rare instances, individual children may be prescribed an alternative curriculum as part of their provision for Special Educational Needs or Disability (SEND). Alternative curriculum arrangements for children with SEND must be agreed with parents and documented in the child's One Plan.

Right of parents to withdraw children from the curriculum

Children are required to study all aspects of the National Curriculum and requests for withdrawal are only considered for content beyond its scope, namely Religious Education and Sex Education. Requests for withdrawing from aspects of the curriculum must be submitted in writing and authorised by the headteacher.

Planning and assessment

Subjects are covered either by topics which link relevant areas of study together, or by 'blocks' in a particular subject. Cross curricular topics are planned and delivered as it helps contextualise what we want children to learn and shows how individual subject disciplines are inter-related. For example, studying an artist in historical context or learning about how scientific principles in physics can be applied to DT. Blocks of subject study are planned and delivered where they do not authentically fit a cross-curricular approach, for example learning a language and most aspects of Religious Education.

Teachers plan half termly topics to deliver our curriculum using an agreed planning format. This identifies opportunities for using and developing basic skills across the curriculum including the use of IT, inviting 'experts' to visit the school and arranging trips to create memorable learning experiences. Topic overviews are shared with parents each half term. We monitor the attainment and progress of children using an assessment framework that we have developed ourselves. It is important to us that we monitor how well children are developing subject skills as well as how quickly they are acquiring relevant subject knowledge. Each half term, we monitor the impact of our curriculum through assessments, looking at children's work and identifying areas for development.

Curriculum review and monitoring

To manage our curriculum, we have grouped National Curriculum Subjects into broader areas apart from English and mathematics.

| Study area | Subjects covered |
|---|---------------------------|
| English | English |
| Mathematics | Mathematics |
| Knowledge and Understanding of the world (Humanities) | RE, History and Geography |
| Expressive Arts | Art and Music |
| Science and Technology | Science, Computing, DT |
| Languages (Key Stage 2 only) | German |
| Healthy Lifestyles | PE, PHSCE (including SRE) |

Standards in English and Mathematics are monitored throughout the school year by the English and Mathematics subject leads. Every half term, one additional subject or study area is highlighted for monitoring. The curriculum is organised so that the additional curriculum area for monitoring is being taught across the school that term. Monitoring activities include a subject-focused staff meeting and involve reviewing children's work and their assessment outcomes. It may also involve, lesson observations, the

quality of displays or speaking to pupils about what their learning. This regular monitoring is used to adjust curriculum provision where necessary, prioritise ongoing continuing professional development and inform the school improvement cycle of planning and review.

When we review our curriculum we evaluate the effectiveness of our curriculum intent, implementation, and impact. **Curriculum intent** relates to how well our objectives have been thought through and planned for in our scheme of work and how well work is sequenced and builds on prior learning; **curriculum implementation** relates to how effectively our plans have been translated in day-to-day classroom practice; **curriculum impact** relates to what bearing this has on the experiences of children, what they know and what skills they have developed.

British Values

We create opportunities to promote **positive values essential for being a responsible citizen in modern day Britain** in the following ways:

- Personal Social and Health Education (PSHE) is an important part of the timetable and issues about safety, equality and responsibility are regularly explored.
- Through the school council, children get to learn about democracy in action.
- We find opportunities for children to experience cultural traditions first hand.
- Children make regular contributions to the local community, local and national charities.
- Children learn about the challenges facing the world. Our high-profile Eco Team promotes responsible attitude to the environment and respect for the earth's resources.
- Assemblies cover a range of topics and promote our values.

Distinctiveness

We believe that learning in the Arts is central to self-expression, promoting self-awareness, cultural understanding and having fun and a sense of achievement. That is why we have chosen to develop our curriculum for the arts through Artsmark accreditation.

Langham is rich in natural resources which we use to promote an appreciation of the natural world and benefit from learning outdoors.

Other policies and documents associated with our curriculum:

- Scheme of work
- Planning sheet
- Assessment Policy
- Assessment framework
- English Policy
- Maths Policy (including calculations policy)
- Homework Policy

English

Reading (see also English Policy)

Learning to read and enjoy literature is an essential part of childhood and the two aspects of reading go hand in hand. Enjoying a wide range of books from an early age builds vocabulary and nurtures an appreciation of the power and joy of the written word. Jolly Phonics provides us with a well-structured synthetic phonics programme. As children learn the skills of reading, they work their way through our scheme of phonically decodable reading books. Their reading is kept under regular review while they progress through our phonic reading bands so that when they start Key Stage 2, children are ready to develop their fluency and start to develop a deeper understanding of what they have read.

Writing (see also English Policy)

We have developed our teaching sequence (previously based on the Talk for Writing programme) to help children develop a fluent, well-structured style of writing. Spelling, punctuation, and grammar are taught progressively through the school and children are expected to apply the same high standards to their writing across the curriculum.

Mathematics (see also maths policy/ calculation policy)

A key priority is securing confidence and fluency in basic number skills. A more detailed overview of how we plan for progress in this aspect of maths is in our calculation policy and maths scheme of work. We provide regular opportunities for children to develop their skills at working mathematically by regularly providing opportunities to explore, explain and solve mathematical problems. We make sure that children learn how maths is applied across the curriculum by identifying authentic links between topics being studied and how mathematics can be used in that context.

Science and Technology

Science

Our scheme of work for science is supported by Developing Experts science resources. Through the science topics that children study, they are taught the scientific knowledge, skills and vocabulary alongside the enquiry skills they need to work scientifically. Knowledge and skills are ordered, built on and revisited to ensure our pupils deepen their understanding of scientific topics and enquiry so that by the end of Year 6 they are ready for the secondary curriculum. More detail about how our curriculum for science is organised can be found on our progression map.

Computing

There are three strands to our computing scheme of work.

- **Computer Science** is taught using units of work from Espresso Coding, Plan IT and Rising Stars.
- **Digital Literacy** is essentially about learning to be a safe, efficient and thoughtful consumers of digital content and to learn how to curate their own content responsibly.
- **Using IT** is often taught in the context of other subjects. Children learn to be confident in using a range of applications for processing text, images and other media.

DT

We use Twinkl Plan IT scheme to support children's learning in DT. Children develop technical knowledge though undertaking a range of projects requiring them to design, make and evaluate their work.

Knowledge and Understanding of the World

History

Our scheme of work for History aims to develop a sense of chronology in key historical events alongside the key skills of historical enquiry and a sense of curiosity about events in the past. Historical enquiry involves asking relevant questions, interpreting evidence, and detecting bias. Our locality is rich in history and we try to draw on this by offering pupils insights into the impact of the Vikings, the Romans and the Civil War in our locality.

Geography

We use Connected Geography to support our geography curriculum. It teaches children the required content of the National Curriculum alongside key skills of geographical enquiry and an appreciation of the beauty and diversity of our world. In Key Stage 2 children are introduced to some of the issues and problems facing our world.

RE

We follow the Essex Agreed Syllabus for RE using the Saffron Academy Trust RE Scheme (SATRE). Children learn about different religions through thematic approach which allows us to consider the similarities between different faiths. Children are taught to respect and value difference and understand the central part faith has in their lives.

Expressive Arts

Art

Our curriculum for Art is built using units from a range of sources. Children progressively develop their skills in drawing, painting, printing, collage, and three-dimensional work. They learn about the work of different artists around the world and in key stage 2, learn how to collect and develop their ideas in a sketch book.

Music

Our curriculum for Music follows the structure suggested by the Charanga teaching resource. The key components of children's musical experience are listening, singing, playing, composing, and performing. As they progress through our curriculum, children learn about the key musical features of pulse, rhythm, pitch, and dynamics.

Healthy Lifestyles

PE

Our curriculum for PE is built using units from the Val Sabin scheme of work. PE helps children keep fit and by the end of Key Stage 2 we aim for children to have experienced competitive sport and have been introduced to a wide range of disciplines. Children take swimming lessons in either year 3 or year 4.

PSCHE

Our curriculum for personal, social and health education (PSHE) and Sex and Relationships Education (RSE) has been developed with reference to the PSHE association model scheme of work for primary schools. There is a strong emphasis on learning how to build and maintain positive relationships and supporting children in growing into confident, respectful young people.

Languages

German

In Key Stage 2, we teach German. Children learn to Listen, speak, read and begin to write German as well as learn about German culture using resources from The Goethe Institut.