

Curriculum Policy

Creative and outdoor learning feature strongly in our enriched and exciting curriculum in pursuit of our vision to 'Make Learning an Adventure'. We firmly believe children should enjoy coming to school and be excited about their learning. We are also committed to ensuring all children are supported in order to reach their full potential in all areas of the curriculum.

The curriculum is divided into two curricula—The Early years Foundation Stage 2012 (Nursery and Reception) and the National Curriculum 2014 (Years 1,2,3 and 4). These topic-based curricula encompass all statutory aspects of the 2012 EYFS Framework and the 2014 National Curriculum. Teacher plan the curriculum in half term blocks and the topics are driven by children's interests. Pupils are asked to contribute to the planning process and this is shared at home with parents and carers.

Basic skills in English, maths and computing are paramount if our children are to be fully prepared for the next stage in their education. We have high expectations for all of our children and the progress of each child is carefully monitored on a regular basis.

Children are our future citizens and we recognise our duty to ensure we prepare our pupils for their adult lives. We promote responsibility through a monitor system for older children and have a strong and active School Council. All children are regularly asked for their views on many areas of school life and the curriculum.

Our School Vision, Ethos and Aims

Our vision for pupils at our school:

At Holywell Village First School our children are happy, independent and have positive self-esteem. They have a thirst for learning. They are curious about the world around them and are confident to 'have a go'. They are reflective learners who persevere and demonstrate good communication and social skills. They are thoughtful, caring and kind.

Our Ethos

The school has a busy, purposeful and engaging atmosphere. There is a respectful, safe and caring environment throughout. Children are supported and challenged in all they do. Pupils' views help shape the work of the school. Learning opportunities and support systems are tailored to individual needs. Partnerships are powerful; parents/carers are an integral part of children's learning, care, guidance and support. Pupils actively engage in community projects ensuring they foster a sense of pride in their local area.

How we aim to deliver our vision

We will:

- Provide a safe environment where children will be challenged and encouraged to 'have a go'
- Through our relationships with each other we will be good role models
- Through our wider curriculum children will develop good personal and social skills
- Foster strong, positive and long-lasting partnerships with parents, carers and the wider community
- Deliver the National Curriculum and Early Years Foundation Stage Curriculum, as well as statutory PSHE and RE requirements, through a creative and engaging approach that excites and motivates children and staff
- Prepare our pupils for the future by ensuring they are taught the necessary English, maths and ICT skills in order to meet the demands of the 21st Century and beyond
- Equip our pupils with the skills required to keep themselves healthy and safe in both the real and virtual world
- Use data and other appropriate information to provide for pupils on an individual basis
- Listen and respond appropriately to the views of pupils regarding school life

**WE WANT OUR CHILDREN TO BE THE BEST THAT
THEY CAN BE**

Early Years Foundation Stage

Early Years Foundation Stage

When children begin school in the Nursery class, they are in the first year of the Foundation Stage Curriculum. When children move to Reception they are in the second year of the Foundation Stage. The aim of the Foundation Stage Curriculum is to build on the early learning that begins at home and to help children develop their skills and knowledge further.

The Department for Education have set targets for the end of the Foundation Stage. These targets are called 'Early Learning Goals' and it is expected that most children will achieve them by the end of Reception. It is a statutory requirement that the children are assessed at the end of Reception by way of the Early Years Foundation Stage Profile. There are no set 'tests' but the assessments measure what each child knows and can do and you will be informed of your child's progress on the Early Years Foundation Stage Profile at the end of Reception. More information about the EYFS curriculum and expectations for the end of Reception can be found by clicking below:

http://www.lancsngfl.ac.uk/curriculum/early_years/index.php?category_id=117&s=!B121cf29d70ec8a3d54a33343010cc2

The Early Years Foundation Stage Curriculum is organised into 7 areas of learning:

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

These learning outcomes provide the appropriate foundation of skills needed for progression into Key Stage 1.

Curriculum

Key Stage 1 and Key Stage 2

Years 1,2,3 and 4 (referred to as Key Stage 1 and Lower Key Stage 2)

Our school follows the statutory National Curriculum 2013. More information can be found here: <https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>

The National Curriculum consists of three 'core' subjects which are English, Maths and Science and 7 'foundation' subjects. These are Computing, Geography, History, Music, Art and Design, Physical Education and Design and Technology. Languages is an additional foundation subject from Year 3.

All schools are required to teach Religious Education and this school also chooses to teach Sex and Relationship Education.

The Education Reform Act of 1998 describes a pupil's years of compulsory schooling in four Key Stages at or near the end of which assessment must take place. In first schools, children are included in Key Stage 1 (5-7 years approx.) and part of Key Stage 2 (8-11 years approx.). Programmes of study are set in each subject. These include the knowledge, skills and understanding which pupils of different abilities and maturities are expected to have achieved in each subject area by the end of a year or Key Stage.



We firmly believe progress when lessons are real, relevant and exciting. We subject content in a way that the children are actively planning process. classroom and activities of lessons at

School. Teachers plan so that the National Curriculum is adhered to but that lessons and learning are linked through 'connectors' or topic themes.

children make the most of lessons are real, relevant and strive to teach most subjects in a cross-curricular way and actively involved in the Learning beyond the classroom lessons are key features of Holywell Village First

We also believe that experiences allow children to retain knowledge, skills and understanding and as a result visits, events and visitors are planned for each topic. We also invite parents/carers to open days and workshops in order to share children's successes and inform them about our teaching methods.

Parents will be informed about medium term plans via a parent sheet issued shortly before the start of the next term. **Overviews can be viewed here:** <http://www.holywell.northumberland.sch.uk/site/983-information/section-12868-curriculum/page-61965-information>



Core Subjects

English & Literacy

Our aim is to ensure that children develop to their full ability their use and understanding of English. This involves extending skills in spoken language, reading (including phonics), writing, vocabulary, spelling, punctuation and grammar. Children are taught English in a highly structured way for at least one hour per day but children also extend and develop their English skills through other curriculum subjects and strong cross-curricular links. To find out more about what your child is expected to learn by the end of each year please click on the link [here](#):

Reading

To support our teaching of reading we use a wide range of literature that is carefully selected to include both fiction and non-fiction. Children select freely from a wide range of books at an appropriate level of difficulty and read these in school and at home. Parents/carers are encouraged to support their child's reading by listening to them read and by sharing books with them. Reading Comment Books go home with every child whereby parents/carers can record aspects of their child's reading.

Children also read books selected by the teacher for use in 'guided reading' sessions. These books are selected so that specific reading skills can be taught. All children are have the opportunity to borrow books from the School Library allowing them to further any personal hobbies or interests.

Phonics

In Nursery, Reception, Year 1 and Year 2 phonics will be delivered through the 'Letters and Sounds' framework.

For more information click here:

<https://www.gov.uk/government/publications/letters-and-sounds>

The 'Jolly Phonics' then the 'Read, Write Inc' approaches to teaching and learning phonics will be used to facilitate progression through 'Letters and Sounds'. Click here for the Parents' Guide to Jolly Phonics: <http://jollylearning.co.uk/parent-teacher-guide/>

Click here for more information on Read Write Inc:

<https://global.oup.com/education/content/primary/series/rwi/?view=Standard®ion=uk>

Children who have completed 'Letters and Sounds' will progress on to 'Support for Spelling', generally during Year 2. Children who do not progress through 'Letters and Sounds' as expected will be screened for intervention (Read Write Inc / small group / younger year group phonics if appropriate / Direct Phonics).

Click here for further information: <http://www.directphonics.co.uk/>



Writing

The programmes of study for writing at key stages 1 and 2 are constructed to develop competence in:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

In addition, pupils will be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Children will be taught to write down ideas fluently, spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Children will be taught effective composition forming, articulating and communicating ideas, and then organising them coherently for a reader. They will be taught to consider and adopt clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar.

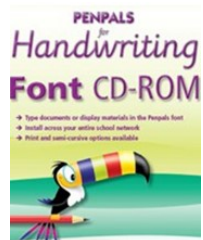
Further information on the expectations for the end of each year group can be found here:

http://www.holywell.northumberland.sch.uk/website/curriculum_information/280642

We acknowledge efficient writing styles depend on fluent, legible and, eventually, speedy handwriting.

Handwriting

School follows the 'Penpals for Handwriting' scheme. This is a daily practice through movement, song and exercises. 'Penpals **provides clear progression** for children aged 3 to 11 starting in Foundation 1 where children practise their gross and fine motor skills in readiness for handwriting and finishing in Years 5 & 6 where basic handwriting issues are revised and speed and fluency improved.'



Click here for more information:

<http://education.cambridge.org/uk/subject/english/literacy/penpals-for-handwriting>

Spelling

Spelling is taught regularly, systematically and progressively according to the National Curriculum. Further information can be found in English Appendix 1: Spelling:

http://www.holywell.northumberland.sch.uk/website/curriculum_information/280642

In younger classes the spelling is closely linked to phonics so that children can learn to read and spell the letters and sounds at the same time.

Let's Write

The teachers plan for children to develop skills in writing in a variety of styles and additional time is allocated in the week for children to write for extended periods through our 'Let's Write sessions. 'Let's Write' enables children to apply their writing skills and writing targets are set by teachers from this work. Interventions are in place if a child does not make good progress in reading or writing. This will involve small group or individual additional teaching sessions several times per week.

Core Subjects

Maths and Numeracy

The National Curriculum categorises mathematics into the broad headings of **NUMBER**: *place value, addition and subtraction, multiplication and division, fractions (and decimals from Year 4), MEASUREMENT, GEOMETRY*: *properties of shape & position and direction, as well as STATISTICS* from Year 2.

The content for each year group can be found by clicking [here](#):

School is well-equipped with a wide range of apparatus (including Numicon) and materials to support mathematical learning and ensure that each child makes appropriate progress. Interventions are in place if a child does not make good progress. This will involve small group or individual additional teaching sessions several times per week. More information about the intervention can be found here:

<https://global.oup.com/education/content/primary/series/numicon/?region=uk>

What Maths lessons look like at Holywell

At Holywell, children receive input from their teacher to match their needs. Prior learning and assessments are used to inform planning and teaching. Children are sat in mixed ability groupings and these seating's change on a regular basis depending on the children's needs and content of the lesson. We follow a lesson design of teacher input, fluency activity, then application through a greater depth problem (Problem solving) and/or a captain Challenge problem (conjecturing). Where some children are already fluent in a skill, they may begin on the greater depth or Captain Challenge problem which allows them to reason, make connections and think mathematically. This may work on these activities with the class teacher or independently, whilst the teacher and support staff deliver specific interventions to children. Lessons are designed on the principle of 'concrete, pictorial to abstract' and where applicable, a range of manipulatives are used across the school to support children secure key concepts, and to become fluent in methods of calculation.

There is a daily 15 minute Hi 5 Maths session from Years 1 to 4 which focuses on the practise of basic five key skills per session. The session is quick paced and interactive. All children should be actively involved in the session and included through differentiated questioning, challenge tasks and support.



Children enjoying practical and outdoor maths.



Science

The National Curriculum establishes a framework for primary science practice:

Year 1	Year 2	Year 3	Year 4
Working Scientifically	Working Scientifically	Working Scientifically	Working Scientifically
Plants	Living things and their habitats	Plants	Living things and their habitats
Animals, including humans	Plants	Animals, including humans	Animals including humans
Everyday materials	Animals, including humans	Rocks	States of matter
Seasonal changes	Use of everyday materials	Light	Sound
		Forces and magnets	Electricity

Children's scientific learning takes place in activities which span scientific and other curriculum areas. Science is taught throughout the school to all age groups. It encompasses opportunities for first-hand study of self-awareness, how we function and the importance and effect of our environment. It includes observation and investigation of the elements, energies and how materials, both natural and manufactured, function. Children also investigate forces, magnets and simple and complex electrical circuits. They are encouraged to raise questions and become actively involved in finding answers by investigation and problem-solving. Scientific activity will be linked to everyday themes so that children pursue problems that are important and relevant to them.



**Children using
their scientific
investigation
skills**

**Children
Investigating
bugs and plant
life**



Other Foundation Subjects

Computing

'A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to

create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.' National Curriculum 2013 DfE



The teaching of Computing is based on the three aspects outlined in 'NAACE – Computing at school.' The three aspects are: COMPUTER SCIENCE, INFORMATION TECHNOLOGY, DIGITAL LITERACY.

Computer Science involves controlling devices and programmes, constructing simple programmes, predicting outcomes and debugging. **Information Technology** involves using technology to create, organise, store, retrieve and manipulate digital content. Older pupils then collect, analyse, evaluate and present. **Digital literacy** teaches children about using digital information safely.

Computing is used to support learning in all subjects where appropriate and specific skills are taught in Computing lessons.

We are fortunate to be well equipped in this area and we are constantly updating these resources to ensure that children are familiar with current technology. Computers help children to think logically, to predict outcomes and help to develop communication and problem solving skills. Programmes are selected to help develop the learning of all abilities of children across the whole age range. School now has a set of i-pads and a set of Surface Pros to enable computing learning to take place anywhere within the school.

Early programming skills are taught in EFYS. Toys such as the 'Roamer' give children the opportunity to use and extend programming skills and explore pattern, shape and direction instructions. Word processing and data handling skills are also developed through the use of computers. EYFS also have a set of iPads so children can become familiar with touch screen technology from an early age.

E-Safety

Each class is linked to the Internet. To ensure that children cannot access unsuitable material, 'Policy Central' software is used to prevent access to undesirable sites and blocks any inappropriate language or images. Children are taught E-Safety including how to deal with cyber-bullying from the time they have access to the mobile technology (from Reception).

Other Foundation Subjects

MUSIC

Music is taught throughout the school and follows National Curriculum requirements.

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

We use Music Express as our main scheme focusing on music performance, appreciation, composition and applying knowledge and skills. Children are given the opportunity to learn how to play the recorder in addition to percussion instruments. We are very

fortunate in having a wide variety of percussion instruments, including many from other cultures.

Recorders and electronic keyboards are also available. Older children are invited to join the keyboard club or take up guitar tuition and all children are encouraged to develop a love of music. Currently all children in Year 3 receive one hour of free instrumental tuition funded by school and the Music Education Grant.



PERSONAL, SOCIAL, HEALTH EDUCATION AND CITIZENSHIP

We believe that it is important to teach PSHE and Citizenship in order to equip our children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. Our children are offered a combination of teaching and learning styles to provide the breadth and effective learning opportunities for PSHE and Citizenship, regardless of ability, gender, religion or culture. PSHE and Citizenship is taught in school in PSHE and Citizenship lessons but also through other subjects as opportunities arise. Classes follow the SEAL programme of work for PSHE which teaches children how to cope with social and emotional issues.



SEX AND RELATIONSHIP EDUCATION

Age appropriate aspects of sex and relationship education are taught as an integral part of the school's

learning to share and
developing social skills
in PSHE

PSHE and science provision as well as through the 'Lucinda and Godfrey' scheme of work. This ensures that all children develop confidence in talking, listening and thinking about feelings and relationships. They should be able to name parts of their body and describe how their body works. They should know the importance of asking for help in order to protect themselves.



Other Foundation Subjects

GEOGRAPHY

Geography is taught to all children in school following the National Curriculum requirements and, where possible, in a cross-curricular way.

Children are taught map skills and fieldwork techniques which are developed through the study of the geographical aspects of people, places and the environment.

Knowledge and understanding of local and global contexts is also taught, as well as care of the environment.

Key stage 1

Pupils will develop knowledge about the world, the United Kingdom and their locality. They will be taught basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.



Pupils will be taught to:

Locational knowledge

name and locate the world's seven continents and five oceans name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

use basic geographical vocabulary to refer to:

key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

use simple fieldwork and observational skills to study the geography of their school and its grounds and the Key human and physical features of its surrounding environment.

GEOGRAPHY

Key stage 2 (shared with middle school)

Pupils will extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe. This will include the location and characteristics of a range of the world's most significant human and physical features. They will develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils will be taught to:

Locational knowledge

locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time

identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

describe and understand key aspects of:

physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle

human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

The programmes of study for Key stage 2 are divided with the middle school in the following ways:

	Year 3/4	Year 5/6
Geography	UK and Europe.	Finish Europe and Americas

HISTORY



History is taught to all children in school following National Curriculum requirements and, where possible, in a cross-curricular way. Children are made aware of historical changes and causes and encouraged to develop a greater knowledge and understanding of the past and how it has affected change.

Visits to museums, the use of artefacts, videos and photographs and classroom displays are used to reinforce the learning programme.

Pupils in KS1 will be taught about:

- changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods
- significant historical events, people and places in their own locality.

Pupils in KS2 will be taught about: (shared with the feeder middle school)

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

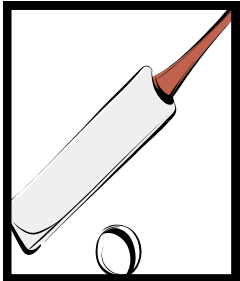
	Year 3/4 (Holywell)	Year 5/6 (middle school)
History	Stone Age to Iron Age Early civilisation- Ancient Egypt, Indus valley and/or Ancient Greece Roman Empire Anglo-Saxons/Edward the Confessor	Local history Explorers (fit with Americas topics, Christopher Columbus) Non-Euro Society – Native Americans Extended Chronological knowledge

PHYSICAL EDUCATION



Children are taught at least 2 hours of high quality P.E. per week. Gymnastics, Games and Dance are taught throughout school and follow the National Curriculum 'Programmes of Study'. All teachers follow a planned programme which ensures the development of gross-motor skills, fine manipulative skills, balance, co-ordination and stamina.

Our extensive grounds give us the opportunity to develop physical education outdoors whenever possible.



Extra curricular sporting clubs are offered to children in Years 1,2,3 and 4 through the school's extra-curricular clubs programme.



We are very proud of our 'Gold' School of our outstanding physical provision.



games Award. This is in recognition education and competition



MODERN FOREIGN LAN-

GUAGES



As the UK is becoming an increasingly multicultural society, we have a duty to provide our children with an understanding of other cultures and languages. At Holywell Village First School we believe strongly in the benefit of this and have therefore implemented the teaching of French for all children (Y1-Y4). EYFS will receive language teaching during Summer Term.

Learning a language enriches the curriculum, providing excitement, enjoyment and challenge for children and teachers, helping to create enthusiastic learners and to develop positive attitudes to language learning throughout life. The natural links between languages and other areas of the curriculum can enhance the overall teaching and learning experience. The skills, knowledge and understanding gained make a major contribution to the development of children's oracy and literacy and to their understanding of their own culture/s and those of others. Language also lies at the heart of ideas about individual identity and community, and learning another language can do a great deal to shape children's ideas in this critical area as well as giving them a new perspective on their own language.

Language learning stimulates children's creativity Children enjoy taking an active part in language lessons. They join in with singing, reciting rhymes and poems, and respond to stories. They create mimes, sketches and role-play, imitating accurate intonation and pronunciation. They play games, take turns, make things, take the role of the teacher and experiment creatively with language.

Language learning supports oracy and literacy Children spend much of their time in language lessons speaking, listening and interacting - more than in most other subjects. They take part in role-plays, conversations and question and answer work, sing songs and recite, perform to an audience and respond to a wide range of aural stimuli. This emphasis on communication, including language learning's important role in the 'education of the ear', underpins children's capabilities in oracy, which is critical to effective communication as well as a key foundation for literacy.

Other Foundation Subjects

ART

Aims

The national curriculum for art and design aims to ensure that all pupils:
produce creative work, exploring their ideas and recording their experiences
become proficient in drawing, painting, sculpture and other art, craft and design techniques
evaluate and analyse creative works using the language of art, craft and design
know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key stage 1

Pupils should be taught:

- to use a range of materials creatively to design and make products
- to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

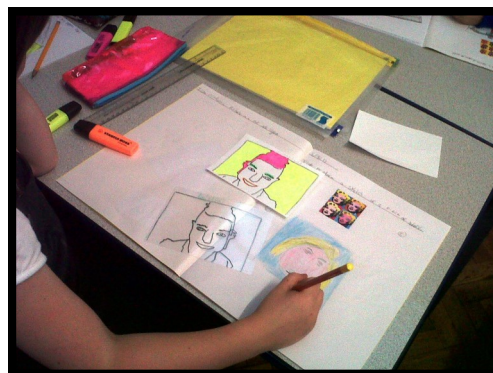
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

Art is taught throughout school and follows National Curriculum guidelines. Children are taught to use and explore a variety of tools, materials and mediums, and creativity and self-expression are encouraged. These experiences help to develop manipulative skills and introduce children to the beauty of colour, texture, shape, form and materials. The works of various artists from different cultures and periods in history are explored. Over their six years in school children are taught the skills to help them to appreciate various art forms.

When possible artists are invited into school to work with the children and they are also taken to local art galleries and exhibitions.



Nursery fun in Art



Year 4 art in the style of
Andy Warhol

Other Foundation Subjects

DESIGN TECHNOLOGY

'Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.' National Curriculum 2013

We believe it is important to teach Design Technology in order to equip our children with the skills and knowledge necessary to meet the demands of living in this technological age. Teachers follow the guidelines, as set out in the 'Programmes of Study' of the National Curriculum Technology document and children are offered a range of tasks which allow for the development of skills and knowledge.

Key stage 1

Design

- design purposeful, functional, appealing products for themselves and other users based on design criteria
- generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Make

- select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

Evaluate

- explore and evaluate a range of existing products
- evaluate their ideas and products against design criteria

Technical knowledge

- build structures, exploring how they can be made stronger, stiffer and more stable
- explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Other Foundation Subjects

DESIGN TECHNOLOGY

Key stage 2

Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

Learning about gears and levers



RELIGIOUS EDUCATION AND COLLECTIVE WORSHIP



RE

Every maintained school in England must provide a basic curriculum (RE, sex education and the National Curriculum). This includes provision for RE for all registered pupils at the school, except for those withdrawn by their parents in accordance with Schedule 19 to the School Standards and Framework Act 1998. must be taught according to the locally agreed syllabus adopted the LA by which the school is maintained.



by



re-

School follows the locally agreed syllabuses which reflect the fact that religious traditions in the country are in the main Christian whilst taking account of the teaching and practices of other principal ligions. Children have the opportunity to compare and contrast the major world



religions including Christianity, Islam, Hinduism and Judaism. For further information regarding the Locally Agreed Syllabus: <http://www.northumberland.gov.uk/Education/Professionals/SACRE.aspx>



‘Religion and beliefs inform our values how we behave. RE is an important subject in itself, developing an individual’s knowledge and understanding of the religions and beliefs which form part of contemporary society.

and are reflected in what we say and

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong, and what it means to be human. It can develop pupils’ knowledge and understanding of Christianity, of other principal religions, other religious traditions and worldviews that offer answers to questions such as these.

RE also contributes to pupils’ personal development and well-being and to community cohesion by promoting mutual respect and tolerance in a diverse society. RE can also make important contributions to other parts of the school curriculum such as citizenship, personal, social, health and economic education (PSHE education), the humanities, education for sustainable development and others. It offers opportunities for personal reflection and spiritual development, deepening the understanding of the significance of religion in the lives of others – individually, communally and cross-culturally. **Spiritual, moral, social and cultural development.**’ DCFS 2010 *Religious education in English Schools*

Collective Acts of Worship

There is a daily act of collective worship for all pupils, which in county schools must be non-denominational.

Parents/carers who wish to withdraw their children from the daily act of worship or from Religious Education lessons are asked to inform the Head Teacher of their intentions.

Related Policies

Special Educational Needs & Disabilities
Gifted and Talented
Assessment
Creative Curriculum Planning
Relevant individual subject policies
Equal Opportunities
Early Years Foundation Stage

Development and revision

School leaders will continually evaluate the effectiveness of the curriculum as a vehicle for raising standards and in delivering the key priorities.
This policy will be reviewed in the Spring Term of 2019.

A copy of this policy was agreed by the Governing Body

Date Completed: 31st January 2018

Signed: _____ (Chair of Committee) Date:

Signed: _____ (Head teacher) Date: