

# 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' of 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 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 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. Letters and Sounds 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 reading bands so that when they start Key Stage 2, children are building their fluency and starting to develop a deeper understanding of what they have read.

### **Writing (see also English Policy)**

We use 'Talk for Writing' strategies 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**

We have developed our own scheme of work to deliver the objectives of the National Curriculum. Children gain essential scientific knowledge in all scientific areas of study. As far as possible this is achieved through practical demonstration so that children can see, hear, and feel the concepts being learnt. This direct experience is important in helping children understand curriculum content. Children also gradually develop skills in working scientifically as they progress through the curriculum so that by the end of key stage two, they are confident in designing their own scientific investigations with an understanding of how they can control and measure variables.

#### **Computing**

There are three strands to our curriculum for computing. Computer science is about learning how digital systems work and developing skills in basic programming. Digital literacy is concerned with interpreting information in a digital environment. The final aspect is concerned with using various digital applications and devices and is usually taught through other subjects.

#### **DT**

We have developed our own curriculum for Design Technology. Children learn construction techniques with a variety of materials and apply these skills to solve problems; learn about engineering and mechanisms through construction toys and learn basic cooking techniques.

### **Knowledge and Understanding of the World**

#### **History**

Our scheme of work for History develops a sense of chronology in key historical events alongside the key skills of historical enquiry. Historical enquiry involves asking relevant questions, interpreting evidence, and detecting bias. Key historical figures and events are studied to provide the necessary background knowledge and vocabulary for further study in Key Stage 3.

#### **Geography**

Our scheme of work for Geography teaches an appreciation of the beauty and diversity of our world alongside key knowledge about natural geography and the impact humans have on the planet. Fieldwork, mapwork and locational knowledge are cornerstones of the curriculum for Geography.

## **RE**

We follow the Essex Agreed Syllabus for RE. 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 the Suffolk Scheme of Work for Art. 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 scheme of work is based on one published by the PHSE Association and covers three core strands: relationships, living in the wider world and health and wellbeing.

## **Languages**

### **German**

Children in key stage 2 learn German. We use resources published by the Goethe Institute as the basis for planning our scheme of work.