

## Harewood Curriculum Policy

Harewood Primary School offers every child the chance to achieve their full potential. We achieve high standards and give our children the foundations for future learning and success in life.

We offer children a rich and exciting curriculum underpinned by effective teaching and learning across all subjects.

We respect every child as an individual. We value the contribution we make as members of a British community, we value tolerance, respect and the need to support and care for each other. We build children's confidence and self-esteem to prepare them for the future. Good relationships, a challenge in learning and support for parents are at the heart of our school.

### **Aims:**

- For Harewood School to be a happy, caring school
- To create a calm, positive, interesting and stimulating environment in which children can achieve their full potential
- To develop the intellectual, physical, moral, spiritual and creative aspects of our children through enlivening experiences
- To enable children to retain a breadth of knowledge and apply this in context
- To enable children to develop skills and understanding to solve problems
- To foster good relationships with children and adults
- For parents to be positively involved with the child's education in a partnership
- To promote high standards and quality presentation
- To promote and celebrate British values as an intrinsic part of our curriculum
- To respect experiences gained from different family backgrounds, which will help our children as they grow up to live and work in our diverse community
- To encourage a sense of pride in our school, our region and our country

We want to ensure that our children are happy, interested and confident enough to become lifelong learners.

A significant number of children experience barriers which need to be addressed in order to achieve our aims:

- There are some parents and carers who find supporting their children's learning difficult and have few educational qualifications.
- Some children live in homes without books to stimulate and sustain an interest in reading
- A number of children are living in poverty with limited access to a broad range of experiences such as visits beyond the immediate vicinity, cultural visits to museums, galleries and concerts and sporting opportunities
- Some children are exposed to a limited vocabulary and have few opportunities to embed their learning
- There are a high number of social and emotional issues: children experiencing domestic violence, mental health issues, parents and carers with substance misuse and children with regular social care involvement in their lives

## **Curriculum Overview**

The Early Years Foundation Stage Framework and National Curriculum provide the statutory requirements of the curriculum. We adhere to the Local Agreed Syllabus for RE.

### **Rationale of how the curriculum is organised**

#### **EY**

The aim of the EYFS is to help young children achieve the 5 Every Child Matters outcomes of staying safe, being healthy, enjoying and achieving, making a positive contribution and achieving economic well-being.

We aim to provide a secure and safe environment in which children can develop their self confidence and self esteem. We provide opportunities to develop social interaction and collaborative play. We encourage children to be independent and to develop a sense of responsibility for their own actions. We support and facilitate children's learning through observation, exploration and discovery. Children are given support to express their feelings and to cope with fears, apprehensions and difficult experiences. We encourage children to plan and choose their own activities and support them in problem solving and creativity. Children's learning is promoted through planned experiences and activities that are challenging but achievable. We work with parents and carers and build up a partnership.

Play underpins the development and learning for young children. We provide well-planned experiences based on children's spontaneous play.

Teachers plan a diverse range of activities through which to teach the Foundation Stage curriculum. These activities reflect the different learning styles of children and encourage enthusiasm and interest in the world around them. The children have daily opportunities to engage in self-initiated learning across the Foundation Stage.

#### **KS1 and 2**

The curriculum is organised so that some subjects are taught daily, others weekly and some in blocks of time to reflect the particular requirements of the subject and the needs of our children. Some subjects: mathematics and English, are taught daily where frequent repetition is essential to reinforce core skills and ensure they become part of long term memory. Other subjects: French, music, computing and PE, are taught weekly where small sequential steps are built upon over time to provide children with an opportunity to develop skills and knowledge. A number of subjects are taught in blocks of time: history, geography, science, DT art and design and RE, to enable children to become immersed in a topic and provide extended time to complete creative activities and follow their interests. PSHE (RSE) is taught through assemblies and a weekly lesson to reflect the need to keep children safe and provide them with the knowledge and understanding of their role in this.

#### **Subject Specialist Teachers**

There are some subjects taught by specialist staff across school. Singing is taught from Reception to Y6 by Ms Sheraton and Mr Gibson. Children sing and perform extremely well and take part successfully in festivals and competitions. At Saltburn Music Festival we won two categories.

Computing is taught by Mrs Poole across KS2 and children meet or exceed expectations through the expertise and focus of a specialist approach.

From Y2 most teachers specialise in English or mathematics and teach that subject to sets across their year group. The focus on one subject enables the teacher to develop an expertise and work together as a departmental team supporting each other effectively. This approach ensures high expectations across all sets and is reflected in end of KS outcomes.

PE teaching is supported by specialist coaches in a range of areas: gymnastics, Table Tennis and multi-sports.

### **Curriculum Subjects**

Each subject has a detailed curriculum intent statement within their policy.

### **English**

English is a daily lesson allocated between 75 and 90 minutes. We place a significant emphasis on English as it is a core skill and underpins all other areas of learning. Additional time is allocated to reading to reflect the value we place upon this skill and to reflect the lack of access to reading experiences in some homes.

*"A boy born in Stockton (which has some of the most serious literacy challenges in the country) has a life expectancy 26.1 years shorter than a boy born in North Oxford (which has some of the fewest literacy challenges)"* Literacy and life expectancy, Literacy trust 2018

At Harewood Primary we believe all children, whatever their starting point, deserve the opportunity to reach their full potential. Underpinning and essential to this are our aspirations for children to become effective communicators. We aim for them to achieve high standards in speaking and listening, reading and writing to enable them to excel and overcome barriers to their future as successful members who contribute to the British community.

To achieve these aims:

- We provide a rich and exciting English curriculum designed to encourage a love of language:  
*"Reading is the one ability that once set in motion has the ability to feed itself, grow exponentially and provide a basis from which possibilities are limitless."*  
*Michael Morpurgo*
- From the early years onwards, we offer an inclusive, supportive environment which provides many and varied contexts for talk.
- We respect and build upon children's varied experiences of language at home and the vital role of parents and carers as our partners in their children's learning.
- Skills are taught rigorously and sequentially. Attainment is regularly assessed and gaps addressed quickly.
- We encourage pupils to have a voice in their learning. They are encouraged to share their views on books and writing.
- We recognise the importance of a wide vocabulary and strive to expand children's vocabulary through experiences across the curriculum.
- English underpins our wider curriculum. We therefore, utilise opportunities to develop English skills within other subjects and also bring other subjects to life in our English lessons.
- Stories are valued and well-chosen. We share stories with children that we enjoy as adults and that challenge and broaden children's minds.
- We aim to ensure children are taught by staff who are experts and offer teams of adults who are supportive of each other.

## Mathematics

The Maths Curriculum is delivered using the National Curriculum 2014 and the Early learning Goals are followed to ensure continuity and progression from the Foundation Stage through to the National Curriculum.

The EYFS Framework in relation to mathematics aims for children to: -

- Develop and improve skills in counting
- Understand and use numbers
- Calculate simple addition and subtraction problems
- Describe shapes, spaces and measures

The mathematics curriculum in Early Years delivers a balance between child initiated and teacher directed activities. Children access mathematics provision within both the indoor and outdoor areas. This enables children to develop interests around mathematics during child-initiated play.

Children in both nursery and reception are taught mathematical skills during small group teacher directed practical sessions. In nursery four teaching sessions are delivered each week as well as regular short teaching sessions to revisit and embed core mathematical skills. In reception teachers use Abacus to support the teaching of mathematics in small group sessions. Over a two-week period five mathematical sessions are planned and delivered to every child. Understanding of mathematics is also developed through stories, songs and imaginative play which enables children to enjoy exploring and using number, shapes, spaces and measures.

We provide a daily maths session, of at least 60 minutes, that seeks to reinforce previous learning and allow children to take on new skills and apply these in a range of contexts. Children are taught in sets from Year 2 upwards to ensure that the pitch and pace of the lesson is appropriate.

We believe that mental maths skills are key to allowing children to access more complex calculations and as such we ensure that each lesson has a period of time spent developing fluency. Problem solving and reasoning are also a daily feature in our lessons. It is important that children can not only recall facts but can also apply them.

Children are encouraged to learn their tables and we use TTRockstars from years three to six to enthuse and engage with this important skill.

## PSHE (incorporating SRE)

PSHE is taught through assemblies and a discrete weekly lesson. Assemblies are organised in year groups and delivered in classrooms using IT where appropriate. This is to enable teachers to ensure age appropriate teaching of PSHE themes as well as an act of collective worship. We

aim to keep children safe and we provide them with an understanding of their role in achieving this. The social and emotional wellbeing of children is given a very high priority as many of our children have attachment disordered behaviours and mental health issues. High numbers of children have experienced neglect and DV and social care are actively involved with families.

## Science

### MFL: French

French is taught in a weekly lesson from EY to Y6. Staff are not French language speakers and a scheme has been selected to support them in the progression of grammar, vocabulary and pronunciation. In EY and Y1 we use Dinocrocs based on songs, rhymes and white board activities. From Y2 to Y6 we use Skoldo a scheme that incorporates speaking and listening, reading and writing French. The schemes are visually attractive and engaging to the children as well as We believe that the learning of a foreign language provides a valuable educational, social and cultural experience for our pupils. It helps them to develop communication skills including key skills of speaking and listening and extends their knowledge of how language works. Learning another language gives children a new perspective on the world where many haven't visited beyond the local area, encouraging them to understand their own cultures and those of others.

## Geography

## Design Technology

## Art and Design

### History

We teach a broad range of stimulating topics from Understanding and Knowledge of the World at EY across KS1 and 2. We aim to develop each child's historical skills, to embed knowledge and to provide understanding which they can apply as lifelong learners. A creative approach using art, drama and IT is incorporated into teaching to ensure high levels of motivation and engagement from the children. The sequence of units of work is selected to reflect the age appropriate level of understanding required by children to fully engage with the themes. We use historical topics during literacy to expand on children's historical knowledge and understanding. Visits to provide first hand experiences are planned throughout school and visitors are invited in to bring topics to life.

### PE

We aim to teach two hours of PE a week, encourage active playtimes and a daily run. We teach swimming from Y4 to Y6. Obesity is an issue amongst our community and we recognise the importance of PE and the role it has to play in promoting long-term health and wellness. The intent of our PE curriculum is to provide all children with a wide range of high quality physical education and sporting provision. We believe physical fitness is an important part of leading a healthier lifestyle, that it teaches self-discipline, and that to be successful you must work hard.

We recognise that many children have limited opportunities to engage in sporting events outside school and we try to address this through after school provision.

It is our vision for every pupil to succeed and achieve their potential as well as to lead physically active lifestyles. We strive to inspire our pupils through fun and engaging PE lessons and extra-curricular activities that are enjoyable, challenging and accessible to all. We want our pupils to appreciate the benefits of a healthy and physically active lifestyle. Through our teaching of PE we will provide opportunities for pupils to develop values and transferrable life skills such as fairness and respect as well as providing them with opportunities to take part in competitive sport.

**Music**

**Homework**