

Harewood Curriculum Statement

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

Early Years

We aim to provide an EYFS curriculum designed to encourage independent, inquisitive, and happy learners. We recognise children's various starting points and aim to give every child the best possible start to their education and to build strong foundations for their future. Our intention is to work in close partnership with parents and carers to promote confident and enthusiastic learners who thrive and reach their full potential. We welcome, celebrate and respect diversity within our school community. Our intention is to make our children feel safe and secure enabling a positive and confident attitude to learning.

Our broadly enriched, balanced and inspiring curriculum is designed and evolves to provide children with the important foundation skills and knowledge that will be embedded and enhanced in Key Stage One. We provide vibrant indoor and outdoor provision, which promotes opportunities to develop imagination and creativity. This purposeful provision also encourages children to play, explore and investigate, supporting the development of the three Characteristics of Effective Learning.

We support the early development of our nursery children by initially focusing on the three prime areas first. We prioritise creating a 'language rich environment' using songs, rhymes, stories, and providing time for quality interactions between members of staff and children. As our children grow and progress, the prime areas will support them in developing skills in the four specific areas.

Our EYFS curriculum is planned in a cross-curricular way to enable all aspects of the child's development, including Understanding the World and Expressive Arts and Design, promoting active learning and exploration. Each half term, a new theme is introduced to provide inspiration for learning. Our children learn through a balance of child-initiated and adult-directed activities and challenges. The structured timetable enables children to have directed teaching each day. Our children are also have quality time to engage in 'exploration' through the variety of experiences planned to inspire and challenge. Effective continuous provision enables children to practise and develop key skills such as independence, creativity and problem solving.

We provide opportunities for children to develop their sense of wellbeing and ability to regulate their feelings so that they feel confident in our Early Years settings. We encourage children to be independent and to develop a sense of responsibility for their own actions. Children are given support to express their feelings and to cope with fears, apprehensions and difficult experiences.

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 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. Computing is also taught weekly at Key Stage One but in a block in key stage 2. A number of other 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. Previously, at Saltburn Music Festival we won two categories.

From Y4 most teachers specialise in English or mathematics and teach that subject to classes 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 classes and is reflected in end of KS2 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

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. The school invests highly in this subject. The library and class reading areas are well-stocked with high quality and diverse books. Teachers take time to plan carefully and foster a love of language. Published schemes support the systematic teaching of reading, grammar, and spelling. Opportunities (eg through outside visits, books, special events and the wider curriculum) are found to broaden children's life experience to develop their speaking and listening, vocabulary and writing skills.

"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 as 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 reading and 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.

In Foundation Stage - There is a high focus on early language in foundation stage.

The curriculum reflects the Early Learning Goals 2021:

- Communication and language - listening, attention and understanding.
Speaking
- Literacy - Comprehension, word reading and writing

Reading is at the heart of our Early Years curriculum and our aim is to encourage a love of books and reading right from the start. Nursery focus on DfES Letters and Sounds Phase 1, concentrating on developing children's speaking and listening skills. Emphasis is on getting our children attuned to the sounds around them, ready to begin developing oral blending and segmenting skills. Phase 1 Aspects are introduced, revisited and embedded, in preparation for the phonic work starting in Reception. Our Reception children follow a new highly engaging systematic phonics programme, 'Essential Letters and Sounds' to support meeting good outcomes when completing the Year One phonics screening. It does this through consistent lesson structure, resources and language that minimises cognitive load and increases children's success.

Systematic Synthetic Phonics Programme - We recognise the importance of a sound understanding of phonics and its systematic and rigorous teaching. Since September 2021, the school has followed the Essential Letters and Sounds SSP. All teachers and teaching assistants

have undertaken training in the delivery of this scheme. Reading books and resources are closely matched and include:

- Oxford Owls, Project X, Oxford Owls E readers, Essential Letters and Sounds decodable reading books, Project X, Hero Academy, Little Blending Books, ORT Traditional Tales and Word Sparks non-fiction are used in guided reading.

Year 2 and Key Stage 2

All children have the equivalent of a minimum of $8\frac{3}{4}$ hours of English per week. This is blocked into 5 English sessions of 1 hour and 15 minutes (Year 2 and lower KS2) and 1 hour and 30 minutes (upper KS2), five days a week. There is a daily handwriting session, individual reading for pleasure every day and a Class Novel read by the teacher each day. Online individual reading intervention programs (Lexia, Reading Eggspress or Reading Plus) are undertaken by all children in KS2, to ensure their skills continue to develop systematically.

Maths

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

The Early Learning Goals for mathematics focus on the following: -

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally

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. 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 follow the 'White Rose' Maths in reception; emphasis is on the key skills of number, shape, measure and spatial thinking so that children develop a deep understanding and acquisition of Mathematical language. Children learn through games and using concrete materials, applied to learning during adult directed activities and child exploration.

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.

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. From September 2021 we have introduced Numbersense to develop the use of subitising and extend this to the recall of addition and subtraction facts.

Children are encouraged to learn their tables and we use TTRockstars from years three to six to enthuse and engage with this important skill. Numbots is used in Key stage one to develop number bond skills.

The daily mathematics lesson has an emphasis on children learning strategies to help their mental maths. Children are often taught in groups according to ability with a focus on direct teaching and questioning. Using concrete and pictorial strategies has been a focus across school to ensure children's concepts are really secure. The teaching of Mathematics is well supported through a wide range of high quality resources. Miss A Clarkson is Mathematics Leader and can support parents with issues in this subject.

The following subjects are taught in weekly blocks to enable staff to immerse the children in a particular area of learning and to build up skills and knowledge more effectively.

Science

This is a subject that enables children to explore the world around them and develop scientific knowledge and understanding. Perseverance, co-operation, responsibility, critical thinking and open mindedness are skills we hope to develop. Science lessons are investigative, involving the children in hypothesising, predicting, testing, recording and evaluating. These scientific skills will enable children to gain increased knowledge and understanding. The new Science curriculum includes specific elements of Biology, Physics and Chemistry.

Design Technology

This subject is concerned with helping children to develop their ideas - planning, making, doing and evaluating. Technology is taught in blocks of time to enable children to see a project through to the finish without stopping and starting and constantly clearing away. Through Technology children will be more equipped for the world of work. We have an excellent range of resources.

History

The aim of History is to develop an awareness and knowledge of Britain's past and that of the wider world. It should inspire curiosity about the past. Teaching should equip pupils to ask questions, think critically, weigh evidence, sift arguments and develop judgement.

We teach a broad range of stimulating topics from Understanding 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.

Children should understand change over time and how societies have developed. Mr Jones has previously run a History Club which worked alongside Preston Hall Museum.

Geography

Geography should inspire a fascination and curiosity about the world in which we live and its people. Lessons should equip children with knowledge about places, people, natural and human environments. They should understand physical and human processes. Geography is taught creatively using the arts to enhance learning. Links with Science and Design Technology support geographical understanding. First hand visits and visitors enable children to expand their knowledge and understanding. Each month there is a photograph competition for all children to enter with a different geographical theme each month.

Religious Education

This is provided in the school within the framework of the Agreed Syllabus for Religious Education which states that due respect is shown to all faiths, and draws attention to the unique place Christianity holds. In helping children to understand religions, Teachers use a range of teaching resources.

Teachers do not try to convince children of any particular belief that is something for parents and the religious community to which the family belongs. Teachers can help children to develop a foundation of understanding of other cultures so that they are sympathetic to, and knowledgeable about, the spiritual part of human life and experience.

Art and Design

We aim to make the pupils more visually aware of their environment by observing with care. Children are encouraged to record their real and imaginary world in both two and three dimensions, with understanding of colour, shape and form, using many different materials and tools. Children build up their skills using a personal sketch book. We develop art appreciation and teach children about a wide range of significant artists and their work.

Computing

IT plays a significant role in the education of children across the whole school. We teach children IT skills to enable them to use technology to enhance their learning across the curriculum. We utilise the opportunities IT creates to motivate and stimulate children's learning. IT has enabled us to make learning far more interactive and it enables us to bring first hand experiences into the classroom. There is a networked suite and access to laptops and iPads in classrooms. They are all linked to the Internet. There are Interactive Whiteboards in all classrooms.

We have developed the use of the laptops to support SEN children and have introduced programmes to target specific learning difficulties. Key stage one children are taught Computing in a weekly session.

The following subjects tend to be taught in weekly sessions:

Personal, Social and Health Education (RSE)

Children cover a range of topics about themselves and society. We aim to deal with issues sensitively and at a level appropriate to the age and maturity of the children. Topics such as ourselves, bullying and caring for our environment are covered. Health Education investigates issues such as healthy eating, exercise and personal hygiene.

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.

The Governing Body has accepted Stockton Authority's Policy Statement on Sex Education; a copy of which is available for you to consult at school. Relationship education is taught throughout school and sex education is taught in Y6 through a scheme called, "KIDSAFE" - the school nurse supports the teaching of this subject and due regard is given to moral considerations. Parents will be informed prior to the lessons and are welcome to view the materials themselves to reassure themselves about the content.

Modern Foreign Language

All children are taught French each week. We have a scheme of work, Language Angels which operates from throughout Key stage 2 to support the Teachers in delivering this language. We use lots of interactive resources to help children learn.

Music

We develop the aural and practical skills necessary to enable children to appreciate a wide variety of music and participate in composing and performing through the use of Charanga which is used by class teachers. Ms E Sheraton and Mr A Gibson work in school on Tuesday and Friday and

teach singing to all children. The quality of their work is excellent and we provide regular opportunities for parents to come and listen. They teach a school choir in Key Stage 2 and have performed successfully at festivals. They have an after school singing club on a Tuesday evening. In previous years we have won both categories entered at Saltburn Music Festival.

Physical Education and Sport

At Harewood, PE is regarded as a very important part of school life. Children are taught games, gymnastics, dance and swimming. Through these activities we aim to help them lead full and valuable lives by engaging in purposeful physical activity.

We aim encourage active playtimes and a daily run as well as a weekly PE lesson. We teach swimming in Y5 and 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 extracurricular 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

We feel that all these opportunities contribute to developing personal qualities such as co-operation, fairness, commitment and enthusiasm.

We have Harewood Space for Sport and Art; a sports hall and field on Thorntree Road, which has provided a superb facility to develop PE further. We work closely with the Sports Development Co-ordinator and children compete in inter school and regional competitions. We have won competitions and trophies in Table Tennis, Swimming, Cross Country, Rugby, Cricket, Football and Athletics.

We have a Gymnastic Coach Mr Robinson (our Chair of Governors) who teaches a number of pupils gymnastics during the school year. A Table Tennis Coach, Mr N Besford, coaches groups of children some of whom won the National Finals in 2012: Under 11 Girls Table Tennis Champions and reached the regional finals in 2018 and 2019.

SCSS coaches support PE lessons and after school clubs. Specialists in Martial Arts have led sessions in school.