

# Harlow Green Community Primary School



## Curriculum Policy 2023-2026

Every child has the right to an education (Article 28)

### 1.0 Aims and objectives

Pupils of compulsory school age in community and foundation schools, including community special schools and foundation special schools, and in voluntary aided and voluntary controlled schools must follow the national curriculum. It is organised on the basis of four key stages and twelve subjects, classified in legal terms as 'core' and 'other foundation' subjects.

### 1.2 At Harlow Green our curriculum:

- is underpinned by British Values of Democracy, the rule of law, Individual Liberty, Mutual Respect and Acceptance of different faiths and beliefs
- develops the whole child - knowledge, skills, understanding and attitudes
- is broad, balanced and has clear progression in subject knowledge and skills
- is filled with rich first-hand purposeful experiences
- is flexible and responsive to individual needs and interests
- has an eye on the future and the needs of future citizens
- encourages the use of environments and expertise beyond the classroom
- makes meaningful links between areas of knowledge across the curriculum and the major issues of our time
- has a local, national and international dimension

## 1. Our Curriculum Drivers

2.1 At Harlow Green all Stakeholders have agreed that the following should be at the forefront of our curriculum planning, teaching, learning and assessment.

### 2.2 *Growth*

Children should develop socially, morally, spiritually and physically in positive ways. There should be a developing acceptance of how there are many ways to live and how the differences make us unique and important. Children should have thirst for knowledge which allows them to increase their understanding of the world in which they live and be able to adapt to ever-changing contexts.

### 2.3 *Possibilities*

Children should be given opportunities which broaden their horizons and to see that there are ever-increasing possibilities for them on a daily basis but as they mature and become adults.

### 2.4 *Health*

All children should be healthy in mind and body, in order to live happy successful lives as children and as they move into adulthood. They should also have the understanding and skills to keep themselves and others safe from harm in the real world and online.

## 2.5 *Community*

Children should develop an understanding of the importance of community and what it means to be a positive member of a community on a local scale (in their class, school, local area) and on a more global scale, including what it means to use the internet safely and how their actions can have a lasting impact for others. They should also learn about different religious communities.

## 3.0 **Organisation of the curriculum**

The curriculum is organised into termly themes within each year group. There are three termly themes in each year group over the academic year. The themes are used to draw subjects together where appropriate in a context which creates meaning for the children. Organisation of these themes are supported through the following planning:

### 3.1 LONG TERM

#### 3.2 *English*

Our long-term plan details the texts, writing opportunities, reading, grammar and spelling coverage for each year group.

#### 3.3 *Maths*

The long-term plan is set out in the White Rose Hub 'Teaching for Mastery' materials and supports the aims and objectives of the National Curriculum. The plan has number at its heart, as well as providing rich opportunities to build reasoning and problem solving into lessons.

#### 3.4 *Foundation Subjects*

A long-term plan shows coverage in all of the other subjects. It prescribes whether it is taught on a weekly basis or as part of a taught 'block' of learning.

### 3.5 MEDIUM TERM

#### 3.6 *English*

Our half termly plans detail learning based on a text or texts with explicit teaching of reading, writing and Spelling, Grammar and punctuation (SPAG).

#### 3.7 *Maths*

The White Rose Hub 'Teaching for Mastery' materials, along with other key resources, describes how blocks are broken down with an integrated approach to fluency, reasoning and problem solving.

#### 3.8 *Foundation Subjects*

Medium term plans are produced for Science, Geography, History, RE, Art and Design, PE, Music, Computing, Modern Foreign language (KS2 only), Design Technology and PSHE.

These detail:

- National Curriculum content and related skills.
- Key questions / learning journey steps
- A brief description of the activity

### 3.6 SHORT TERM

3.7 Weekly plans are produced for Maths and English to show WALT (What am I learning today) and WILF (What I am looking for).

3.8 In **English** short-term plans will detail specific learning for:

- Reading
- SPAG
- Handwriting
- Spelling
- Writing

3.9 In **Maths** short term plans will detail specific learning for:

- Mental Maths (with a particular focus on recall of key facts)
- Arithmetic
- Fluency
- Reasoning
- Problem solving

## 4.0 PSHE, Rights Respect

4.1 PSHE (Personal, Social, Health Education) is an important part of our school curriculum. Children learn under the following broad themes:

- Health and Well Being
- Relationships
- Living in the wider world
- Relationships and Sex Education (Upper KS2)
- Substance Related Abuse (Upper KS2)

4.2 Alongside this, the Rights Respecting curriculum focuses on wellbeing, participation, relationships and self-esteem and encourages all children to:

- Be healthier and happier
- Feel safe
- Have better relationships
- Become active and involved in school life and the wider world

## 5.0 Forest School

5.1 Forest School is a long-term process of regular sessions, rather than a one-off or infrequent visits; the cycle of planning, observation, adaptation and review links each session.

- It takes place in a woodland or natural environment to support the development of a relationship between the learner and the natural world.
- Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.
- It offers learners the opportunity to take supported risks appropriate to the environment and to themselves.

- Our approach at Harlow Green is centred on enabling children to develop a sense of independence and self-motivation, they become more courageous and can learn to realistically assess situations, are more self-reliant and opportunistic.

## **6.0 SEND**

6.1 Teachers should take account of their duties under equal opportunities legislation that covers disability, race, religion or belief, sex and sexual orientation. For those pupils with special educational needs, lessons should be planned to ensure that there are no barriers to every pupil achieving. Staff will ensure they make reasonable adaptations to support access to the main lesson. In many cases, such planning and resourcing will mean that these pupils will be able to study the full national curriculum. The SEND Code of Practice will include advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEND Code of Practice will outline what needs to be done for them.

## **7.0 Early Years Curriculum**

7.1 Our Early Years provision promotes the *characteristics of effective learning* and these are paramount within the learning environment. The children in our setting learn through play and exploration. They are active participants in their learning and are given opportunities to be creative and learn through critical thinking.

7.2 Children are seen as unique individuals, positive relationships are created and the environments both indoors and outdoors are equipped to enable children to develop and learn in their own individual ways and at different rates.

7.3 Learning is focussed around seven key areas:

- Personal, Social and Emotional Development
- Communication and language
- Physical Development
- Literacy
- Mathematical Development
- Understanding the World
- Expressive Arts and Design

## **8.0 The Statutory Curriculum for Key Stage 1 and 2**

### **8.1 *English Aims***

The overarching aim for English in the national curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

## 8.2 Mathematics Aims

The national curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

## 8.3 Science Aims

The national curriculum for science aims to ensure that all pupils:

- develop **scientific knowledge and conceptual understanding** through the specific disciplines of biology, chemistry and physics
- develop understanding of the **nature, processes and methods of science** through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

## 8.4 Art and Design 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.

### **8.5 Computing Aims**

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

### **8.6 Design Technology Aims**

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

### **8.7 Geography Aims**

The national curriculum for geography aims to ensure that all pupils:

- develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps and writing at length.

### **8.8 History Aims**

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world

- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically-grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### **8.9 Modern Foreign Languages Aims**

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

### **8.10 Music Aims**

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.

### **8.11 Physical Education Aims**

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

The governing body will review this policy statement if there is any significant change or at least annually and update, modify or amend it as it considers necessary.