

Benfieldside Primary Curriculum Policy 2014

Introduction and Aims:

Benfieldside Primary School strives to provide a broad and balanced curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of the children, and
 - prepares them for the opportunities, responsibilities and experiences of later life.
- 1.1 The national curriculum forms one part of the school curriculum. We embellish and enhance this to give children a wealth of experiences and skills that allow them to develop and grow in confidence and ability.
 - 1.2 We provide a daily act of collective worship and teach religious education to all pupils as the law requires.
 - 1.3 The statutory national curriculum programmes of study are taught through discrete and topic based approaches and these are available on our website at www.benfieldsideprimary.uk.org .
 - 1.4 Through the additional experiences and activities that we provide throughout the school day and out of school hours, we expand pupils personal, social, health and economic education.
 - 1.5 Our curriculum provides children with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and helps engender an appreciation of human creativity and achievement.
 - 1.6 Our teachers aim to develop exciting and stimulating lessons to promote the development of knowledge, understanding and skills.

2. Inclusion

Setting suitable challenges

2.1 Teachers constantly assess all pupils and provide quality feedback to children. This allows pupils to strive to improve and also allows teachers to set high expectations for every pupil. They plan stretching work for pupils regardless of background or current attainment and aim to enable all pupils to make good progress through appropriate support. Teachers use appropriate assessment to set targets which are deliberately ambitious.

Responding to pupils' needs and overcoming potential barriers for individuals and groups of pupils

2.2 Teachers take account of their duties under equal opportunities legislation.

2.3 A wide range of pupils have special educational needs or disabilities. Lessons are planned to ensure that there are no barriers to every pupil achieving. In many cases, these pupils will be able to study the full national curriculum. The school will follow the SEN Code of Practice. And where appropriate give pupils access to specialist equipment and different approaches.

2.4 Our teachers plan lessons so that pupils wherever possible pupils with disabilities can study every national curriculum subject.

2.5 Teachers take account of the needs of pupils whose first language is not English. Monitoring of progress takes account of the pupil's age, length of time in this country, previous educational experience and ability in other languages.

2.6 The ability of pupils for whom English is an additional language to take part in lessons may be in advance of their communication skills in English. Teachers will plan teaching opportunities to help pupils develop their English and aim to provide the support pupils need to take part.

Delivery

The programmes of study will be delivered in Benfieldside Primary School through Discrete subjects and cross –curricular topics. These are set out in the Long Term Plan appendices and also are available on www.benfieldsideprimary.uk.org . Teachers delivering these units will ensure that the skills elements are matched carefully to age and or ability to ensure good progression. When a mixed age group class is formed, a second cycle Long Term plan will be used which will ensure full coverage of the Curriculum and appropriate challenge in skills. The History unit taught will be first placed in it's correct Chronological context compared to the previous unit the child has experienced and then delivered to ensure a good chronological awareness.

3. Numeracy and mathematics

- 3.1 Benfieldside Primary School teaches Numeracy as both a discrete subject and through appropriate links in other subject areas or topics being covered. Pupils are set by ability for discrete lessons from Year 2.
- 3.2 Teachers develop pupils' numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics. Pupils are taught to apply arithmetic fluently to problems, understand and use measures, make estimates and to check their work. Pupils apply their geometric and algebraic understanding, and relate their understanding of probability to the notions of risk and uncertainty. They understand the cycle of collecting, presenting and analysing data. They are taught to apply their mathematics to both routine and non-routine problems, including breaking down more complex problems into a series of simpler steps.

4. Language and literacy

4.1 Benfieldside Primary develops pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is taught through discrete lessons and within other topics and subjects both incidentally by plan. Understanding the language provides access to the whole curriculum.

Spoken language

4.2 Pupils are taught to speak clearly and convey ideas confidently using Standard English. They learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They are taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

Reading and writing

4.3 Children develop pupils' reading and writing in all subjects to support their acquisition of knowledge. They are taught to read fluently, understand extended prose (both fiction and non-fiction) and are encouraged to read for pleasure. Benfieldside Primary strives to promote wider reading. We provide opportunities to share books outside of the Curriculum through Library books and access to EBooks such as Bug Club within the home. We expect pupils to regularly read at home with their family and carers. As they grow older we aim to develop their stamina and skills to write at length, with accurate spelling and punctuation. They are taught the correct use of grammar. They build on what they have been taught to expand the range of their writing and the variety of the grammar they use. They develop their writing to include narratives, explanations, descriptions, comparisons, summaries and evaluations.

Vocabulary development

4.4 Our Teachers develop vocabulary actively, building systematically on pupils' current knowledge. They increase pupils' store of words in general; simultaneously, they also make links between known and new vocabulary and discuss the shades of meaning in similar words. As a result children expand the vocabulary choices that are available to them when they write. It is vital for children's comprehension that they understand the meanings of words they meet in their reading. Through the other discrete subjects our pupils learn about subject specific terms, such as accurate mathematical and scientific language.

Science

Purpose of study

Science has changed our lives and is vital to the world's future prosperity, and all pupils are taught essential aspects of the knowledge, methods, processes and uses of science. Pupils are encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They are encouraged to explain what is occurring, predict how things will behave, and analyse causes.

Aims

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.

Art and Design

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. We aim to engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works. Teachers plan to allow pupils to develop their ability to think critically and develop their understanding of art and design. Children are taught to know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

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 form

Computing

Purpose of study

Pupils are taught to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology. Children are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. 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.

Aims

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.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Design and Technology

Purpose of study

Using creativity and imagination, children design and make products that solve real and relevant problems, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on other disciplines. 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. It enables them to make an essential contribution to the creativity, culture, wealth and well-being of the nation.

Aims

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.

Geography

Purpose of study

Geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Aims

pupils:

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- 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, numerical and quantitative skills and writing at length.

History

Purpose of study

History helps pupils gain a knowledge and understanding of Britain's past and that of the wider world. It inspires pupils' curiosity to know more about the past. We aim to equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. It helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity.

Aims

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.

Languages

Purpose of study

Learning a foreign language provides an opening to other cultures. It fosters pupils' curiosity and deepens their understanding of the world. We aim to enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. This allows children to communicate for practical purposes and learn new ways of thinking. We hope to provide the foundation for learning further languages, equipping pupils to study and work in other countries.

Aims

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.

Music

Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. We aim to engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. Later, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination.

Aims

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

Physical Education

Purpose of study

Physical education inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. We aim to provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

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.