



## Calmore Junior School Curriculum Policy

*Do our Best for Success*

### **Vision**

At Calmore Junior School, we provide a quality, thematic, engaging and creative curriculum that promotes a love of learning, success through high expectations no matter the starting point of a child, shared learning experiences and preparation for the future as lifelong learners. We plan our curriculum to enable children to understand the skills and attributes needed to be a successful learner and to promote a positive attitude to learning.

We are proud to use the National Curriculum 2014 as a starting point to inspire purposeful learning experiences for our children. We enrich it based on personal interests of our children, cultures and traditions of our school and local community, and matters of importance or significance local to our school. Our children have opportunities to be creative, curious and inventive. Our curriculum supports children to develop enquiring and investigative minds and promotes thinking and reasoning. Our curriculum is planned to support our core values:

*Respect, Responsibility, Ambition, Kindness, Friendship and Honesty.*

**Our Superhero's learning behaviours** underpin our curriculum and the learning experiences of our children.

**Brina**- absorption/managing distractions/noticing/perseverance/confidence

**Edsel**-imagining/reasoning/questioning/making links

**Shea**-planning/being flexible/being reflective

**Theora**-initiative/collaboration/communication/empathy/listening/imitation

As a school that promotes inclusion at the heart of all it strives for, the curriculum is planned to develop the whole child and is holistic in its approach. We firmly believe that our curriculum is purposeful and is planned with quality learning experiences that promote memorable learning. We ensure that all children have broad, balanced and relevant learning opportunities which provide continuity and progression and take the needs of all our children into account and promote a sense of fairness and equality. We aim to plan our curriculum with the support and involvement of our parents and wider school community.

### **Curriculum Planning**

Our planning adheres to the requirements of the National Curriculum 2014 and Living Differences, Hampshire's agreed syllabus for Religious Education. As the needs and interests of our children change and our school context alters, our curriculum evolves to reflect this. In our curriculum

planning we promote quality teaching, learning and assessment opportunities knowing that the planning:

- provides explicit and subtle opportunities to promote Spiritual, Moral, Social and Cultural learning
- upholds the British Values of Democracy, Individual Liberty, Rule of Law, Mutual Respect and Tolerance of those of other Faiths
- meets the needs of all children no matter their starting point
- provides challenge alongside a deepening and widening of understanding
- reflects our school values and policies
- identifies assessment for learning opportunities
- provides progression and correct pitch in terms of expectation
- reflects learning experiences that are memorable and purposeful with a clear outcome
- makes appropriate links between subjects

A curriculum overview for the year knowing that learning opportunities can change to meet the needs and interests of the children. The overview gives a broad indication of topics and themes. Curriculum overviews are available on our school website.

Medium term plans are completed by year teams or subject leaders. English is planned using Hampshire guidance and Maths is planned using the Hampshire units. In English the key objectives are identified for speaking and listening, reading, writing and spelling and grammar, the intended outcome and the learning journey. In maths the key objectives are identified and the learning journey planned from them with a clear intended outcome. Where relevant and appropriate, Maths and English are taught in context to enable a clear purpose that is engaging and exciting. Science, ICT, foundation subjects, RE and PSHE are planned using the National Curriculum, RE Syllabus and an agreed curriculum from the PSHE Association.

Short term planning is written under the medium term planning by year teams and again with the support of subject leaders. Short term planning evolves quickly and changes rapidly to meet the needs of the learners and provides the detail of specific lessons. Individual class teachers take responsibility for ensuring the planning meets the needs of their children but always in collaboration with year colleagues to ensure all children have an equal and fair access to learning opportunities and resources.

While our curriculum includes individual subjects, links are made wherever possible to promote quality learning experiences.

### **Role of Subject Leaders**

It is the role of subject leaders to:

- provide a strategic lead and direction for the subject
- support and offer advice to colleagues on issues related to the subject
- provide extensive subject knowledge
- monitor pupil progress in that subject area
- provide efficient resource management for the subject
- report to SLT and Governors about actions to meet development points, an evaluation and analysis of impact and planned changes
- keep up to date with developments in their subject, at both national and local level
- write medium term plans for year groups

## **British Values**

We are committed to promoting British Values through our ethos and wider curriculum. We pride ourselves on our inclusive environment and ensure that ALL children are enabled to understand, appreciate and respect diversity in order for them to effectively relate to and embrace the world we live in as local, national and global citizens, and as potential leaders of the future. We openly encourage individual liberty, ensure children understand the value of the rule of law and promote democracy in all we do.

## **SMSC**

Spiritual, moral, social and cultural development (SMSC) supports the rights and responsibilities of the child as well as contributing towards our whole school values and ethos leading to children becoming life-long learners and to be active and responsible citizens in society. SMSC is important because we wish to prepare our children with memorable, positive experiences to face the world ahead of them, a future society that values others. It enables them to thrive in a rapidly changing society and enables them to become happy, healthy, respectful individuals that have a love of life so that they know the difference between right and wrong and to develop lively, enquiring minds. SMSC underpins everything that we do in school and is at the very heart of Calmore Junior School.

## **PSHE**

PSHE education is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. (The PSHE Association, 2014) The National Curriculum states that all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice. The key areas of PSHE education are covered throughout the primary phases and in preparation for secondary school. We have made explicit links in our PSHE curriculum to British Values, RRR, Citizenship and Prevent Duty.

Our PSHE curriculum includes these key areas:

- sex and relationship education
- drug, alcohol and tobacco education
- physical health, including healthy eating and physical activity
- mental health
- behaviour and safety
- financial capability
- citizenship

The aims of PSHE are to enable children to:

- know and understand what constitutes a healthy lifestyle
- be aware of safety issues
- understand what makes for good relationships with others
- have respect for others
- be an independent and responsible member of our school community
- develop self-confidence and self-esteem enabling them to make informed choices
- be positive and active members of the wider community

## **Maths**

We plan to teach maths so children become fluent in the fundamentals of Maths so that children develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately, especially in arithmetic. We plan to enable children to reason mathematically to

develop logical thinking, problem and thinking skills. We support our children to solve problems by applying their understanding to a variety of problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

### **English**

High quality speaking and listening experiences underpin any reading and writing opportunity across the school so children are immersed into quality opportunities to enable this. Children are encouraged to write as real writers. Children write for a range of real purposes while developing their ability in grammar and punctuation, spelling and handwriting. We actively encouraging a love of reading and promote reading at every opportunity especially with reading being the prior skill to writing. Individual reading, paired reading, shared and guided reading all seek to support a child developing as a fluent and confident reader. We aim to enable our children to communicate effectively and confidently both orally and in written form while being able to access the written word in all aspects of life.

We teach writing through reading and quality texts.

### **Science**

We plan for science to stimulate and excite children's curiosity about phenomena and events in the world around them. Because science links direct practical experience with ideas, it can engage our children at many levels and we seek to promote to develop and evaluate explanations through experimental evidence. Our children learn to question and discuss science based issues that may affect their own lives, the direction of society and the future of the world.

### **Art**

Our planned art curriculum engages and inspires pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. It is built upon promoting creativity, imagination and exploration of personal expression. Children are taught the development of art skills using a range of drawing, painting and sculpture materials alongside using works of great artists and craftspeople to celebrate the richness of the cultures and traditions of our global community.

### **Geography**

Geography is about people, places and environments and the interactions between them. We plan geography to ensure children are actively engaged where they can experience skills, knowledge and understanding first hand. We aim to plan our curriculum to inspire in our children a curiosity and intrigue about the world in which they live.

### **History**

Our history curriculum uses the children's own lives and environment to make them aware of the passage of time. It encourages the children to gain a knowledge and understanding of Britain's past and that of the wider world. Our history curriculum will support the children to ask perceptive questions, think critically, and develop perspective and judgment.

### **PE**

We plan PE to develop core skills and movements which develop coordination, balance and control. We plan for our children to create and perform dance sequences. We actively encourage participating in team games, selecting tactics and striving to win. We promote enjoyment of sports as well as extending pupil expertise. Competition with others to improve both skills and performance is promoted at all levels and children participate in local sporting events across the federation.

## **Music**

Our music curriculum aims to provide our children with opportunities which engage, motivate and inspire children to develop a love of music, develop creativity and provide opportunities for self-expression. Year 3 children learn the recorder, year 4 the ukulele, year 5 the keyboard and we offer peripatetic lessons for children.

## **Computing**

Across the school we aim for our children to confidently and independently use and apply computing skills to support and extend their learning. We aim to develop a culture where the use of computing becomes second nature to our children to equip them for an ever changing world of technology. We constantly promote the importance of e-safety at every level and it is integral to all aspects of computing teaching.

## **Languages**

We celebrate diversity and immerse our children in different cultural experiences which involve aspects of language. We teach French to all classes.

## **Design Technology**

Through our DT curriculum we aim to inspire a child's creativity and resourcefulness when designing and making products which have a real life purpose. This ability to identify the importance of different products and their uses will equip our children with an understanding of how the world works.

## **RE**

We follow Living Difference, Hampshire's Agreed RE Syllabus which follows a conceptual enquiry approach to RE enriched by the skills of philosophical enquiry that values religious and cultural difference. Our planning for RE seeks to empower our children, and address rights, respect and responsibilities within the communities we serve. It is planned to enhance understanding and collaboration across the diversity of belief and practice within our local communities and the wider world and upholding the Rights of the Child.

## **Parental Involvement**

Parents and carers are actively involved to share in their child's learning at regular opportunities. Learning is shared with parents through the Weekly Focus, on the blogs on the websites and at exit days at the end of topics. Home learning opportunities support both the curriculum and the needs of the child and parents are encouraged to support this.

## **Educational Visits and Visitors**

All educational visits are planned with a clear educational purpose in mind. Visits can be planned as a hook or an outcome to a curriculum area and promote engaging and memorable learning experiences. We place equal importance of inviting a number of visitors into our school community to support learning.

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