



Policy Adopted	October 2021
Review date	October 2023

Holt Community Primary School Curriculum Policy

Aims and objectives

The aims of our school curriculum are:

- To promote a positive attitude towards learning, so that children enjoy coming to school, and acquire a solid basis for lifelong learning.
- To enable children to understand the skills and attributes needed to be a successful learner.
- To teach children the basic skills of English, Mathematics, Science and Computing.
- To enable children to be creative through Art, Dance, Music, Drama and Design Technology.
- To enable children to be healthy individuals who enjoy sport and appreciate the importance of a healthy lifestyle.
- To broaden the children's horizons and widen their aspirations.
- To enable children to understand and respect other countries and cultures.
- To help children understand British Values and our cultural heritage.
- To enable children to be positive citizens in society and to feel that they can make a difference.
- To teach children to have an awareness of their own spiritual development, and to understand right from wrong.
- To help children understand the importance of truth and fairness, so that they grow up committed to equal opportunities for all.
- To enable children to have high self-respect and self-esteem, and to be able to live and work cooperatively with others.
- To enable children to be inquisitive and to develop their own thinking.
- To fulfil all the requirements of the national curriculum and the locally agreed syllabus for Religious Education (RE).
- PATHs is embedded within the curriculum.

Rationale

The primary national curriculum states:

The national curriculum provides pupils 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. The national curriculum is just

one element in the education of every child. There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications. The national curriculum provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

At Holt CP School, we believe that our children have the right to a broad and balanced curriculum. The curriculum of the school underpins all the learning that takes place. An engaging and inspirational curriculum can foster curiosity and a passion for learning so that children develop into lifelong learners.

Over the last academic year we have revised our topic based curriculum to ensure that the curriculum covers the key learning objectives evenly. Topic planning is more directed, and assessment opportunities are clearly signposted. The curriculum is purposeful and meaningful for pupils, and it is easy for them to apply their reading, writing, mathematical and computing skills.

Teaching of reading and writing

To support the teaching of reading and writing skills we teach phonics by following the Letters and Sounds programme. This is a systematic approach to the teaching of phonics which is taught in daily whole class lessons and supplemented with adult led small group sessions in Key Stage One. Children begin by learning basic sounds and gradually add more sounds until they are able to decode every phonetically decodable word. From the start, children are taught to blend words and are taught the numerous exceptions to the rules. Our aim is for every child to be able to decode successfully by the time they leave Key Stage One. Following this, we concentrate on developing children's reading skills and breadth of reading. In addition, we have a systematic and creative approach to the teaching of writing, including grammar, punctuation and spelling in Key Stage Two.

Topic based learning

The curriculum has been sorted into blocks of work based on themes. The topics have been selected to follow a two year cycle in Key Stage Two and a three year cycle in the infants. This is to allow shared topics to be followed in:

Infants: Year R, 1 and 2

Lower Key Stage Two: Year 3 and 4

Upper Key Stage Two: Year 5 and 6

This allows for joint planning between teachers and the sharing of resources and trips. It also encourages collaborative work between classes. At least one topic each year will be followed by the whole school. These whole school topics will take advantage of major events such as The World Cup or the commemoration of WW1.

Our topics allow for subjects to be linked and also give context to the key skills which the children are learning. We give much thought to selecting topics which:

- Place the development of English at the heart of all learning.
- Are broad enough to allow for a range of curriculum subjects to be explored in sufficient depth across the school.
- Can be explored at an appropriate depth and level of challenge, building on previous learning and ensuring progression across the school.
- Enthuse staff and students.
- Allow for exciting 'wow' events to take place such as trips and visits.
- Are able to finish in a big event such as class assembly, a performance, an exhibition, museum or display.
- Allow for constant reinforcement of children's spiritual, moral, social and cultural development.
- Are accessible to children of all abilities, including those with Special Educational Needs (SEN) and disabilities.

Topics are usually based in History, Geography, Science, Art or RE. Wherever possible English and Mathematics will be embedded in these topics. Music, Physical Education, Computing, Personal Social and Health Education and Ancient and Modern Foreign Languages will be covered in separate weekly lessons, but may also form part of the topics as opportunities arise.

2021-22 Topic Plan

Infants

T1a	Pets (animals including humans)	
T1b	Autumn (seasonal changes)	Christmas
T2a	Australia	
T2b	Spring (living things and their habitats & seasonal changes)	Famous Person
T3a	Dinosaurs	
T3b	Everyday materials (use of)	Andy Goldsworthy

Lower Key Stage Two

T1a	Stone Age to Iron Age	Rocks
T1b	Spain	Picasso
T2a	The Roman Empire	
T2b	Living Things and their Habitats	Animals Including Humans
T3a	Wells-next-the-Sea	
T3b	States of Matter	Sound

Upper Key Stage Two

T1a	Y5 North America Y6 Derbyshire/Mountains	
T1b	Properties and Changes of Materials	
T2a	The Anglo-Saxons & Scots	The Vikings
T2b	Animals Including Humans	
T3a	Forces	
T3b	Maya	

2022-23 Topic Plan

Infants

T1a	Ourselves (animals including humans)	
T1b	Mexico	Christmas
T2a	Our Community (living things and their habitat)	
T2b	Barbara Hepworth	Easter/Passover (seasonal changes:Spring)
T3a	Growing (Plants)	Everyday materials (use of)
T3b	Seaside (Henry Blogg)	

Lower Key Stage Two

T1a	Ancient Egypt	
T1b	Living Things and their Habitats	
T2a	Empire: India, sugar, slavery	
T2b	Electricity and Light	
T3a	Local History (Children in WW2)	Famous Artist
T3b	Forces and Magnets	Humans as Mammals

Upper Key Stage Two

T1a	Y5 North America Y6 Derbyshire/Mountains	
T1b	Living things and their habitat	Evolution and Inheritance
T2a	Ancient Greece	
T2b	Earth and Space	Beyond 1066
T3a	Electricity	Light
T3b	Rivers	

2023-24 Topic Plan

Infants

T1a	Our School	Animals Including Humans
T1b	Light and Dark (seasonal changes: Autumn to winter)	Christmas
T2a	Scotland (Burns' Night)	
T2b	Living Things and their habitats	Easter
T3a	London (Great Fire of London)	Famous Person
T3b	Food and Farming	Everyday materials

Lower Key Stage Two

T1a	Stone Age to Iron Age	Rocks
T1b	Spain	Picasso
T2a	The Roman Empire	
T2b	Living Things and their Habitats	Animals Including Humans
T3a	Wells-next-the-Sea	
T3b	States of Matter	Sound

Upper Key Stage Two

T1a	Y5 North America Y6 Derbyshire/Mountains	
T1b	Properties and Changes of Materials	
T2a	The Anglo-Saxons & Scots	The Vikings
T2b	Animals Including Humans	
T3a	Forces	
T3b	Maya	

Effective teaching

A broad and balanced curriculum must go hand in hand with effective teaching. It is our belief that good teaching leads to good learning and progress. In planning across the curriculum, teachers will ensure a range of learning styles are accommodated so that all children can be engaged. We strongly believe that 'every lesson counts' and that all pupils should show good progress in every lesson.

Wow! opportunities

We believe that children should frequently experience a sense of awe and wonder in their learning. Our curriculum model allows for frequent opportunities for teachers to provide these moments. For each school theme, the staff consider how these moments can be achieved. Teachers are encouraged to organise regular trips and use the local environment and local community to enhance topics. This might include regular visits to the church, library, high street, Holt Country Park and Spout Hills.

We believe in allowing the children the opportunity to learn from 'experts' in whatever area they are studying. Therefore, authors, artists, performers and musicians are invited into school to provide inspiration.

Parental involvement

We understand the importance of parental involvement and the impact that support from home can have on a child's education. Therefore, we strive to maintain good communication with parents, keeping them informed of what the children will be learning and how they can support this at home. Regular newsletters, compiled by class teachers, inform parents of what the children will be learning during the next term, with suggestions of how parents could best support their learning. A weekly school newsletter celebrates success and informs parents of the activities that have taken place in the school.

Parents are invited into school for class assemblies, class museums, performances, concerts, sports competitions and open afternoons, with the intention of sharing and celebrating the work that has happened in school.

Parents' evenings happen twice per year and all parents are welcomed into school for a meeting with their child's teacher regarding their learning and general development. This is supplemented by the reports, which show the children's academic levels, supported by a comment by the class teacher.

Each year, the headteacher sends out a survey to parents in order to gain their views as to how well the curriculum has met the needs of the children throughout the year. The results are compiled and shared with the Governing Body and the parents so that they can see how their views are making an impact on curriculum development.

Pupil involvement

Children are actively encouraged to contribute to the planning of topics. We encourage children to bring in ideas, knowledge, research and artefacts from home to help shape the topic.

Each year, the Headteacher hands out a survey to children in order to gain their views on the curriculum. The results are compiled and shared with the Governing Body, the children and the parents so that they can see how their views are making an impact on curriculum development.

Role of subject leaders

Subject leaders provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standard of learning and achievement for all pupils. Since the introduction of the national curriculum, there has been an expectation that all teachers, after successfully gaining Qualified Teacher Status, will take on this additional responsibility.

The key roles of subject leaders are:

- Writing, monitoring and evaluating an annual action plan for their subject.
- Monitoring the provision of the subject through observations, sharing of photographs and children's work.
- Ensuring that resources are plentiful, up-to-date and in good condition.
- Managing the budget allocation for the subject.
- Ensuring progression takes place across the school.
- Providing guidance and training to staff within their area of expertise.
- Assisting with planning, teaching, assessment and reporting within their subject.
- Ensuring that their subject has a high profile within the school.
- Organising whole-school events such as enrichment days for their subject.
- Reporting on the provision of their subject to the governors
- Representing the school in local cluster groups.

The curriculum and inclusion

Like all aspects of school life, the curriculum is designed to be accessible to all. It is expected that all children have the opportunity to learn in a creative and encouraging learning environment which encompasses a range of learning and teaching styles. If children are identified as having SEN, we will do all we can to ensure that the needs of these children are met. In most instances, the class teachers will be able to provide the resources and support required to enable these children to access the curriculum at a level appropriate to them. Our curriculum model also allows for children who are identified as performing above expectations in specific areas to be extended in their learning.

Planning

Planning takes place across the curriculum in two waves: long term planning and medium/short term planning.

Long term planning is the overview provided by subject leaders to teachers which details the skills that the children in each year group need to possess by the end of an academic year. This planning is essential as it ensures that progression is taking place across the school within the topics. The curriculum review of the last academic year made sure that all key skills would be covered evenly and in sufficient depth.

Medium/short term planning is the planning which is completed by the class teacher to show the lessons within a unit or theme. Teachers are not expected to complete individual lesson plans for every subject but medium/short term planning should contain enough detail to allow for any teacher to deliver a lesson. The learning objectives on these plans will be taken directly from the long term plan, which can now be found as a resource bank at the foot of each topic's planning document.