



Everton Heath Primary School

CURRICULUM INTENT

At Everton Heath Primary School, we offer a curriculum which is broad and balanced, but one that builds on the understanding, knowledge and skills of all children, whatever their starting points. To enable our pupils to grow healthily and safely, as well as academically and responsibly our curriculum incorporates the statutory requirements of the national curriculum.

Our curriculum:

- Motivates and challenges all children, enabling them to develop a broad range of knowledge, skills and understanding.
- Provides equal opportunities for all pupils to learn, achieve to the best of their potential, whilst experiencing successes, gaining in confidence and growing in independence.
- Has an emphasis on the development of courteous and caring individuals who are sensitive to the needs of others and can form and maintain positive relationships based on mutual respect.
- Promotes children's abilities to verbalise how they learn, the knowledge that they gain and to think creatively. Pupils will be encouraged to take risks and handle change positively so that they can become lifelong learners, able to respond to the opportunities and challenges of the rapidly changing world in which we live.
- Actively encourages children to recognise their responsibilities as global citizens by providing opportunities for them to play an active part in school life. They are supported to understand how to take care of our environment and develop their understanding of the mutual interdependence of the worldwide community.
- Includes high quality Values Education so that pupils are able to develop a positive sense of well-being and keep themselves mentally and physically safe and healthy.

CURRICULUM IMPLEMENTATION

Curriculum Content

Our approach to curriculum design recognises the benefits of a focus on subject specific knowledge content coupled with flexible thematic principles that enable us to make links across the whole school curriculum.

We use units from the Twinkl Curriculum for many of the subjects as the starting point for the construction of half-termly/termly themes: Science, Art, DT, History, Geography, Computing and Music are delivered through well thought out topics that draw elements from each area together. Each class has a termly Curriculum Map and long term plan that outlines our Year A and Year B schedules.

An overview of each subject is as follows:

English

English units have been developed using the *Hamilton Trust Primary Curriculum for English*. The teaching units are progressive and designed to meet the National Curriculum English requirements for each year group from Year 1 to Year 6, covering spoken language, reading and writing. Some units focus on teaching specific text types, while others apply learning across a range of contexts, including cross-curricular reading and writing opportunities. There are 6 units for each year group, balanced to cover fiction, non-fiction and poetry.

Phonics progression in school follows “*Soundswrite*”. Teaching uses a variety of resources, for example ‘*Jolly Phonics*’ and ‘*Phonics Play*’.

We use a range of reading books for our reading scheme including ‘*Oxford Reading Tree*’, ‘*Literacy Links*’, ‘*All Aboard*’, ‘*Reading 360*’ and ‘*Cambridge Reading*’.

Mathematics

Mathematics units are currently based upon the ‘Abacus’ schemes of work. There is a yearly overview for each year group from Year 1 to Year 6. Each term is split into blocks of work, with time allowed for the introduction of new content and the integration of fluency, reasoning and problem solving.

We are currently also investigating the introduction of maths planning and delivery using ‘*Maths No Problem*’. This is a high quality scheme to support teaching for Maths mastery.

Science

Our scientific area of learning is concerned with increasing pupils’ knowledge and understanding of our world, and with developing skills associated with Science as a process of enquiry. We aim to develop the natural curiosity of our children, encourage respect for living organisms and the physical environment whilst providing opportunities for critical evaluation of evidence.

Science planning follows the ‘Twinkl’ scheme of work which ensures a practical based approach to science teaching. In each year group there are at least six units of work.

Computing

Computing planning is based on the Twinkl/Kapow schemes and includes units on Computer Animation, Desktop publishing and Programming & Website development. Each unit also has a specific focus on e-safety if applicable.

Design and Technology

Design and Technology is based on the Twinkl curriculum which has three units in each year group. Through a variety of creative and practical activities, pupils are taught the knowledge, understanding and skills needed to engage in the process of designing and making. These include *Fabric Faces*, *Moving Pictures*, *Battery Operated Lights* and *Marvellous Structures*. Units also focus on cooking and apply the principles of nutrition and healthy eating.

French

French is based on *La Jolie Ronde* curriculum for Key Stage 2 which has six units per year. The curriculum provides for the development of spoken and written language using the context of familiar themes and routines.

Music

Music follows the 'Charanga' scheme with units covering: *Listening and Appraising; Musical Activities - creating and exploring; and Singing and Performing.*

Each year we have KS2 projects from the 'Inspiring Music' at Central Bedfordshire which involve the children learning different musical instruments and a public performance to parents and local schools. For the last few years the children have performed at The Bedford Corn Exchange.

All year groups are also involved in at least one musical performance each year.

Physical Education

Physical education is based on a scheme written in conjunction with SSG Sports partnership. There are two units each half term covering gymnastics, dance, athletics and games.

PSHE

The school makes a conscious effort to incorporate PSHE into the whole curriculum, placing a great deal of importance on the children's emotional health and well-being and the part they can play in the sustainability agenda. Units covered include; 'It's our body', 'Money Matters', 'Our Planet' and 'SRE'. Values Education plays a big part of our curriculum and whole school ethos.

We are trialling Jigsaw PSHE which provides a series of sequential and developmental 'puzzles' across each year group.

Religious Education

The Religious Education curriculum is based on the Bedfordshire RE Agreed Syllabus 2018-2023 and includes units on all of the major world religions.

Curriculum Enrichment

Our curriculum is extended by a variety of enrichment activities including day visits, cultural experiences and themed days. We take LKS2 and Year 6 on two three day residentials during the time in Keystage 2. We also offer lunchtime and after school clubs, which are available throughout the school year. Attendance at the clubs is monitored and pupils consulted to ensure our offer meets needs.

CURRICULUM IMPACT

Everton Heath uses monitoring throughout the year to gauge the impact of the curriculum design. The impact is evidenced through monitoring that;

The children enjoy their learning. We believe it is this enjoyment of the curriculum that promotes achievement, confidence and good behaviour.

The range of learning opportunities provided enables the children to develop their own interests, skills and strengths whilst also providing them with new challenges. Children feel safe to try new things.

The design of our curriculum ensures that the needs of individual and small groups of children can be met within the environment of high quality first wave teaching, supported

by targeted, proven interventions where appropriate. This has a very positive impact on children's outcomes.

Rigorous assessment and tracking of children's performance takes place to inform classroom practice, allowing children to make good progress and close attainment gaps.

A high proportion of our children participate in extra-curricular activities.

Subject Leaders are aware of the strengths and areas for improvement and use this information to produce purposeful action plans that continue to develop our curriculum offer.