



Uffculme Primary School

Primary Curriculum Policy

Approved by The Local Governing Body on: 28.9.17

Next review date: September 2022

Primary Curriculum Policy

Uffculme Primary School aims to help all children achieve by:

- 1) Increasing their **Knowledge** of subjects.
- 2) Developing their **Skills** of learning.
- 3) Helping them to understand **Concepts** and **Ideas**.
- 4) Building worthwhile **Attitudes**.

Years 1 – 6

We seek to provide children with a broad, balanced and rich curriculum which is underpinned by imaginative and dedicated teaching. The curriculum is designed to be **inclusive** and our aim is to provide suitable challenges for children of all abilities by responding to pupils' diverse needs and overcoming barriers to learning for individuals.

The curriculum at Uffculme Primary School for Year 1 to Year 6 children is based upon the new statutory National Curriculum 2014 for schools in the United Kingdom. The curriculum currently consists of three **core** subjects (English, Mathematics & Science); eight **foundation** subjects (Art and Design, Computing, Design Technology, Modern Foreign Languages (MFL), Geography, History, Music, Physical Education (PE) and Religious Education (RE).

Each subject is under the leadership of a member of the teaching staff, who attends courses, organises in-service training for staff and ensures that the needs of the children are being fully met in that subject area. For each curricular area there exists documentation regarding the school policy for that subject. These are regularly reviewed and updated in the light of changing practice, experience and legislation. The school seeks to develop an integrated approach to teaching which makes connections between different areas of learning through class topics. Parents are informed of the nature of these at the start of each new term.

Teachers plan the work of the school together in order to ensure consistency and progression across classes and year groups. Short, medium and long term curriculum planning takes place so that effective classroom teaching can be achieved. The assessment of the quality of teaching as well as the assessment of children's learning and understanding is also given a great deal of organisational time and attention.

The children in each class are taught by a variety of methods including whole class teaching, group or individual work. Whatever the methods, we aim always to challenge each child's level of understanding. Teachers create the time and opportunity for assessment and diagnosis of children's learning. We keep detailed records of work and progress and these

are shared with parents. In the autumn and spring term there are parent, child and teacher consultation meeting to discuss targets for learning.

Additionally, through the stronger links we now have with Uffculme School, the children have the opportunity to enrich and extend their learning. Opportunities have included our Year 6 class being taught science at the secondary school by a specialist science teacher alongside the class teacher; reading between Year 8 and Year 1 pupils; Sports leaders delivering dance sessions to Year 5 children and our school PE curriculum has been strengthened by collaboration with an Uffculme School PE specialist and use of their facilities.

The following is an outline of the changes in the new National Curriculum that have been in place since September 2014 and what is covered in each year group. Further details will be published through termly class topic letters and information can be located on the school's website, detailing subject and year group overviews.

Subject	Year 1	Year 2	Year 3/4	Year 5/6
English	Read using phonics, recite poetry by heart in class, learn alphabet	Write joined up words	Use dictionaries for meaning	Spell 200 complex words
Maths	Count to 100, use simple fractions, tell the time	Add and subtract 3-digit numbers	Master 12 times tables, convert decimals and fractions	Introduction to algebra
Science	Basic experiments with paper, elastic, foil, fabrics etc.	Introduction to reproduction in animals	Building simple circuits with bulbs, buzzers etc.	Evolution and inheritance, importance of diet and exercise/effect of drugs
Art			Mastery of drawing, painting and sculpture, maintain sketchbooks, focus on great artists from history.	
Computing	Basic programming and debugging, online safety, storing information		Designing programmes for complex problems, using internet search engines	
	Use the basic principles of a		Prepare and cook a variety of	

technology	healthy and varied diet to prepare dishes, understand where food comes from	predominantly savoury dishes, using a range of cooking techniques; understand seasonality , and know where and how a variety of ingredients are grown, reared , caught and processed
	Cutting, shaping, joining and finishing using construction materials and textiles	Using mechanical systems such as gears, pulleys, cams and levers and building circuits incorporating switches, bulbs, buzzers and motors.
Geography	Names of oceans, continents, world map, countries of UK, weather seasons and fieldwork around school environment	Countries of world, counties and cities of UK, physical geography including volcanoes, reading Ordnance Survey maps
History	Study of famous individuals to compare life in different periods	Britain from Stone Age to 1066, Ancient Greece and one non-European society
Modern Foreign Languages (MFL)		Compulsory language of French
Music	Singing and playing tuned/untuned instruments	Play and perform in solo and ensemble context, introduction to great composers
PE	Master basic movements (run, jump, throw, catch etc.), introduction to team games	Competitive games such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis

The Foundation Stage Curriculum at Uffculme Primary School

The Foundation Stage is a distinct phase of education in its own right and covers the age range 3 to the end of the Reception Year.

At the end of the Foundation Stage most children are expected to achieve a series of Early Learning Goals across different areas. There are seven areas of learning and development which are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form

relationships and thrive. These three areas, the prime areas, are: communication and language; physical development; and personal, social and emotional development. There are a further four specific areas through which the three prime areas are strengthened and applied. These specific areas are: literacy; mathematics; understanding the world and expressive arts and design.

Aims of the Foundation Stage Curriculum

- To provide effective and meaningful experiences in a carefully structured curriculum.
- To utilise the natural play of the child in a structured and progressive manner which is gradually integrated into the more formal curriculum.
- To implement a curriculum learnt through exploration, play and talk in an indoor and outdoor environment.

Areas of Learning for the Foundation Stage

Communication and language development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children will also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Literacy development involves encouraging children to link sounds and letters and to begin to read and write. Children will be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.

Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

Reporting arrangements to parents are detailed within the Parental Engagement Policy. In the autumn term there is a parent and teacher consultation meeting to discuss how children have settled into school and set learning targets. In the spring term there is a further parent and teacher consultation meeting to discuss how children are progressing with their annual report, again containing targets for their learning. In the summer term parents will receive snapshot reports summarising progress and attendance at the end of the school year and any statutory assessment (e.g. Year 1 phonics test, KS1 and KS2 SATs). Children in the EYFS will also have a full copy of their profile based on the Early Learning Goals.