



# Hady Primary School and Nursery

## Curriculum Statement

Governor minute number	
Date agreed	
Revision date	
Reviewed signature	

At Hady Primary School we believe in providing children with a broad, balanced curriculum which both provides first hand experiences and builds on children's prior knowledge. Through both our 'Creative Curriculum' and the statutory subjects of English, Maths, Science, ICT, Physical Education and Religious Education we develop children's abilities, interests and potential in order to prepare them for the next stage in their lives. We use a broad range of teaching strategies that take into account the ways in which children learn in order to foster engagement, motivation and creativity. The school delivers the National Curriculum 2014.

### **Literacy:**

Our approach to teaching literacy is by a cross curricular approach. We deliver literacy by giving pupils the opportunity to engage in speaking and listening opportunities. The range of activities help them to rehearse the tune of the language they need, followed by writing activities that craft their writing, children are then given opportunities to 'up-stage' their writing.

Our approach to the teaching of phonics in EYFS and Key Stage 1 is the scheme Letters and Sounds. Spelling, grammar and punctuation across the school follow on from phonics and follows Grammar Hammer from the Assertive Mentoring scheme.

### **Numeracy:**

During the first half of the autumn term the focus for teaching and learning is number. This is to ensure children have a good grasp of age appropriate basic skills in number so that they can use and apply their skills across the other areas of numeracy across the year. Basic skills checks are delivered weekly following the Assertive Mentoring scheme. Number is revisited regularly throughout the rest of the year. Every numeracy lesson has an element of mental calculation. Children are given regular opportunities to apply their understanding through the use of word problems.

### **Science:**

Science is taught each term so that we cover the whole science National Curriculum. Each year group has science focus areas, areas that will be covered in depth. First hand practical experience is paramount as is the teaching of scientific key skills. Children are encouraged to be independent and collaborative scientific investigators by their involvement in exciting practical investigations. Children are encouraged to be creative and make learning to be more relevant to themselves by designing their own experiments.

In Science pupils observe, explore and ask questions about living things, materials and physical processes. They evaluate evidence and consider whether tests or comparisons are fair. They use reference materials to find out more about scientific ideas. They share their ideas and communicate them using scientific language, drawings, charts and tables.

### **ICT:**

Children at Hady access a broad range of ICT resources and learning opportunities. They have access to computers in their classrooms and a bank of netbooks per phase across the school, recording equipment, control technology and some iPad technology. We therefore see ICT as embedded into teaching across the school. ICT skills are taught through all subject areas and children are given the opportunity to apply their skills in a broad range of contexts.

### **Physical Education:**

Children are taught a minimum of two hours of P.E each week. The children have access to several extra-curricular clubs including multi skills, dance, athletics and many others. The children in Key Stage 2 have a block swimming placement during Year 4.

### **Religious Education:**

We follow the Derbyshire County Council agreed syllabus for R.E teaching across the school. The current agreed syllabus for RE was published in 2012. The Local Authority worked through its Standing Advisory Council on Religious Education (SACRE).

The 2012 RE syllabus offers:

A clear account of the purposes of Religious Education.

A syllabus in which six elements of programmes of study provide for a comprehensive and balanced study of religions - these are:

✓ Places of faith,

- ✓ Holy books and sources of authority,
- ✓ The natural world,
- ✓ Festivals, celebrations, customs, practices and lifestyles
- ✓ Founders and leaders
- ✓ Expressing meaning and symbolism.

The RE syllabus requires the exploration of questions and answers in the light of human experience and authentic encounters with religions, using key questions to develop and energize pupils' learning. There are opportunities for pupils to learn from Christianity and the other principal religions of the world represented in the UK. All pupils will study Christian, Sikh and Muslim religions, reflecting the makeup of East Midlands.

### **Creative Curriculum:**

Our 'Creative Curriculum' encompasses a skills based approach to learning through Geography, History, Art and Design Technology. Each topic is carefully planned to ensure the progression of key skills across the school from Year 1 to Year 6. EYFS access the skills from the Early Years Foundation Stage statutory framework. Each curriculum area has a budget that enables staff to provide a broad range of experiences this may be resources, visits or visitors. Extra trips are planned with support from parental contributions. Curriculum experiences may provide the children with a 'hook' to initiate a topic or theme or visitors that further enhance the children's knowledge and awareness of the topic. By seeing and doing the children are able to articulate and absorb the knowledge and skills that are imparted to them. We celebrate achievements in many ways. Every week the children participate in a praise assembly whereby achievements are shared and celebrated by the whole school and once a year a class assembly show cases some of the child's learning.

We enable our pupils to succeed through challenging tasks and activities that encourage them to take risks. We develop their ability to think independently, enabling them to transfer their learning to all aspects of their life; preparing them for the future. We actively teach the skills needed to be a successful learner and reward these regularly.

To further develop pupils' experiences at Hady Primary School we have Friday afternoon when pupils partake in '50 things to do before I leave primary school.' Activities range from cooking a meal; playing a board game such as chess to making mud pies and flying a kite. These activities run in mixed age groups from reception to yr6. The afternoon build pupils self-esteem, the ability to work as a team and support others, learn new skills and give aspiration and interest.

### **Music:**

Music is taught across the school by the class teacher. The children in year 4 are taught to play an instrument by Wider Opportunities Music support service. The requirements of the National Curriculum are being met and provision is mapped across the school to ensure continuity and progression. Outside of music lessons some children have the opportunity to learn to play musical instruments including guitar and violin. The school also offers opportunities to join a school choir which culminates every year at the Young Voices festival at the Sheffield Arena.

### **Modern Foreign Languages:**

Modern Foreign Languages (MFL) are taught across Key Stage 1 and 2. We have chosen to deliver French. The member of staff delivering the programme is a language specialist so delivers MFL sessions for all children. This is the second year we have included Key stage 1 in this learning but will strengthen the base line for when they begin to follow MFL as a statutory requirement in Key Stage 2.

### **Early Years Foundation Stage:**

At Hady Primary School, we believe that children in the EYFS need to experience a wide variety of first hand, practical learning opportunities to enable them to develop to their full potential. We aim to provide a secure, enjoyable and caring educational environment where each and every child feels valued. We ensure continuity between Nursery and Reception so that children can build on skills already developed and follow routines that flow with their needs and with which they feel safe and confident throughout their Early Years, in preparation for their future years in school.

"Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good

parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.” (Statutory Framework for the Early Years Foundation Stage, 2012)

We will:

- ✓ Provide a happy, caring, secure environment where children feel valued;
- ✓ Build on what our children already know and can do and provide new and exciting experiences that challenge, develop and stimulate their thinking;
- ✓ Provide a rich and stimulating and aesthetically pleasing learning environment that is committed to raising standards;
- ✓ Develop parents as partners, parents are a child’s first educator we aim to ensure parents are involved in their child’s learning;
- ✓ Promote self-esteem and independence through praise and celebration of achievements;
- ✓ Ensure that no child is excluded or disadvantaged;
- ✓ Offer a structure for learning that has a range of starting points, matches the needs of all children and provides opportunity for learning both indoors and outdoors;
- ✓ Deliver a curriculum that supports, fosters and promotes children’s:
  - social skills;
  - attention skills, persistence and a positive attitude to learning;
  - language and communication;
  - mathematical skills;
  - knowledge and understanding of the world;
  - physical development;
  - creative development.

Which encompass the Early Learning Goals set out by the DFE.

Our school has been recognised for the hard work and dedication of all stakeholders in many aspects of school life and curriculum work. We have achieved the International Schools, Healthy Schools, Sports Award and Investors in People.

In recognition of the changes to the curriculum in September 2014 subject leaders looked at the changes for their subject area and have mapped where skills and knowledge remain the same, move to a different year group or are new. Some staff attended locally and regionally provided CPD events to ensure they are clear about the changes. Changes were disseminated to the whole staff through whole staff training.

### **Equal Opportunities:**

The school ethos recognises that equal opportunities encompass gender, nationality, ethnicity, culture, disability, age, sexuality, religion and special educational needs. Children are all treated fairly and are given equal opportunity to take part in activities across the whole school curriculum. Equality is an important part of the planning and teaching of all lessons. When planning work for children with special educational needs we give due regard to information and targets contained in the children’s Individual Education Plans (I.E.P’s) We have high expectations of all children and we believe that the principles equality underpins work and life through the school.

### **SMSC:**

SMSC permeates through the whole curriculum and is embedded in the work that we do. Our impact of pupil premium spend on nurture and well-being tracks the impact that curriculum and non-curriculum activities have on SMSC.

### **How does Hady promote fundamental British values?**

The curriculum should actively promote the fundamental British values. We have explored through class assemblies what values are, starting with our own personal values, school values, community values and finally British values. It is important for us that we recognise how our own personal values are influenced by others and how we can promote our own values and fundamental British values.

Our school aims embodies our values:

## The Aims of our School

**‘At Hady Primary and Nursery School we believe in the importance of high quality education for all’**

We aim -

to help every child develop in self-esteem, independence and confidence through the creation of a school environment which is happy, safe and secure, and in which effort and achievement are recognised in equal measure

to make our school a place of mutual respect in which children will develop an understanding of others’ opinions, beliefs and cultures

to provide a sound basis of language and number as well as the knowledge and skills within the wider curriculum needed for lifelong learning

to encourage a desire to learn through a wide variety of learning experiences and teaching methods that take into account the ways in which children learn and develop

to help children develop sound moral values, a healthy lifestyle and to become responsible citizens who can play a positive role in their community

to provide equal opportunities for all within the school regardless of race, religion, gender or ability

to work closely with parents and the wider community to support and advance their children’s education

to enable every child to fulfil their potential and to develop a love of learning they will carry with them when they leave us.

### British values are:

Ofsted version	DfE version
<ul style="list-style-type: none"><li>democracy</li></ul>	<ul style="list-style-type: none"><li>respect for democracy and support for participation in the democratic process</li></ul>
<ul style="list-style-type: none"><li>the rule of law</li></ul>	<ul style="list-style-type: none"><li>respect for the basis on which the law is made and applies in England</li></ul>
	<ul style="list-style-type: none"><li>support for equality of opportunity for all</li></ul>
<ul style="list-style-type: none"><li>individual liberty</li></ul>	<ul style="list-style-type: none"><li>support and respect for the liberties of all within the law</li></ul>
<ul style="list-style-type: none"><li>mutual respect and tolerance of those with different faiths and beliefs</li></ul>	<ul style="list-style-type: none"><li>respect for and tolerance of different faiths and religious and other beliefs</li></ul>

### ‘actively promote ...’

- Focus on, and show how, the school’s work is effective in securing these values

- Challenging pupils, staff or parents who express opinions contrary to British values

### **Democracy – what does Hady do?**

- Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services
- Teach pupils how they can influence decision-making through the democratic process
  - Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain
  - Encourage pupils to become involved in decision-making processes and ensure they are listened to in school
- The option to work with the local council and organise visits to the council & Parliament
- Hold 'mock elections' so pupils learn how to argue and defend points of view e.g School council; anti bullying committee
- Help pupils to express their views
- Teach pupils how public services operate and how they are held to account
- Model how perceived injustice can be peacefully challenged

### Rule of law – what does Hady do?

- Ensure school rules and expectations are clear and fair
- Help pupils to distinguish right from wrong
- Help pupils to respect the law and the basis on which it is made
- Help pupils to understand that living under the rule of law protects individuals
- Include visits from the police in the curriculum
- Teach pupils aspects of both civil and criminal law and discuss how this might differ from some religious laws
- Develop restorative justice approaches to resolve conflicts

### Individual liberty – what does Hady do?

- Support pupils to develop their self-knowledge, self-esteem and self-confidence
- Encourage pupils to take responsibility for their behaviour, as well as knowing their rights
- Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence
- Challenge stereotypes
- Implement a strong anti-bullying culture

### Respect and tolerance – what does Hady do?

- Promote respect for individual differences
- Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life
- Challenge prejudicial or discriminatory behaviour
- Organise visits to places of worship
- Develop links with faith communities
- Develop critical personal thinking skills
- Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality
- Differences of family situations, such as looked-after children or young carers

By the end of Key stage 2 the children will be able to:

<b>Explore what it means to be British.</b>
Learning Outcomes To describe their identities and the groups they feel they belong to To recognise different identities and experiences To appreciate that identity consists of many factors To recognise that each person's identity is unique and can change To begin to understand the idea of 'stereotypes'
<b>Exploring immigration to Britain over the centuries</b>
Learning Outcomes To understand that British heritage has been, and continues to be, heavily influenced by immigration To recognise diversity and understand that it is positive and a strength to celebrate To recognise that being British involves the rest of the world
<b>Exploring history through the time line</b>
Learning Outcomes To understand that 400 years can be a period of great change To begin to identify change and continuity across periods of history To begin to understand that the Roman Empire influenced and changed Britain
<b>Exploring how the food we eat has changed over time</b>
Learning Outcomes To work together collaboratively to pool and share expert knowledge

<p>To recognise that communities respond to and can influence change</p> <p>To understand (using the example of food) that immigration has brought diversity to our lives, and enriched our lives</p>
<p><b>Exploring how the different settlements have influenced the language we speak</b></p> <p>Learning Outcomes</p> <p>To recognise that communities respond to and can influence change</p> <p>To understand (using the example of vocabulary) that immigration has brought diversity to our lives, and enriched our lives</p>
<p><b>Exploring the questions on the different periods of history taught</b></p> <p>Learning Outcomes</p> <p>To debate and express opinions and recognise the importance of respecting the views of others</p>
<p><b>Exploring significant historical figures</b></p> <p>Learning Outcomes</p> <p>To describe the contribution of prominent people from different races and cultures through history</p> <p>To recognise that reports are written from different points of view; that different values and attitudes affect their opinions</p>
<p><b>Exploring England, now and through History</b></p> <p>Learning Outcome</p> <p>To recognise the importance of images and how these can be seen differently</p> <p>To analyse information from media</p> <p>To recognise the reasons why the media uses positive and negative images</p>