



The Butts Primary School Curriculum Policy

Mission Statement:

'Aim to achieve'

Vision statement:

At the Butts Primary School, we aim to provide an education which is broad, deep, rich, relevant and enjoyable. Through high quality, effective teaching, stimulating learning opportunities and targeted support, both pastoral and learning, we hope to enable each child to achieve his or her potential. We want them to learn to work independently and/or collaboratively, to think creatively, solve problems and to use their initiative to apply what they have learnt in a range of contexts.

We will nurture children and help them to develop socially, emotionally, academically, culturally, creatively, physically and spiritually, so that they may become happy, confident, independent, fulfilled and well-rounded people.

We will encourage children to be healthy, to make informed choices, to develop an awareness of right and wrong, to show respect for one another and for the world around them. We wish to instil in them a growing sense of responsibility and ownership of their own behaviour and learning, which enables them to become valued citizens with a good understanding of who they are and what they could achieve/contribute.

The development of the curriculum is an evolving process which takes into account global and national trends, community priorities and the needs of the individual child. We aim to support them in developing the skills, knowledge, behaviours and attitudes which will pave the way for a lifelong love of learning, and equip them to cope in a fast-changing and uncertain world. We want our children to be able to look to the future with confidence.

Practice

Early Years and Foundation Stage Curriculum

Effective practice in the EYFS is built on these four guiding themes.

1. A Unique Child recognises that every child is a competent learner from birth who can be resilient, capable, confident and self-assured. The commitments are focused around development; inclusion; safety; and health and well-being.
2. Positive Relationships describes how children learn to be strong and independent from a base of loving and secure relationships with parents and/or a key person. The commitments are focused around respect; partnership with parents; supporting learning; and the role of the key person.
3. Enabling Environments explains that the environment plays a key role in supporting and extending children's development and learning. The commitments are focused around observation, assessment and planning; support for every child; the learning environment; and the wider context – transitions, continuity, and multi-agency working.
4. Learning and Development recognises that children develop and learn in different ways and at different rates, and that all areas of learning and development are equally important and inter-connected.

This approach ensures that the EYFS meets the overarching aim of improving outcomes and reflects that it is every child's right to grow up safe; healthy; enjoying and achieving; making a positive contribution; and with economic well-being.

The Childcare Act 2006 provides for the EYFS learning and development requirements to comprise three elements:

- the early learning goals – the knowledge, skills and understanding which young children should have acquired by the end of the academic year in which they reach the age of five;
- the educational programmes – the matters, skills and processes which are required to be taught to young children;
- the assessment arrangements – the arrangements for assessing young children to ascertain their achievements.

There are seven areas of learning and development covered by the early learning goals and educational programmes:

Prime Areas

- Communication, Language
- Physical Development
- Personal, Social and Emotional Development

Specific Areas

- Literacy
- Mathematics
- Understanding of the World

- Expressive arts and design

None of these areas of Learning and Development can be delivered in isolation from the others. They are equally important and depend on each other to support a rounded approach to child development. All the areas must be delivered through planned, purposeful play, with a balance of adult led and child initiated activities

Curriculum at Key Stage 1 and Key Stage 2

In order to achieve our aims, we have a dynamic, broad, rich and relevant curriculum. It is thematic in order to enrich and enhance children's educational experience and enable them to make connections in their learning, yet a strong focus remains on the range of knowledge, skills and understanding that children need to develop as they progress through their primary years.

Areas of Learning

- English
- Mathematics
- Science
- Computing
- Geography
- History
- Music
- Languages
- Art and Design
- Design and technology
- Physical Education
- and Religious education, which is a statutory subject, but one that is supported by Hampshire guidance on Religious Education, 'Insights and Visions'

Computing enables children to access and communicate a wealth of information and will be taught across the curriculum

Subject Vision Statements

English

English, communication and languages lie at the heart of our capacity to imagine, think and create a crucial contribution to children's development as successful learners. The skills acquired enable children to access the rest of the curriculum and should also be embedded within all aspects of it. Children need to learn how to think, talk and articulate ideas with confidence. This is essential, to enable them to communicate and develop socially and culturally, and to acquire skills for work and lifelong learning. Through learning to read and write, children can better understand the need to express, value, present and develop ideas and information. Through talk and sharing of information with each other, children become further enriched with knowledge and their esteem is boosted through the valuing of their ideas.

Mathematical understanding

Mathematics introduces children to concepts, skills and thinking strategies that are essential in everyday life and support learning across the curriculum. It helps children make sense of the numbers, patterns and shapes they see in the world around them and makes a crucial contribution to their development as successful learners. We offer a high-quality mathematics education which provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Science

This area of learning is fundamental to exploring, understanding and influencing the natural and made worlds in which we live. It offers a wealth of experiences and ideas that encourage children's natural curiosity and creativity, inspiring awe and wonder. Science supports the development of technology and advances in technology lead to new scientific discoveries, which shape how we live safe and healthy lives in our rapidly changing society. Children should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Art and Design

The arts are a source of inspiration, enjoyment and fulfilment. They provide contexts in which children learn to express their thoughts and emotions, use their imaginations, experiment and develop creativity.

Design and Technology

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science,

engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

Physical Education

The Physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

History

Historical understanding fires children's curiosity and imagination about who we are and where we have come from, by connecting Britain's past with the present and the future. It encourages pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Geography

Geographical understanding inspires a curiosity and fascination about the world and its people that will remain with children for the rest of their lives. Children will learn about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes.

Religious education

Religious education provokes challenging questions about the ultimate meaning and purpose of life, beliefs about God, the self and the nature of reality, issues of right and wrong and what it means to be human. It develops children's knowledge and understanding of the nature of religion and belief including Christianity, principal religions, other religious traditions and world views. At The Butts Primary School RE is taught through a context such as 'Rituals' to engage and develop the children's understanding.

Computing

Computing is already increasingly important and it will become vital in the future. In a fast changing technological age, all of our children will have access to information and communication technologies, which will enable them to function in the work place and enter employment in jobs that may not exist today. We need to harness children's enthusiasm for computing, to maximise their learning in all areas. Computing is at the core of the curriculum and is taught both discretely, to capture essential knowledge and skills, and through its application across the whole curriculum. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Languages

Learning a foreign language provides an opening to other cultures and will foster pupils' curiosity, thereby deepening their understanding of the world. Language learning provides the foundation for learning further languages, equipping pupils to study and work in other countries.

Music

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

Planning

Planning is based on The National Curriculum and is developed using a range of sources, including creative ideas from staff at the school.

Each unit is planned around a central theme with a focus on the main learning objectives to be covered, whilst leaving room for a flexible interpretation of the theme and adaptation in line with pupils own ideas and the lines of enquiry that interest them.

Planning is dynamic and will change over the course of teaching a unit and over time, in line with local, national and global priorities.

Budget and Resources

Financial allocation will be made each year to support teaching in any given curriculum area according to need, and also to priorities identified within the school improvement plan.

Extra-curricular activities

We provide a range of interesting extra curricular activities across the school year both within the school day and outside it. These might include visits, visitors, residential trips, events in the local community and residential trips

Monitoring of the Curriculum

The curriculum will be monitored each term by subject leaders through scrutiny of planning, work sampling and pupil interviews. They will report back to the Leadership Team and their link governors on standards and progress within their area or responsibility.

Consultation has taken place with:	All staff	Governors Education Committee		
Date Formally Approved by Governors	Spring 2017			
Review Date	Summer 2019			
Person(s) Responsible for Implementation & Monitoring	The Governors and Head teacher have responsibility for monitoring this policy.			
Other Relevant Policies	Teaching Policy	Learning Policy	Assessment, reporting and Recording Policy	G & T Policy
	SEN Policy	Single Equality Scheme	Intercultural policy	

Signed:

Chair of Governor
Date:

Headteacher: