



Curriculum Policy



Approved by:

Curriculum & Achievement
Committee

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1. Aims

Our curriculum aims to:

- Provide a broad and balanced education for all pupils
- Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
- Support pupils' spiritual, moral, social and cultural development
- Support pupils' physical development and responsibility for their own health, and enable them to be active
- Promote a positive attitude towards learning
- Ensure equal access to learning, with high expectations for every pupil and appropriate levels of challenge and support
- Develop pupils' independent learning skills and resilience, to equip them for the next stage of their education

2. Legislation and guidance

This policy reflects the requirements of the [National Curriculum programmes of study](#), which all maintained schools in England must teach.

It also reflects requirements for inclusion and equality as set out in the [Special Educational Needs and Disability Code of Practice 2014](#) and [Equality Act 2010](#), and refers to curriculum-related expectations of governing boards set out in the Department for Education's [Governance Handbook](#).

In addition, this policy acknowledges the requirements for promoting the learning and development of children set out in the [Early Years Foundation Stage \(EYFS\) statutory framework](#).

3. Roles and responsibilities

3.1 The governing board

The governing board will monitor the effectiveness of this policy and hold the headteacher to account for its implementation.

The governing board will also ensure that:

- A robust framework is in place for setting curriculum priorities and aspirational targets
- Enough teaching time is provided for pupils to cover the National Curriculum and other statutory requirements
- Proper provision is made for pupils with different abilities and needs, including children with special educational needs (SEN)
- The school implements the relevant statutory assessment arrangements
- It participates actively in decision-making about the breadth and balance of the curriculum
- It fulfils its role in processes to disapply pupils from all or part of the National Curriculum, where appropriate, and in any subsequent appeals

3.2 Headteacher

The headteacher is responsible for ensuring that this policy is adhered to, and that:

- All required elements of the curriculum, and those subjects which the school chooses to offer, have aims and objectives which reflect the aims of the school and indicate how the needs of individual pupils will be met
- The amount of time provided for teaching the required elements of the curriculum is adequate and is reviewed by the governing board
- Where appropriate, the individual needs of some pupils are met by permanent or temporary disapplication from all or part of the National Curriculum
- They manage requests to withdraw children from curriculum subjects, where appropriate
- The school's procedures for assessment meet all legal requirements
- The governing board is fully involved in decision-making processes that relate to the breadth and balance of the curriculum
- The governing board is advised on whole-school targets in order to make informed decisions
- Proper provision is in place for pupils with different abilities and needs, including children with SEN

3.3 Other staff

Other staff will ensure that the school curriculum is implemented in accordance with this policy.

4. Organisation and planning

4.1 Immersive Learning

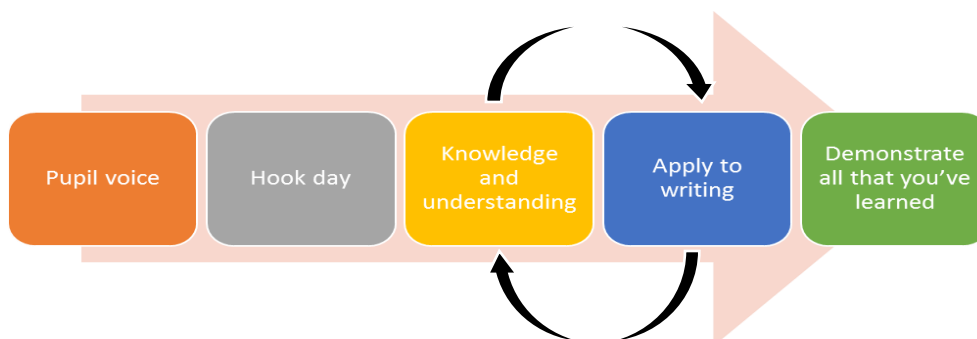
At our school, we learn many subjects under one umbrella; we call this 'Immersive Learning' as the children are fully immersed in a particular topic or theme for a term and become experts in that area of the curriculum. Our immersive curriculum combines **writing, history, geography, art, design & technology** and **science**, plus other subjects such as mathematics and physical education where appropriate.

The key benefits of this approach, and the reasons for our decision to implement this curriculum, are:

- The children learn key pieces of knowledge before applying this understanding to their writing; the children therefore always have lots of content for and in their written pieces; writing becomes a purposeful tool used to communicate an idea, opinion or concept
- Foundation subjects are given the same status and value as core subjects, which creates a culture of focus and pride across the whole curriculum
- There is a clear progression of skills in foundation subjects within and across year groups, ensuring breadth and depth is built into daily lessons
- Vocabulary is learned in context and applied across the curriculum, including in reading and writing
- Being surrounded by vocabulary, visuals and prompts, as well as revisiting key linked concepts, supports children with additional needs and those who speak English as an additional language
- Links between and across subjects are made explicit and allow children to build knowledge and understanding over time as well as make links with their own lives and experiences.

In any given topic, the children study two or three key driver subjects, one of which is always English. Science is embedded into each topic, sometimes as a key driver. Other subjects may be fed in, depending on the focus of the learning. For example, when studying Antarctica, year 3 focus heavily on geography and science, but elements of history are fed in when studying the exploration of Shackleton and his team.

The structure of a term looks like this:



The children's interest and questions are sought at the beginning of each topic, which are then fed in where possible to future lessons. Each class has a 'Hook Day' early on in the topic to get the children immersed and engaged from the outset. The majority of the term is then a process of learning knowledge and skills within context, which is then applied to a piece of writing. For example, once year 5 have learned about the Olympics in Ancient Greece, including participating in their own mini Olympics, they write a sports report of one of the events.

We aim to support our children in becoming positive citizens of the future and to understand their personal roles and responsibilities as members of the local, national and global communities. To this end, each year group studies one of the United Nations Sustainable Development Goals, using each goal as the launch pad for a topic. The six UN goals we have chosen are: Life Below Water; Zero Hunger; Good Health & Wellbeing; Clean Water & Sanitation; Climate Action; Peace, Justice & Strong Institutions.

Across each year group, there is a balance of key drivers, to ensure a broad and balanced curriculum for all. Over the six terms, there are:

- **3 humanities** driven topics (either 2 history + 1 geography or vice versa)
- **1 science** driven topic
- **1 art** driven topic (an art movement/period/person including art history, architecture, photography, sculpture, crafts)
- **1 global citizenship** driven topic (based on the UN Sustainable Development Goals)

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1	Pesky Pirates	Bandages & Bravery	Let's Play	Life Below Water	On the Farm	Awesome Africa
2	An Island Home	Fire! Fire!	Power of Pictures	Amazon Adventure	Food, Glorious Food	There's a Sunflower in my Supper
3	Savage Stone Age	Brilliant Light	Healthy Me	What the Romans Did for Us	To the Ends of the Earth	Oh, Grow Up!
4	All Around Us	Awesome Ancient Egyptians	Imaginary Worlds	Listen Up!	Intrepid Explorers	Life Down Under
5	60s American Art	Ultimate Universe	Vicious Vikings	Climate Warriors	I'm Spartacus	New York, New York
6	Vive la France!	Mysterious Mayans	Cruel Crime	Bristol Street Art	My, How you've Changed	Peace, Justice & Equality

At key points in each phase, the children learn about local history and geography, making the curriculum relevant and personalised to our area of Bristol. For example, year 1 study Pesky Pirates, with a focus on ships and characters from our city; year 6 study Bristol Street Art, focusing on the graffiti and street art culture of the local area. Whenever possible, year groups plan enrichment opportunities to support this, such as a year 1 pirate trip through Bristol harbour on The Matthew, a reconstruction of a 15th-century ship.

4.2 Mathematics

All children in key stage 1 and key stage 2 have daily mathematics lessons. Within this, there is always an element of mental maths to ensure that basic skills are practised and revisited regularly and that children have the requisite mental arithmetic skills to apply to the rest of the curriculum. Reasoning and problem-solving are fed into as many lessons as possible in as many ways as possible to ensure that the children practice these skills regularly and become proficient at reading, understanding, interpreting and responding to mathematical ideas presented in a multitude of ways.

The school uses the White Rose Maths Hub resources as a framework for long- and medium-term planning in mathematics. From this, year-group teams plan lessons using ideas and tools from a multitude of resources. Within some lessons, children use a Practice-Apply-Deepen approach, which gives children the chance to practice a basic skill, apply the skill to a problem or puzzle, then utilise the skill in a different way or across a different area of the curriculum.

4.3 Reading & Basic Skills

In key stage 1, children have a daily Reading Time during which class teachers read with a targeted group of children from across their year group, focusing on developing reading fluency and comprehension. Children also practise spellings using the word lists and spelling patterns provided within the English National Curriculum.

Year 1 children have a daily phonics teaching session in order to practise letter sounds, blending and spelling. Within this slot, a variety of resources are used following the Letters and Sounds teaching programme. Within Year 2, class teachers use targeted phonics sessions within reading sessions in order to support children's phonic understanding.

The children are taught pre-cursive handwriting from year 1 in order to develop writing fluency.

In key stage 2, children have daily Focus Time, during which class teachers read with a group of children developing reading fluency and comprehension, whilst other groups practise basic skills such as spelling and handwriting.

4.5 Modern Foreign Language

The children study French as a Modern Foreign Language and the school employs a specialist French teacher to deliver this area of the curriculum to all key stage 2 classes. The lessons are planned using Tout le Monde as the starting point for each module.

4.5 Physical Education

Children complete, on average, two units of Physical Education each term, one of which is an indoor game or activity and one of which is outdoors. The school provides swimming lessons for children in years 4 and 5, with some catch-up work in year 6 for those children who have not achieved the minimum expected standard in swimming from the National Curriculum. In a term where swimming takes place for a particular class, this replaces one of the other PE units for that term.

Please see the appendices for the PE curriculum overview.

4.6 Religious Education

The locally agreed syllabus for Religious Education in Bristol City is Awareness, Mystery & Value, which contains a programme of study for each key stage.

Each programme of study consists of between nine and twelve units, framed as core questions, with between three and five supplementary questions for each unit.

The first focus in each unit is taken from the areas of enquiry previously known as 'learning ABOUT religion and belief':

A = Beliefs, Teachings and Sources

B = Practices and Ways of Life

C = Forms of Expressing Meaning

The second focus is taken from the areas of enquiry previously known as 'learning FROM religion and belief':

D = Identity, Diversity and Belonging

E = Meaning, Purpose and Truth

F = Values and Commitments

When learning within Religious Education, teachers place a strong emphasis on the children respecting each other's ideas and beliefs, promoting open-mindedness and harmony within the school community. Within each unit of work, children learn about a range of ideas and beliefs, that all belief systems are equally valuable and to be valued.

4.7 Personal, Social, Health & Emotional Education, including Sex & Relationships Education

The school uses Jigsaw to plan PSHE lessons, which provides full coverage of the non-statutory national framework for PSHE education. This has whole-school topic titles for each term, which are progressive and build on previous years' learning. The overarching themes are:

Autumn 1: Being Me in My World

Autumn 2: Celebrating Difference (including anti-bullying)

Spring 1: Dreams and Goals

Spring 2: Healthy Me

Summer 1: Relationships

Summer 2: Changing Me (including Sex & Relationships Education)

Every lesson contributes to at least one of element of spiritual, moral, social and cultural education and these are balanced across each year group. Mindfulness is built into the approach to each lesson with 'calm me' time, during which children learn breathing techniques, visualisations and awareness exercises.

4.8 Music

The school uses Charanga, an online resource, to plan music lessons, which meets the needs of the National Curriculum for music. This is a supportive package which allows non-specialist teachers to provide engaging, exciting and progressive lessons in music.

The learning within this Scheme is based on the following concepts:

- Listening and Appraising
- Musical Activities — creating and exploring
- Singing and Performing

4.9 Computing

The school use a piece of online software called Purple Mash. Purple Mash provides all teaching staff and children with the necessary curricular resources to deliver an engaging computing curriculum. Each year group learns about and revisits online safety at the start of each academic year to ensure that the children are regularly reminded about how to keep themselves safe on apps and websites.

Please see the appendices for the computing curriculum overview.

See our EYFS policy for information on how our early years' curriculum is delivered.

5. Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEND
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEND and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

Further information can be found in our statement of equality policy and objectives, and in our SEND policy and information report.

6. Monitoring arrangements

Governors monitor coverage of National Curriculum subjects and compliance with other statutory requirements through:

- Periodic headteacher reports to the Curriculum & Achievement Committee who then report to the Full Governing Body on key aspects of curriculum delivery and for key groups
- Governor visits during the school day to complete learning walks and book looks
- Governor attendance at staff training events such as INSET days

Phase Leaders and Subject Leaders monitor the way their phases and subjects are taught throughout the school by:

- Lesson observations within and across their areas of responsibility
- Book looks and learning walks of either their respective phases or their respective subject specialisms

Subject Leaders also have responsibility for monitoring the way in which resources are stored and managed.

This policy will be reviewed annually by the headteacher. At every review, the policy will be shared with the full governing board.

7. Links with other policies

This policy links to the following policies and procedures:

- EYFS policy
- Assessment policy
- SEND policy and information report
- Equality policy and objectives

8. Appendices

Physical Education Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Term 1	Dance – weather	Tag rugby Gymnastics	Dance Tag Rugby	Tag Rugby	Tag Rugby Dance	Tag rugby
Term 2	Gymnastics	Multi sports Core tasks	Dance	Dance Football skills	Gymnastics Netball	Tag rugby Dance

Term 3	Yoga and Mindfulness	Dance	Gymnastics	Bench ball and indoor sports Netball skills	Swimming Hockey	Netball Gymnastics Mayan Ball Game
Term 4	Gymnastics	Multi sports Core tasks	Dance	Gymnastics	Tennis Gymnastics	Rounders Dance
Term 5	Games	Multi sports Core tasks	Athletics	Cricket	Athletics Orienteering	Athletics Cricket
Term 6	Games / Sports day	Multi sports Core tasks	Athletics Striking/ fielding	Athletics	Athletics Rounders	Gymnastics Indoor Athletics / Outdoor and adventurous

Computing Overview

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
YEAR 1	Unit 1.1 Online Safety & Exploring Purple Mash				Unit 1.2 Grouping & Sorting		Unit 1.3 Pictograms		Unit 1.4 Lego Builders			Unit 1.5 Maze Explorers		Unit 1.6 Animated Story Books				Unit 1.7 Coding			Unit 1.8 Spreadsheets		Unit 1.9 Technology outside school								
	Number of Weeks – 4 Tools Used – Avatar creator Paint Projects Writing Templates 2Count (Pictograms) 2Explore (Music)				Weeks – 2 Programs – 2Quiz		Weeks – 3 Programs – 2Count 2Connect		Weeks – 3 Programs – 2Quiz Paint Projects Writing Templates			Weeks – 3 Programs – 2Go		Weeks – 5 Programs – 2Create A Story				Weeks – 6 Programs – 2Code			Weeks – 3 Programs – 2Calculate		Weeks – 2 Programs – Writing Templates								

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
YEAR 2	Unit 2.1 Coding				Unit 2.2 Online Safety			Unit 2.3 Spreadsheets			Unit 2.4 Questioning				Unit 2.5 Effective Searching		Unit 2.6 Creating Pictures			Unit 2.7 Making Music		Unit 2.8 Presenting Ideas										
	Number of Weeks – 5 Main Programs – 2Code				Weeks – 2 Programs - Writing Templates Display boards 2Respond (2Email)			Weeks – 4 Programs – 2Calculate			Weeks – 5 Programs – 2Question, 2Investigate 2Calculate				Weeks – 3 Programs – Browser 2Quiz Writing Templates		Weeks – 5 Programs – 2Paint A Picture Writing Templates			Weeks – 3 Programs – 2Sequence		Weeks – 4 Programs – 2Connect (Mind Map) 2Create a Story (ebook) 2Quiz Writing Templates										

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
YEAR 3	Unit 3.1 Coding					Unit 3.2 Online Safety			Unit 3.3 Spreadsheets			Unit 3.4 Touch-Typing			Unit 3.5 Email (including email safety)				Unit 3.6 Branching Databases		Unit 3.7 Simulations		Unit 3.8 Graphing									
	Number of Weeks – 6 Main Programs – 2Code					Weeks – 3 Programs – 2Connect (Mind Map) 2Blog (Blogging) Writing Templates Display boards			Weeks – 3 Programs – 2Calculate			Weeks – 4 Programs – 2Type			Weeks – 6 Programs – 2Email				Weeks – 4 Programs – 2Question		Weeks – 3 Programs – 2Simulate, Writing Templates		Weeks – 3 Programs – 2Graph Writing Templates 2Blog (Blogging)									

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33
YEAR 4	Unit 4.1 Coding					Unit 4.2 Online Safety			Unit 4.3 Spreadsheets				Unit 4.4 Writing for Different Audiences				Unit 4.5 Logo		Unit 4.6 Animation		Unit 4.7 Effective Searching		Unit 4.8 Hardware Investigators										
	Number of Weeks – 6 Main Programs – 2Code					Weeks – 4 Programs - 2Connect (Mind Map) 2Publish Plus Display boards			Weeks – 6 Programs – 2Calculate				Weeks – 5 Programs – Writing Templates 2Simulate 2Connect (Mind Map) 2Publish Plus				Weeks – 4 Programs – 2Logo		Weeks – 3 Programs – 2Animate		Weeks – 3 Programs – Browser 2Quiz 2Connect (Mind Map)		Weeks – 2 Programs – 2Quiz 2Connect (Mind Map) Writing Templates										

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
YEAR 5	Unit 5.1 Coding						Unit 5.2 Online Safety			Unit 5.3 Spreadsheets						Unit 5.4 Databases			Unit 5.5 Game Creator				Unit 5.6 3D Modelling			Unit 5.7 Concept Maps						
	Number of Weeks – 6 Main Programs – 2Code						Weeks – 3 Programs - 2Publish Plus Writing Templates Display boards 2Connect (Mind Map)			Weeks – 6 Programs – 2Calculate						Weeks – 4 Programs – 2Investigate (database) Avatar creator			Weeks – 5 Programs – 2DIY 3D Writing Templates 2Blog (Blogging)				Weeks – 4 Programs – 2Design and Make Writing Templates			Weeks – 4 Programs – 2Connect						

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32
YEAR 6	Unit 6.1 Coding						Unit 6.2 Online Safety			Unit 6.3 Spreadsheets						Unit 6.4 Blogging			Unit 6.5 Text Adventures				Unit 6.6 Networks			Unit 6.7 Quizzing						
	Number of Weeks – 6 Main Programs – 2Code						Weeks – 3 Programs - 2DIY 3D 2DIY 2Code 2Blog (Blogging)			Weeks – 5 Programs – 2Calculate						Weeks – 4 Programs – 2Blog			Weeks – 5 Programs – 2Code, 2Connect, 2Create a Story, Writing Templates				Weeks – 3 Programs – 2Connect (Mind Map) Writing Templates			Weeks – 6 Programs – 2DIY 2Quiz Text Toolkit 2Investigate (database)						