



CURRICULUM POLICY

Our Philosophy

At Coupe Green, we believe childhood is the foundation on which children build the rest of their lives. We are passionate about ensuring that the children at our school are inspired, engaged and foster a love of learning. It is at the very start of children's lives where they first develop interests and curiosities. We believe it could be those very early interests that later in life could become a career, a business, a hobby, talent or even a passion and it is our job to ensure we encourage children to pursue their interests. It is integral that our curriculum is broad, balanced and built upon fostering children's interest; this is why we deliver a child-centred curriculum. To do this most effectively, we plan from children's interests offering a wide range of themes and topics they are interested in whilst we also ensure children's needs and skills are catered for. Our staff devote their time to listening to what children want to learn about, following their ideas whilst also balancing the requirements outlined in the National Curriculum. This way, we can ensure our children will leave our school in Year 6 feeling valued, confident, and passionate about learning whilst also possessing the required knowledge and skills to succeed in their future education. They will also leave our school with their own beliefs, interests and special talents.

Our Aims

- To excite, encourage and inspire children's love of learning through real, purposeful and memorable experiences.
- To teach, support and embed a 'growth mindset' for all children - a 'can-do' attitude which recognises that motivation, hard work and resilience will lead to success, and that challenge should be welcomed and mistakes valued for the contribution that they make towards learning without fear of failure.
- To welcome the families and wider community of Coupe Green to work collaboratively to enrich learning.
- To nurture and support each other when we need help.
- To use our unique natural surroundings to encourage curiosity and adventure where children gain a love of the outdoors.
- To teach a creative curriculum which develops individual's knowledge and encourages reflective learning.
- To develop the skills of enquiry, creative thinking, reasoning, problem solving, information processing and evaluation across all aspects of the curriculum.
- To ensure that all learning is secured according to the principles of 'mastery' – i.e. a deep and solid understanding of concepts and skills, and the ability to use and apply these, are securely in place before the next steps of learning.
- To teach and promote social, moral, spiritual and cultural awareness so that children are well equipped to become active, respectful and responsible citizens. To teach, promote and support healthy lifestyles and sustainable physical and emotional well-being.
- To provide children with knowledge and understanding of British Values and their social heritage, and to celebrate the diversity of communities within the UK.
- To regularly take learning beyond the classroom through utilising the outdoor environment, local area and opportunities further afield.

Our Curriculum is based on 7 overarching values:

- Be curious
- Be knowledgeable
- Be adventurous
- Be ambitious
- Be creative

- Be collaborative
- Be reflective
- Be positive (In partnership with Lancashire County Council Dec 2013)

Early Years Foundation Stage (EYFS)

The Early Years Foundation Stage Curriculum is different to the National Curriculum for KS1 and KS2 and is based on four overarching principles:

- Every child is a unique child, who is constantly learning and can be resilient, capable, confident and self-assured.
- Children learn to be strong and independent through positive relationships.
- Children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers;
- Children develop and learn in different ways and at different rates.

EYFS Curriculum

The Early Years Curriculum is organised into seven areas; three prime areas and four specific areas. Prime areas are fundamental skills that are required for children to progress successfully in the specific areas. It is through exploration within these areas children later develop and build upon when they learn the discrete subjects such as Writing, Reading, History in Key Stage 1 and Key Stage 2. Please see our EYFS policy for more detail of the Early Years Curriculum.

National Curriculum (KS1 & KS2)

We ensure we meet all the requirements of the National Curriculum 2014. The curriculum is divided into subjects - some core and some foundation subjects.

Core Subjects

- English (Phonics (EYFS & KS1), Spelling, Grammar, Punctuation, Reading and Speaking and Listening)
- Mathematics (Arithmetic and Reasoning)
- Science

Foundation Subjects

- Computing
- Art
- Design and Technology (DT)
- Music
- History
- Geography
- Physical Education (PE)
- French Modern Foreign Languages – Key Stage 2 only
- Religious Education (RE)
- Personal Social and Health Education (PSHE)

To ensure continuity, progression and a smooth transition from EYFS through the school, we now promote a child-led curriculum in all Key Stages. This makes our Curriculum exciting and unique for our children at Coupe Green. Underpinning our curriculum are three crucial components: The National Curriculum requirements, children's needs and finally children's interests. Using these three components in combination, our staff design a broad and balanced, exciting, interesting and progressive curriculum whilst ensuring that the children are taught the necessary skills, knowledge and understanding for their year group through different themes over the course of the year. We teach English and Maths daily, Science, PE, RE and PSHE weekly but the rest of the foundation subjects are cycled half-terminally. This ensures time to provide focussed key learning in other subjects, time to promote our 7 overarching values as well as

build on children's skills and interests well. Wherever possible, we teach in a cross-curricular way to ensure that English and Maths skills are being developed further - even in our foundation subjects and vice versa.

Art and Design

Key Stage 1

In Key Stage 1, the children begin to use a range of materials creatively to design and make products using drawing, painting and sculpture to develop and share their ideas, experiences and imagination. The children also learn about the work of a range of artists, craft makers and designers, describing the differences and similarities. Through mimicking the skills of a focus artist, the children develop a wide range of art and design techniques. They explore colour, pattern, texture, line, shape, form and space to create their own final masterpiece.

Key Stage 2

In Key Stage 2, children learn about great artists, architects and designers. They record their observations and opinions of different art work. The children explore some of the techniques used to then inspire their own final masterpiece using the design techniques they have learnt in many forms including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. The children then reflect and evaluate their final piece.

Design and Technology

Key Stage 1

Through a variety of creative and practical activities, the children learn to create appealing products for themselves and other users based on design criteria. They then generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and using computers. The pupils then select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. During the making process, the children are encouraged to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. After the designing and making phase, the children explore and evaluate a range of existing products and finally evaluate their ideas and products against design criteria. The children explore all the above skills whilst developing their technical knowledge of how to build strong, stiff and stable structures. The children also explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Key Stage 2

In Key Stage 2, the children use research to develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. They then generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional diagrams, prototypes, pattern pieces and computer-aided design. The children select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. The pupils then accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities. The children investigate and analyse a range of existing products, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Children develop their technical knowledge of understanding and using mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] when exploring products and materials. In Key Stage 2, children also explore electrical systems in their products [for example, series circuits,

switches, bulbs, buzzers and motors] applying their understanding of computing and science to program, monitor and control their products.

Cooking and Nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Key Stage 1

In key stage one, children use the basic principles of a healthy and varied diet to prepare dishes and understand where food comes from, making meaningful links to Science and PSHE.

Key Stage 2

The children understand and apply the principles of a healthy and varied diet to prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. The children use their understanding of seasonality from Science, and know where and how a variety of ingredients are grown, making meaningful links to Geography also.

Geography

Key Stage 1

It is in Key Stage 1 that the children begin to use and understand world maps, atlases and globes to identify continents, oceans, the United Kingdom and a contrasting non-European country. They use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features comparing similarities and differences to where they live. Key Stage One children learn to devise simple maps, use and construct basic symbols in a key. The children use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment. Pupils then learn to use simple compass directions (North, South, East and West) and use locational and directional language [for example, near and far; left and right], to describe the location of places using this to construct routes on a map.

Key Stage 2

In Key Stage 2, children learn extend their knowledge and understanding beyond the local area to include specific place studies of countries, towns or villages within the United Kingdom and Europe, North and South America. In Key Stage 2, pupils also learn to identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night). When studying maps, atlases, globes and digital/ computer mapping, children also learn to use the eight points of a compass, four and six figure grid references and learn to interpret keys. Thematic maps are also used to help children then identify significant human geography (including land use, economic activity, trade links and the distribution of energy food, minerals and water) and physical features (including climate zones, vegetation belts, rivers, mountain, volcanoes, earthquakes and the water cycle). The children then learn to compare this to their locality recognising how some of these aspects have changed over time. Children then build on their local geographical knowledge by using fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans, tables and graphs.

History

Key stage 1

In Key Stage 1, the children are taught about:

- Changes within their living memory and some aspects of change in national life beyond living memory that are significant nationally or globally [for example the Great Fire of London];
- The lives of significant individuals who have contributed to national, international and local achievements [for example Christopher Columbus, Florence Nightingale].

Through focussing on a specific person, period or event, children develop an awareness of the past, using common words and phrases relating to the passing of time. They begin to broaden their sense of time and develop their understanding of chronology - making links between different people and events. The children learn to identify similarities and differences between ways of life in different periods and through this use a wide vocabulary of everyday historical terms. Children in Key Stage One are often curious and should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

Key Stage 2

In Key Stage 2, the children are taught about:

- Changes in Britain from the Stone Age to the Iron Age;
- The Roman Empire and its impact on Britain;
- Britain's settlement by Anglo-Saxons and Scots;
- The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor;
- A local history study, a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066;
- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China;
- Ancient Greece – a study of Greek life and achievements and their influence on the western world;
- A non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300

Through an in-depth study of one of the above themes, the children continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. Children are encouraged to make connections, contrasts and trends over time and develop the appropriate use of historical terms. They also learn to ask and address historically valid questions and construct informed responses that involve thoughtful selection and organisation of relevant historical information. Pupils learn to understand how our knowledge of the past is constructed from a range of sources.

Music

Key Stage 1

In Key Stage One, children learn to listen with concentration and understanding to a range of live and recorded music and use their voices expressively and creatively to sing songs and speak chants and rhymes. The children then learn to name, recognise and play tuned and untuned instruments musically

experimenting with, creating, selecting and combining sounds. The children then learn about and apply their knowledge of the inter-related dimensions of music [tempo, pitch, dynamics] to their compositions.

Key Stage 2

In Key Stage Two, the children learn to listen with attention to detail and recall sounds, sing and play musically with increasing confidence and control. They learn to appreciate and understand a wide range of live and recorded music from different traditions, great composers and musicians. From this, they learn to use and understand staff and other musical notations. The children then learn to play instruments with increasing accuracy and using the inter-related dimensions of music. The children also learn to develop an understanding of musical composition, organising and manipulating ideas within musical structures. Finally, they enjoy playing and performing in solo and ensemble contexts, using their voices and musical instruments confidently.

Modern Foreign Languages (KS2 only)

At Coupe Green, the children are taught French weekly. In these lessons, they listen attentively to spoken language and show understanding by joining in and responding. They begin to explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. As their confidence grows in speaking another language, the children learn to engage in conversations and speak in sentences, using familiar vocabulary, phrases and basic language structures. The children learn to develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences. As their confidence in speaking French grows, the children then learn to broaden their vocabulary and develop their ability to understand new words using a dictionary and they begin to write phrases. By the end of Key Stage 2, the children should be able to adapt these to create new sentences, to describe people, places, things and actions.

For more detail of other curriculum areas, please see the specific subject policies listed on our school website.

The roles of the Subject Leaders and Curriculum Leader

It is the role of each subject leader and the curriculum leader to keep up to date with developments in their subject, at both national and local level. They review the way the subject is taught in the school and plan for improvement. This development planning links to whole-school objectives. Each subject leader reviews the curriculum plans for their subject, ensures that there is full coverage of the National Curriculum and that progression is planned into schemes of work.

The role of the subject leader is to:

- Provide a strategic lead and direction for the subject;
- Support and offer advice to colleagues on issues related to the subject;
- Support staff development and improve the quality of teaching and learning over time;
- Monitor pupil progress in that subject area by working alongside colleagues, pupil interviews, lesson observations, planning and book scrutiny;
- Monitor and evaluate teacher's planning and teaching;
- Keep self and other staff up to date with developments in their subject by relevant reading, INSET and policy development and update;
- To liaise with appropriate bodies e.g. other schools, governors, the LEA etc. about matters relating to their subjects
- Provide efficient resource management for the subject.
- Map coverage of the curriculum to long term plans.

The curriculum leader (Miss Dowbekin) has responsibility for the day to day organisation of the curriculum. They monitor provision, ensuring that all classes are taught the full requirements of the National Curriculum and that all lessons have appropriate learning objectives. The curriculum leader oversees the work of the subject leaders and works collaboratively to ensure the support is there for subject development and there is a consistency across all areas of the curriculum. Their role is to share good practice and ensure that our values, aims and child centred curriculum is maintained across all subjects.

Assessment, Recording, Monitoring and Evaluation

Short and medium term assessment is the responsibility of the class teacher and is in line with the assessment policy. However, teachers will use informal assessment and observation on a daily basis to determine what children can do independently and therefore plan next steps for learning. Formative assessments take many different forms and are reflected in the pupil's books/work in the detailed marking and provision of constructive feedback. Feedback follows the school's policy and identifies areas for children to improve giving focused challenges and expecting children to take ownership of their learning and respond and reflect in order to improve.

Inclusion and Differentiation

Our curriculum is inclusive and promotes a growth mind set in all we do. In order to provide all pupils with relevant and appropriate work at each stage:

- We set suitable learning challenges
- Respond to pupils' diverse needs
- Endeavour to overcome potential barriers to learning
- Plan and adapt learning to enable children to broaden, deepen and accelerate their understanding and development of skills and knowledge.

Children are challenged to think in depth and deepen their learning across the curriculum.

Regular formative assessments identify children/groups of children for differentiated activities. Extra support and interventions are provided for children as necessary and in line with our SEND policy.

Curriculum Communication to Parents

Communication with our parents' about how their children are performing and what they are experiencing in school is a high priority to us and we do this in a number of ways:

- Formal reporting to parents three times a year, Autumn and Spring term parents evening. Summer term report.
- School website, Facebook and year group pages inform parents what has been happening in the wider curriculum. Here you will find the curriculum overview which outlines the key skills and knowledge that will be developed throughout a specific theme in each half term.
- Teachers are of course also available at the start and end of each day for any necessary communications.

At Coupe Green we also use 2Build a Profile electronic resource to take observations of learning. These observations are e-mailed to parents. In EYFS twice a half term, KS1 each half term, KS2 once a full term.

Homework

Homework is given in line with our school policy in English, Maths, Spelling and tailored to match our child-centred curriculum. Both Key Stage One and Key Stage Two have a pick and mix every half term. Key Stage One choose one activity a week, whereas Key Stage One choose two. Please see our homework policy for more details.

Spelling runs on a two weekly cycle. The first week, children are sent home a spelling rule to explore and investigate and the second week a list of words to learn to read, spell and write within sentences. This is then assessed in a spelling test that fits this cycle.

Extra-Curricular Opportunities

We believe that providing a rich, varied and exciting programme of learning opportunities is crucial to children's experience and progress, and we know that this needs to extend beyond the classroom such as trips, visitors and extra-curricular activities. Each class will go on an educational visit or have special visitors within the year to enrich learning in curriculum areas. We also make full use of our school grounds to provide 'learning outdoors' experiences. We invite visitors into school where they can add value to learning – for example our local police officers, authors and even the Mayor! We also offer a range of extra-curricular clubs which take place at lunchtimes and after school on different days of the week. These include a range of sports clubs, drama, art, gardening, choir and ICT.

Resources

We aim to provide and maintain appropriate resources to support the delivery and development of the curriculum. All resources are organised and stored to ensure ease of location and accessibility to staff and pupils. Resources are regularly audited and checked. Requests for new resources are passed to subject leaders and budgets spent with these in mind to ensure a high quality delivery of our curriculum. Our governing body's resources committee is responsible for monitoring the way the school curriculum is implemented. This committee reviews curriculum development via the Curriculum Coordinator's school development plan and the Head Teacher's report.

Reviewed Date: January 2021