

Camelford Community Primary School



Curriculum Policy

March 2022

Ratified by Governors: May 2022
Next review due: April 2024

1. Introduction

This policy is a statement of aims and principles relating to the school's curriculum. It will be reviewed annually and agreed by our Governing Body.

In 2019, a consultation of pupils, staff, parents and governors took place where our Vision and Values for Camelford Primary School were agreed. From here, staff began to develop a spiral curriculum that is based on the National Curriculum but is relevant to our learners, creates cultural capital and logical progression. The curriculum runs as a rolling 2 year programme and we are nearing the end of the first cycle. Regular points of review are planned in through the year to ensure our pupils are getting the best curriculum possible.

2. Rationale

Education influences and reflects the values of society, and the kind of society we want to be. It is important therefore, to recognise a set of common values and purposes that underpin the curriculum at Camelford Community Primary School and enable the school to achieve its aims.

3. Our School Vision

'Together we will create life-long learners who are confident, proud and always striving for excellence.'

4. Our School Values

Learning



INTELLECTUAL GROWTH

We value inquiry and intellectual growth of all students and staff, recognising their different learning needs, encouraging them to be creative, engaged and lifelong learners.

NURTURE

We value nurture and care for every learner recognising their individual needs and their journey to success. We value the process of striving for excellence, recognising both relative and absolute standards of excellence, and the desire to produce one's best at all times.

Each Other



INTEGRITY

We value uniqueness, strength of character, honesty and courage, guided by a strong moral code of behaviour.

SPIRITUALITY

We value the spiritual and moral development of each person as well as their intellectual and physical growth.

Our Community



DIVERSITY

We value the acceptance and fair treatment of all people in our community. Social justice and compassion are highly regarded and actively pursued. We encourage the development of a wide range of curricular and co-curricular opportunities throughout the School to help facilitate individual talents and interests.

A SENSE OF COMMUNITY

We value community, both within and outside the School, and the need for all citizens to be positive and productive members of society. When our values are actively engaged, the result is a supportive environment where everyone feels that they belong.

The Environment



We value our environment, and we aim, through our curriculum, to teach respect for our community, our world, our environment and how we should care for it for future generations, as well as our own.

5. Our Curriculum Intent

Our curriculum is driven by our school's vision and our 4 core values, which were developed in consultation with our pupils, staff, parents and governors.

Evolved from our agreed values, our unique curriculum is designed to inspire our learners. The curriculum is driven by purposeful learning, real relevance to our pupils and our school context. Pupils are taught the national curriculum. However, there is an emphasis within their topic based learning for pupils to develop a deep understanding and pride in *their community, the environment, their learning and each other*.

Our curriculum is planned and sequenced so that new knowledge, skills and vocabulary builds on what pupils have been taught previously through their learning journey at Camelford Primary. Each year, pupils revisit the overarching topics themes: 'Invasion and Rebellion', 'Christmas Around the World', 'Ancient Civilizations & British Values', 'Environmental Warrior', 'Our World, Our Community' and 'Evolution' studying a topic from each theme equipping pupils with the knowledge and cultural capital they need to succeed in life. The content is taught in a logical progression, systematically and explicitly so pupils acquire the intended knowledge and skills.

Rich inspiring books are embedded into our curriculum through topics and our reading spine which sets out the books we believe are essential must reads during a pupils' journey through Camelford Primary.

6. Our Curriculum Implementation

Our curriculum is delivered through topics within themes. From Reception, our topics are sequenced so that new knowledge and skills build on from previous year's learning. Enrichment activities and high quality texts are carefully chosen to enhance the thematic learning. Teachers present the learning opportunities in engaging ways, often using

end projects, purposeful learning and challenging opportunities to engage pupils. Teaching and Learning policy illustrates the principles of teaching and learning at our Camelford Primary.

7. Our Curriculum Impact

Our school has clear assessment procedures for learners in each subject. Coordinators of subjects ensure teachers know the age related expectations for their learners. Pupil's learning is formally assessed termly in maths, reading and writing. Teachers use assessment to guide their teaching, put in interventions and ensure pupils are meeting the learning expectations. SLT monitoring ensures teachers and learners are supported to ensure all pupils are supported to make excellent progress and the school reaches its national targets.

Our curriculum gives children real opportunities to develop key social skills, to understand the difference between right and wrong, to explore their own spirituality, show respect, celebrate difference and diversity and understand the values that underpin a democratic society. Our topics ensure that our pupils leave us valuing learning, each other, themselves in the world community and the environment- which are our school values.

8. Our Curriculum Learning Journey

8.1 EYFS Curriculum

The Early Years Foundation Stage (EYFS) is a distinct phase that establishes and begins to develop the values we hold dear at Camelford Primary. Our EYFS curriculum is planned in accordance with the Statutory Framework of the Early Years Foundation Stage, which sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life. Early reading and early maths are a focus within our foundation phase.

At Camelford, we plan our curriculum each year to reflect the needs *and interests* of the current cohort of children, the outcomes of the previous year's curriculum and the focus of the School Development Plan.

8.2 KS1/2 Biennial Curriculum Topic Planner

Camelford Primary School: Whole School Curriculum Yearly Overview

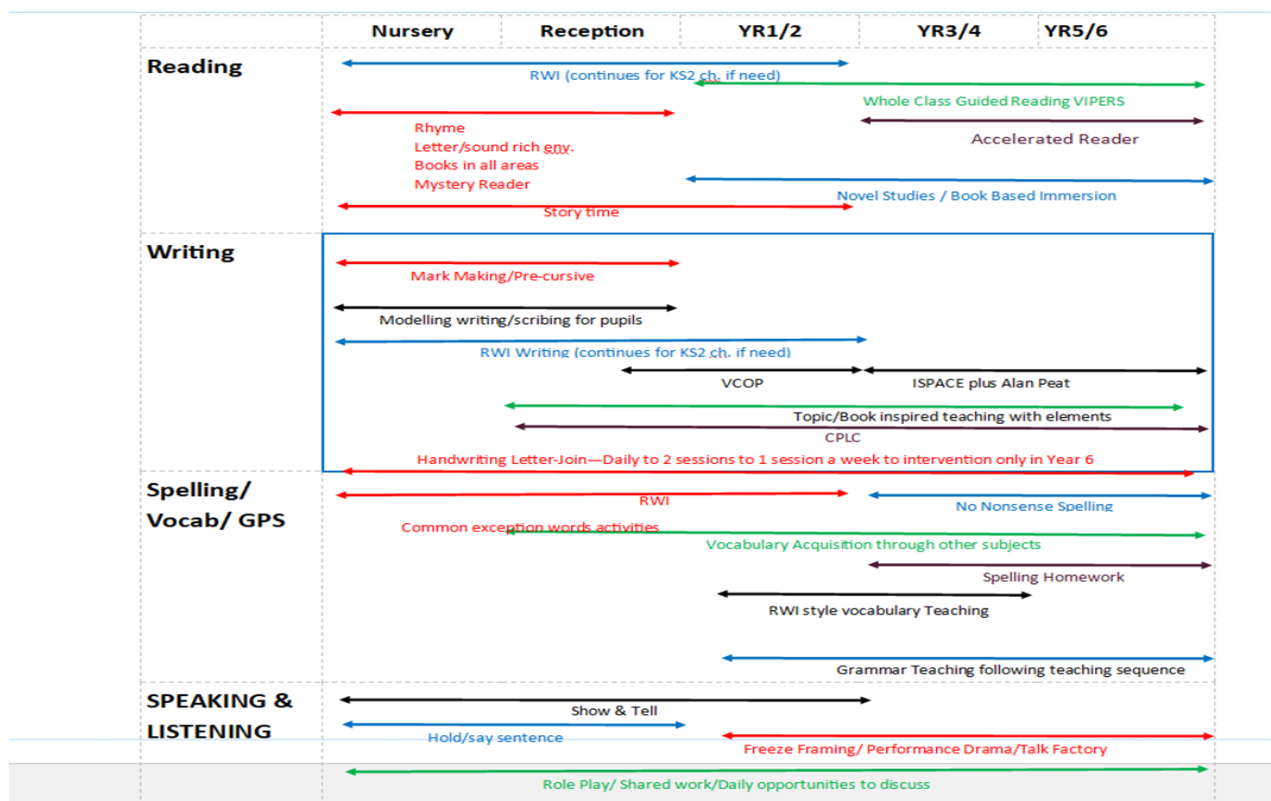
Topic Overview Sept 2020 start (Rolling Program Year A)						
	Autumn		Spring		Summer	
	Autumn (10 weeks) Rebellion and Invasion: <i>Humanities focus</i>	Christmas (3wks)	Spring 1 (5 wks) <i>Civilization/British Values</i> <i>Humanities focus</i>	Spring 2 (5 wks) <i>Environmental Warrior</i> <i>Science/school ethos focus</i>	Summer 1 (5 wks) <i>Our community/Our World</i> <i>Humanities focus</i>	Summer 2 (5 wks) <i>Evolution of Man</i> <i>Science focus</i>
Years 1/2	Pirates – ‘Land Ahoy!’ <i>If you were to take to the high seas - where would you go?</i>	Christmas	Transport – Railway ‘Away We Go! Follow Me!’ <i>Brunel – Is he someone to aspire to?</i>	Reduce, Reuse, Recycle <i>‘Recycle today for a better tomorrow’... What does this really mean?</i>	Local Study On Our Doorstep <i>‘There’s no place like home’ - Do you agree?</i>	Animals including humans – naming common animals, naming body parts. Senses. All Creatures Great and Small <i>Animals – are they all the same?</i>
Years 3/4	Stone Age to Iron Age: Changes in British History ‘Rollin’ Stone Age’ <i>Would you rather live in the Stone Age or the Iron Age?</i>	Christmas	Study of Greek Life – influences on the modern world: Olympics and Democracy ‘It’s All Greek To Me!’ <i>What have we got to thank the Greeks for?</i>	Plastic Pollution ‘A Planet full of Plastic’ <i>Plastic, is it really all that bad?</i>	UK – <i>Water cycle</i> ‘Wild Water’ <i>A drop in a glass, a drop of rain, a drop in the ocean but are they the same?</i>	Animals including humans - skeletons and muscles ‘A Body full of Bones’ <i>Could a skeleton stand up on its own?</i>
Years 5/6	Vikings Raid and Invade! <i>Should we remember the Vikings for more than their ability to fight?</i>	Christmas	Ancient civil achievements of Egypt Extraordinary Egyptians. <i>How did they change the world?</i>	Sustainability Act Locally, Think Globally! <i>What can we do to sustain Planet Earth?</i>	The world and Europe Backpackers <i>Different continent, different lives?</i>	Animals including humans – timeline of growth in humans This is my Life. <i>My perception of life, is it true?</i>

Camelford Primary School: Whole School Curriculum Yearly Overview

Topic Overview Sept 2021 start (Rolling Program Year B)						
	Autumn		Spring		Summer	
	Autumn (10 weeks) Rebellion and Invasion: <i>Humanities focus</i>	Christmas (3wks)	Spring 1 (5 wks) <i>Civilization/British Values</i> <i>Humanities focus</i>	Spring 2 (5 wks) <i>Environmental Warrior</i> <i>Science/school ethos focus</i>	Summer 1 (5 wks) <i>Our community/Our World</i> <i>Humanities focus</i>	Summer 2 (5 wks) <i>Evolution of Man</i> <i>Science focus</i>
Years 1/2	Great fire of London London’s Burning <i>Why did the fire spread so quickly?</i>	Christmas	Barnaby Bear’s Adventures <i>What will I see on my journey around the UK?</i>	Home Sweet Habitat <i>Living Things – How do they survive? How do they thrive?</i>	Local area – Cornwall Cornwall My Home <i>Flying high in the sky... what can you see?</i>	Animals including humans – growth, basic needs, exercise and hygiene Incredible Me <i>There’s no-one like me – Do you agree?</i>
Years 3/4	Roman Invasion ‘Ruthless Romans’ <i>How ruthless were the Romans?</i>	Christmas	Mayans ‘Mayan Mystery’ <i>Mayans: who, what, where?</i>	Blue Planet ‘The Big Blue Planet’ <i>Can I really make a difference?</i>	UK ‘Brilliant Britain’ <i>What makes Britain great?</i>	Animals including humans – the digestive system and teeth ‘Food Glorious Food’ <i>Chew to poo, how long does it take?</i>
Years 5/6	Battle of Britain + Local History Study Put that light out! <i>‘Never in the field of human conflict has so much been owed by so many to so few’ – Why was this infamous speech so relevant?</i>	Christmas	British Explorer – Shackleton Ice Worlds <i>Shackleton – was he the epitome of resilience?</i>	Renewable energy One Planet, One Chance <i>The world, it’s not my problem - is it?</i>	The wider world Extreme World <i>Hazards, threats and formations – how deadly are they?</i>	Animals including humans – the circulatory system Staying Alive! <i>Animals and Humans – how similar are we?</i>

9. Subject Specific Curriculum Guidance

9.1 ENGLISH- Our Learning Journey



9.2 MATHS-

	Autumn	Christmas	Spring		Summer	
	Autumn (10 weeks) Rebellion and Invasion: Humanities focus	Christmas (3wks) <i>Performance focus</i>	Spring 1 (5 wks) Civilization/British Values <i>Humanities focus</i>	Spring 2 (5 wks) Environmental Warrior Science/school ethos focus	Summer 1 (5 wks) Our community/Our World <i>Humanities focus</i>	Summer 2 (5 wks) Evolution of Man <i>Science focus</i>
Years 1/2 A	Place Value Y1 – Numbers to 20 (3 weeks) Y2 – Numbers to 100 (3 weeks) Number: Addition and Subtraction Y1 – Numbers within 20 (6 weeks) Y2 – Numbers within 100 (6 weeks)	Number: Y1: Place value to 50 and Multiplication Y2: Multiplication (2 weeks)	Number: Y1 – Division and Consolidation (2 weeks) Y2 – Division (2 weeks) Y1 – Number: Place value to 100 (2 weeks) Y2 – Statistics (2 weeks) Measurement Y1 and Y2 (1 week)	Geometry Y1 – Shape and Consolidation (3 weeks) Y2 – Properties of Shape (3 weeks) Number: Fractions Y1 – Fractions and Consolidation (2 weeks) Y2 – Fractions (2 weeks)	Geometry Y1 and Y2 – Position and Direction (1 week) Measurement: Time Y1 and Y2 (2 weeks) Problem Solving/ Effective Methods: Y1 and Y2 (2 weeks)	Measurement Y1 – Weight and Volume (3 weeks) Y2: Mass, Capacity and Temperature (3 weeks) Consolidation and Investigations (2 weeks)
Years 1/2 B	See above – Use appropriate year group	See above – Use appropriate year group	See above – Use appropriate year group	See above – Use appropriate year group	See above – Use appropriate year group	See above – Use appropriate year group

Years 3/4 A	Number: Place Value (4 weeks) Number: Addition and Subtraction (4 weeks) Multiplication and Division (2 weeks)	Multiplication and Division (2 weeks)	Number: Multiplication and Division (2 weeks) Measurement (2 weeks) Fractions (1 week)	Fractions Cont. (3 weeks) Y3 – Measurement: Mass and Capacity (2 weeks) Y4 – Number: Decimals (2 weeks)	Number: Decimals Including Money (3 weeks) Measurement: Time (2 weeks)	Statistics (2 weeks) Geometry: Properties of Shape (Inc Y4 Position and Direction) (4 weeks)
Years 3/4 B	See above – Use appropriate year group	See above – Use appropriate year group	See above – Use appropriate year group	See above – Use appropriate year group	See above – Use appropriate year group	See above – Use appropriate year group
Years 5/6 A	Number: Place Value (2 weeks) Number: Four Operations (5 weeks) Number: Fractions (3 weeks)	Fractions Cont. (2 weeks)	Number: Decimals and Percentages (3 weeks) Number: Y5 – Decimals (2 weeks) Y6 – Algebra (2 weeks)	Measurement: Converting Units (1 weeks) Measurement: Perimeter, Area and Volume (2 weeks) Number Y5 – Consolidation (2 weeks) Y6 – Ratio (2 weeks)	Statistics (2 weeks) Geometry: Properties of Shape (2 weeks) Geometry: Position and Directions (1 week) SATS	Investigations and Consolidation
Years 5/6 B	See above – Use appropriate year group	See above – Use appropriate year group	See above – Use appropriate year group	See above – Use appropriate year group	See above – Use appropriate year group	See above – Use appropriate year group

Planning Maths Lessons

At Camelford, we have adopted the 'Mastery Approach' and a clear progression through concrete, pictorial and abstract methods should be seen across all units. The White Rose Small Steps Document should be used alongside AfL to plan meaningful lessons. Children must be exposed to regular opportunities to practise and develop their fluency, reasoning and problem solving. The Calculation Policy must be adhered to.

Daily lessons should also provide a short opportunity to practise either counting, recall number-bonds and/or number facts along with times tables.

Fluency

This is a 30 minute session that is carried out 3x a week in addition to the daily 50 minute maths lesson. Within these sessions children should complete 6 questions in 6 minutes (more able pupils can be challenged by reducing the time they have to complete them). These questions should provide an opportunity for children to revisit the 4 operations and then 2 further questions identified from AfL and assessment papers.

99 Club should also be carried out in addition to the above once a week.

All Subject Pathways can be found on our website. These create a detailed plan of how each subject is taught as part of our curriculum.

10. Inclusion - provision for all pupils

Teachers plan to meet the needs of all pupils by ensuring learning is focused on individual pupils' needs and abilities. Outcomes from assessment of learning enable teachers to set targets which reflect individual pupils' skills, abilities and potential.

The school has developed a model of intervention for children experiencing difficulties in English and Mathematics:

Stage 1: Quality First Teaching.

The effective inclusion of all pupils within the high quality learning environment of the classroom.

Stage 2: Small and adult led grouping.

Groupings are based on prior learning and adult assessment. This stage includes groupings within lessons and additional interventions designed to target and support areas of development for the children. This can include focused reading, writing and maths groups and structured intervention programmes, such as RWI. This stage can target all children regardless of ability.

Stage 3: Personalised Provision and Intervention.

Within this stage, children require specific targeted provision and intervention. Pupils who fall within this stage have been identified as requiring special educational needs support. Gifted and Talented children may also fall within this stage as they will have been identified as requiring specific curriculum extension programs.

11. Sex and Relationship Education (SRE)

The Governing Body has an agreed policy for SRE. SRE is taught as part of the PSHE curriculum. The emphasis is on changes that children will experience as they grow up; what those changes look and feel like and why they happen. Parents of pupils in Year 6 are given an opportunity to preview the video used as the basis for the Year 6 Sex Education programme of study which goes beyond the statutory science curriculum. Those parents wishing to withdraw their children from these lessons are given the opportunity to do so. SRE for other year groups forms part of the science and health education programmes of study.

12. Spiritual, Moral, Social and Cultural Opportunities

The staff and governors are keen that all pupils are provided with SMSC opportunities both within the planned curriculum and through current affairs, independent study, extra events and experiences. These opportunities underpin our school values and vision, develop cultural capital and equip pupils with the knowledge they need for future learning and citizenship. This forms their 'Personal Development' provision.

13. Roles and Responsibilities

The Headteacher takes overall responsibility for the curriculum. Subject Leaders monitor their particular subject to ensure that it is implemented consistently and effectively in line with the agreed policies. Consultation relating to the curriculum is facilitated from parents through newsletters, from pupils through the class and school councils, and from staff and governors at their regular meetings.

14. Conclusion

Children's work and achievement within the curriculum will be celebrated and displayed to enable it to make a significant impact on the visual appearance of the school and to contribute to the ethos. Our curriculum is a work in progress, it is fluid and adaptable to change with the needs of our pupils.