



# Curriculum Statement

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**The Curriculum Statement should be read in conjunction with the following documents:**

Individual Subject Policies - [Curriculum Policies](#)

Individual Subject Progression of Skills - [Progression of Skills](#)

## Intent - Our Curriculum Statement

Our Curriculum has been dynamically planned; every element is carefully considered enabling a shared vision of high quality teaching and learning to permeate through the school. Our philosophy is to ensure:

- Learning is meaningful and enables all children to invest in their own success
- Learning is based on knowledge rich experiences, underpinned by carefully considered and progressively planned skills.
- Progress is measured by the level of independence, resilience and confidence in the application of skills and vocabulary, this is called 'learning autonomy'.
- Learning autonomy is defined by our team as 'being able to use and apply skills independently and in a range of situations. The autonomy enables us to strongly identify when skills transform into knowledge and have been committed to long term memory.

## Implementation

### Progression of Skills

Subject leaders have carefully planned and developed a Progression of Skills (PoSK) for each curriculum area ([Progression of Skills](#)) which consists of knowledge rich experiences that are embedded into a logically and consistently planned curriculum design. The Progression of Skills are broken down in the following way:

Year group	Term	Theme	Unit of Work (if applicable)	Key Skills	Key Vocabulary
EYFS	Autumn 1	Down on the Farm	e.g. Numbers to 10 (Maths)	e.g. To compose a sentence orally before writing it (Writing)	e.g. animals, natural, change, grow, food, live (Science)
Year 1	Autumn 2	Crash! Bang!	e.g. 'Being me in My World' (PSHE)		
Year 2		Winter Wonderland			
	Spring 1	Breaking news! Chinese New Year Festival			
	Spring 2	It's All Magic			
	Summer 1	Climate Change			
	Summer 2	When I Grow Up			

### **The PoSK for each subject will enable teachers and support staff to:**

- Know what needs to be taught at each point across the academic year, thus informing their Long Term, Medium Term and Weekly Planning
- Understand what children should already know from: the previous week, the previous term, the previous year group
- Be aware of what children need to know next to move their learning forwards and set appropriate challenge and next steps

### **The PoSK for each subject will enable the subject leaders to:**

- Know what they will expect to see being taught at each point across the academic year when they do any monitoring e.g. learning walks, book looks
- Be aware of what children should already know in their specific subject at different points across the academic year
- Have an understanding of children's next steps within their specific subject
- Be able to monitor and assess the effectiveness of the teaching and learning occurring within their specific subject

## Baseline Assessments (linked to Progression of Skills)

Baseline Assessments are carried out at the beginning of the academic year and they inform teachers and leaders about what the children should know by the end of one year before they can successfully begin the following year's curriculum. The Baseline Assessments compliment the Progression of Skills and should be used in conjunction with these.

Specific Area: Mathematics										
Numbers										
1. Count reliably with numbers from 1 to 20	2. Place numbers 1 to 20 in order	3. Say which number is one more or one less than a given number to 20	4. Using quantities and objects, they add 2 single-digit numbers and count on to find the answer	5. Using quantities and objects, they subtract 2 single-digit numbers and count back to find the answer	6. Solve problems, including doubling and halving and sharing					
Shape, Space & Measure										
1. Uses everyday language to talk about size	2. Uses everyday language to talk about weight	3. Uses everyday language to talk about capacity	4. Uses everyday language to talk about position	5. Uses everyday language to talk about distance	6. Uses everyday language to talk about time	7. Uses everyday language to talk about money	8. Compares quantities and objects and use to solve problems	9. Recognises, creates and describes patterns	10. Explores characteristics of everyday objects and shapes and use mathematical language to describe them	

  

Specific Area: Understanding the World									
People & Communities				The World				Technology	
1. Talks about past and present events in their own lives and in the lives of family members	2. Knows other children don't always enjoy the same things, and are sensitive to this	3. Knows about similarities and differences between themselves and others	4. Knows about similarities and differences among families, communities and traditions	1. Knows about similarities and differences in relation to places, objects, materials and living things	2. Talks about the features of their own immediate environment and how environments may vary from one another	3. Makes observations of plants and animals	4. Explain why some things occur, and talk about changes	1. Recognises that a range of technology is used in places such as homes and schools	2. Selects and uses technology for particular purposes

## Cross-Curricular Links

Our curriculum is taught in a cross-curricular way with clear links planned across each individual subject e.g. vocabulary development, units within each subject and then across all of the subjects within the curriculum. These are outlined in each subject's Progression of Skills and carefully linked to our Whole School Curriculum Overview ([Whole School Overview.docx](#)).

## Impact and Assessment

The impact of each subject will be measured in a variety of ways. Each subject policy outlines how the children will be assessed and how their learning is moved on. Leaders plan specific curriculum assessment points to monitor whether the skills taught across the term/year have been committed to long-term memory. Leaders may look at elements such as persistent errors being eradicated, repertoire of skills building up over time, skills being transferred and committed to long-term memory. The assessment tools may include, but are not exhaustive of:

- Pupil Voice questionnaires
- Monitoring: Book Looks - looking specifically for persistent errors being addressed and decreasing
- Monitoring: sequence of Learning Walks/Lesson Observations referring back to the PoSK, observing a repertoire of skills being built up over time
- Joint approach by Specialist Teachers (Music, PE, Cooking) and Class Teachers e.g. Performance Checklists
- Teacher Assessment
- Planned Assessment Points (outlined in specific subject curriculum policies and inputted onto the school's Google Calendar)

All subject leaders must plan specific assessment points across the year and subject leaders must determine when these are appropriate within their subject and in line with the school's data/assessment cycle. See individual subject policies for specific information regarding assessments.