



# Carnforth Community Primary School

## Curriculum Policy

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### **Intent**

At Carnforth Community Primary School children are at the heart of our curriculum. We are committed to providing a curriculum which is broad and balanced, and provides our pupils with opportunities to gain essential knowledge, skills and understanding. We believe that every child should have the opportunity to develop and build their self-esteem, self-confidence and a love for learning. We encourage our children to have high aspirations and strive for the best - to "Believe and Achieve". We want our children to be responsible and begin to understand how they learn most effectively by the time they leave us.

## Introduction and Philosophy of the Curriculum

At Carnforth Community we provide an exciting, stimulating curriculum using a cross-curricular approach. The curriculum is innovative, forward-thinking and highly relevant, devoted to whole child learning, developing fully rounded individuals whilst fuelling innovation and engagement. Meticulously planned progression, using a cross-curricular approach and without compromising individual subject disciplines, the thematic units bring learning to life through exciting, child-friendly topics and engage all learners with dynamic lessons and quality resources. Each unit gives children the opportunity to think about their prior knowledge and how they can make links to their new learning.

A broad and balanced curriculum is not just the timetabled subjects; it is every student's holistic experience of school. This encompasses the 'hidden curriculum', such as: extracurricular activities, trips, careers, how to behave, how to have tolerance of others and good mental health. The curriculum also includes experiences of 'cultural capital', which can be described as students being given an awareness of the world around them, this includes Social, Moral, Spiritual and Cultural experiences and knowledge of democracy and the rule of law.

One of our priorities this year as a school, in order to aid our pupils' learning recovery, is the promotion of metacognition and self-regulation. This means that we aim to help our pupils to think about their own learning more explicitly and teach them specific strategies to help them plan, improve and evaluate their learning as well as to problem solve.

Educational research suggests that by 'learning to learn', it can have a significant positive impact upon a child's progress and attainment.

### Growth Mindset

The notion of a growth mindset (Dweck 2000) has become an accessible concept to describe the way learners need to feel about themselves and their abilities, in order to be successful learners. Research over many years has highlighted that we all differ as learners, being mostly fixed or mostly growth, and differing in different situations. The table below highlights the differences between the two mindsets.

Fixed Mindset (performance orientation)	Growth Mindset (learning orientation)
Intelligence is static. I must look clever!	Intelligence is expandable. I want to learn more!
Avoids challenges	Embraces challenges
Gives up easily	Persists in the face of setbacks
Sees effort as pointless	Sees effort as the way
Ignores useful criticism	Learns from criticism
<b>Likely to plateau early and achieve less than full potential</b>	<b>Reaches ever higher levels of achievement</b>

People with a fixed mindset believe that intelligence and ability are fixed – something that we are born with and that we can't really do anything about. People with a growth mindset believe that intelligence and ability can be developed through persistence, effort, learning

from our mistakes and trying different strategies. At Carnforth Community Primary School, we recognise that children need to be prepared for an ever-changing world. Therefore, we teach pupils to develop a growth mindset in order to build resilience and a desire to learn, to challenge themselves and to encourage others – all of which are necessary for children’s success both at school and for their future.

### ***Effective Teaching***

High expectations of progress apply equally to children working above, at, or below age-related expectations, including those who have been identified as having special educational needs. There is an expectation of participation, fulfilment and success; and teaching and learning is characterised by ambitious objectives, challenging targets, rapid intervention to keep pupils on trajectory and rigorous assessment to check and maintain pupil progress. There are clear plans to support those who are struggling. The teachers’ priority is to support children so that they can keep up with the pace of learning and make good rates of progress.

### ***Effective Learning***

We acknowledge that children learn in different ways and we recognise the need to develop pedagogies which enable all children to learn in ways which suit them. We offer ways for children to learn in different ways including:

- investigation and problem solving;
- open ended tasks;
- reasoning;
- research and finding out, with independent access to a range of resources;
- group work, paired work and independent work;
- effective questioning;
- presentation and drama;
- use of ICT;
- visitors and educational visits;
- creative activities, designing and making;
- use of multimedia, visual or aural stimulus;
- participation in physical or athletic activity;
- homework;
- extra-curricular clubs and activities

# Implementation

## Curriculum Aims:

Our aim is to enrich every child's school experience by creating an environment where they are encouraged to succeed and be the best they can be.

- Each half term the children will learn through different themed units
- Extensive use is made of our locality and the community.
- Valuable exciting experiences are planned for, not as a bolt on but integrated into the curriculum. The engagement of pupils is core.
- Engaging ways to start each unit (E.G. a hook or a trip) is carefully planned for. Units usually culminate in an event or product, which provides an audience, and purpose for children's learning, this may involve parents and/or other visitors.
- All units have a visit/visitor or outdoor learning planned.
- An introductory session to the unit must involve the children, to find out what they already know and what they would like to find out.
- The essential learning and key vocabulary sheet are shared with the children and added into their topic book.
- Units take account of the wider curriculum; an equal balance of the foundation subjects must be taught over the year. Subjects may also be taught in blocks.
- Opportunities for a wide variety of cross-curricular skills practice for English and Mathematics, naturally implementing these across the curriculum
- To inspire stimulating learning environments - Class Learning Walls should display children's outcomes, key questions, key vocabulary etc
- Knowledge is sequenced and mapped deliberately and coherently, with prior learning frequently revisited
- To help pupils to make sense of our inter-connected world
- To specifically develop language through identified key vocabulary
- Themes should promote healthy living and the value of the half term wherever possible
- Website – regularly updated to reflect learning and experiences and share with stakeholders

## Curriculum Enrichment and Values

	Enrichment	Value:	Value:
<b>Autumn</b>	Y5&6 Carnforth Big Green Week local litter picking, Y6 Residential Visit, Anti-bullying Week, Remembrance, Visit to the theatre, Nativity, Carols in the community, R, Y1, Y2, Y3 &Y4 bulb planting  Class topic trips and visits	RESPECT	FREINDSHIP
<b>Spring</b>	Wellbeing Week, World Book Day, Mothering Sunday, Y5&6 Heritage Museum,  Class topic trips and visits	HONESTY	SELF-BELIEF
<b>Summer</b>	Sports Week, Outdoor Classroom Day  Y1&2 storytelling visitor, Reception, Y1&2 trip to Morecambe Bay,  Y6 Production, Leavers' Service  Class topic trips and visits	KINDNESS	RESPONSIBILITY

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A very successful enrichment programme that draws upon a wide range of adult skills is offered through school trips, visiting specialists and themed days and weeks. The programme is planned throughout the year.

### **Visits**

- We plan a series of trips throughout the year for each year group and these are communicated to parents at the start of each new topic via Class Dojo.
- The trips are directly linked to our topic work for example Heysham Power Station linked to Energy in the Environment

### **Workshops and Visitors**

- Children will take part in a variety of workshops throughout the academic year. Our school has strong links with Ludus Dance Company.
- The children also enjoy visits from theatre companies and these visits often include class workshops and together as a school we go to the Dukes Playhouse in December.
- Visitors are invited in to link with our curriculum, such as Emily Hennessey (storyteller and author of Made by the Moon) and members of the twin town committee.

### **Themed days and weeks**

- We also have themed days/weeks throughout the year, such as World Book Day, World Number Day, Earth Day, Science and Sports Weeks.

## Subject Coverage & Carnforth Experts

### **Reception**

In Reception we work from the **Early Years Foundation Stage Curriculum**. The children develop through playing and exploring, active learning and creating and thinking critically. There are 7 areas of learning which are divided into the **prime** (Personal, Social and Emotional Development, Communication and Language and Physical Development) and **specific** areas (Literacy, Mathematics, Understanding the World and Expressive Arts and Design). The **prime** areas are fundamental throughout the EYFS and the **specific** areas include the skills and knowledge which provide important contexts for learning and they develop more fully towards the end of the early years. The children are immersed in lots of practical, first-hand learning experiences through which they are encouraged to explore, experiment and develop their language. The children use both the indoor and outdoor classroom during teacher directed and child-initiated times. Each week come rain or shine, we put on our wellies and head outdoors, learning through our wonderful outdoor environment.

### **Y1-6**

#### **English**

Our English lessons develop pupils' spoken language, reading, writing and grammar and vocabulary. English is taught in a cross-curricular way, where applicable, linking up with current topics and other areas of the curriculum. Each English unit has suggested core texts and the broad range of genres are covered. These are linked to other areas of the curriculum, to provide rich learning experiences. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Our pupils are encouraged to read for pleasure and to read widely. Guided reading sessions cover both fiction and non-fiction books, as well as extracts from the Literacy Shed, developing both the ability to read, reading fluency and comprehension skills. Parents are given clear expectations about reading at home. We develop writing skills so that our pupils have the stamina and ability to write at the age expected standard. To support children in moving towards being fluent, independent writing, we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We use talk for writing to encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors.

#### **Mathematics**

At Carnforth Community Primary School, we follow the Lancashire Sequence of Learning plans to teaching mathematics. Our teachers ensure that mathematical skills are taught every day with planning supported by Lancashire, White Rose Maths, Twinkl and Grammarsaurus. In Key Stage Two children practise their times tables and arithmetic daily. Our pupils understand the importance of mathematics, are encouraged to be confident in numeracy and to apply the skills that they learn to problem solving. The activities cover a wide range of mathematical knowledge, many with an emphasis on practical work. Thematic units have a cross-curricular maths links section, covering/consolidating specific mathematical skills. This is an opportunity for pupils to apply learning through discrete

maths lessons into different theme-related contexts. These are linked to other areas of the curriculum, to provide rich learning experiences.

### **Science**

Science is taught every half term and is linked through some thematic units. Science is taught through working scientifically including: practical investigation, observation and application skills, enquiry and research. Key scientific terminology will be introduced each lesson and knowledge will be built upon throughout the school. Science concepts are always re-visited, but in a different context, to promote recall and retention. Whilst at Carnforth Community Primary School, children will learn about plants, animals including humans, materials, seasonal change, habitats, fossils, rocks and minerals, light, forces, states of matter, sound, electricity, earth and space and evolution and inheritance.

### **PSHE**

Carnforth Community Primary School's PSHE provision supports the school's aims of developing confident citizens who have a strong sense of ambition, independence, resilience and a desire to achieve, through being active learners and believing in themselves. The social and emotional development of pupils is embedded throughout the entire school's curriculum, culture and values. PSHE is taught both discretely using SCARF and through thematic units to support pupils' spiritual, moral, cultural, mental and physical development and prepare them for the opportunities, responsibilities and experiences of life. We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic (PSHE) education, including Relationships and Sex Education (RSE), alongside a broad Physical Education (P.E.) curriculum, are critical to ensuring children are effective learners. In our programmes we promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. Our values; Respect, Honesty, Kindness, Friendship, Self-belief and Responsibility support our PSHE vision at Carnforth Community Primary School.

### **Religious Education**

We follow the Lancashire Agreed Syllabus for Religious Education. Our teaching promotes the spiritual, moral, social and cultural development of our pupils. It reflects the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions represented in Great Britain, such as Islam, Judaism, Buddhism and Hinduism. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. They will also develop their own beliefs and values. We will not convert or steer pupils towards a particular religious belief. They will also be aware that some people have no attachment to religious beliefs and follow secular philosophies.

## **Physical Education (PE)**

PE is delivered by a Class Teachers. Our PE sessions are both indoor and outdoor. They focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. Swimming takes place for Year 3 and Year 4 in Autumn and Spring Term. Children in Year 5 go swimming for the first half of Summer Term and Year 6 children go swimming for the second half of Summer Term.

We ensure wider participation in the community by involvement in interschool sports tournaments.

### **A Carnforth Sportsperson:**

- enjoys playing competitive games such as tag rugby, hockey and basketball using the appropriate skills and strategies
- enjoys gymnastic activities and builds skills in balancing, sequences, using apparatus and performance
- enjoys athletics including different types of jump, landing safely, different types of throw, sprint starts and running and analysing performance
- enjoy dance and develop skills to combine flexibility, techniques and movements to create a fluent sequence to a particular stimulus
- takes part in outdoor and adventurous activity challenges both individually and within a team.
- can swim 25m safely using a preferred stroke

## **Foundation Subjects**

The foundation subjects of Art and Design, Design Technology, Geography, History, ICT / Computing and Music are taught through thematic units. Each subject is taught using a combination of specific subject knowledge, subject skills, enquiry and, where relevant, fieldwork.

## **Geography**

### **A Carnforth Geographer:**

- can talk about continents, oceans, countries and capital cities in the UK
- can use a variety of resources including maps, atlases, globes, aerial photographs to describe and identify geographical features (physical and human)
- can compare locations in the UK to locations around the world
- can explore and discuss weather and climate around the world
- understands simple compass directions
- knows about the local environment and ways to help keep it clean

## History

### A Carnforth Historian:

- can talk about the lives of significant people in Britain's past
- can use a variety of types of sources to research and provide evidence about the past
- has a clear understanding of chronology and can order events with personal and historical significance, in a variety of contexts
- can make connections and comparisons between periods in history
- uses some relevant historical vocabulary
- knows about the local history of our area

## Art and Design

### A Carnforth Artist:

- explores, investigates and evaluates art through drawing, painting, sculpture, printing, collage and textiles
- can talk about and take inspiration from modern and historical artists and designers
- improves their own skills in drawing, painting, sculpture, printing, collage and textiles
- can compare similarities and differences between artists and designers
- express their personal preferences about a piece of art or style of art with reasons

### A Carnforth Designer:

- can design, make and evaluate a range of products
- can choose the most appropriate methods, materials and components for a particular product
- applies other knowledge to aid their product design e.g. electrical, mechanical and computer-based systems
- understands and can apply the principles of a healthy and varied diet
- Can develop food products for a range of particular purposes considering sourcing and seasonality of ingredients

## Computing

### A Carnforth Computer expert:

- can design and write programs that accomplish specific goals, including finding and correcting errors in algorithms and programs
- can collect, analyse and present data appropriately across a number of programs
- understands about computer networks including the internet
- knows how search engines find and store data and how to use them effectively
- understands the importance and implications of data 'footprint' and individual's intellectual property and uses the internet responsibly, securely and safely at all times

## **Music**

### **A Carnforth Musician:**

- enjoys singing and chanting for themselves and in performance
- enjoys listening to different genres of music and can discuss them
- can play tuned and untuned instruments
- can experiment, create, select and combine sounds musically
- can write some music down when composing

A 20-minute whole school singing assembly takes place every week, led by the Music Subject Leader. As a school, we take part in carol singing in the community, the Lancaster and Morecambe Music Festival and the Rotary Choir Competition. Children also perform in the KS1 Christmas Nativity and the KS2 Carols by Candlelight.

## **French**

The intention of the Modern Foreign Languages (MFL) curriculum at Carnforth Community Primary School is that children are taught to develop an interest in learning other languages in a way that is enjoyable and stimulating from EYFS to Year 6. We intend to use Planit French Twinkl resources alongside our own subject enhancements to offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. We aim to encourage children's confidence and creative skills through the teaching of French. We aim to embed the skills of listening, speaking, reading and writing skills necessary to enable children to use and apply their French learning in a variety of contexts and lay the foundations for future language learning linking to our feeder high school where the language is taught. We are committed to ensuring that competence in another language enables children to interpret, create and exchange meaning within and across cultures. It also helps children gain knowledge and develop skills that will open further opportunities later in life.

## **Drama**

Drama is used as a key tool in developing oral skills, vocabulary development, building confidence and self-esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language. 'Hot Seating', Role on the Wall, 'response in role', Conscience Alley and other drama techniques are used in English lessons aid the development of speaking and listening, reading and writing skills. Our curriculum provides opportunities to perform to wider audiences through assemblies and productions. There are increasing opportunities for our pupils to perform as they progress through the school.

## Long Term Map

### Curriculum Map CYCLE A

TERM	Reception	Yr1/2	Yr3/4	Yr5/6
	Autumn 1	Me and My Home	Carnforth to the Capital	Twin Towns
Autumn 2	Colours and Celebrations	The Great Fire of London	Keer to Kent	Sustainability
Spring 1	Bears	Bears – Where in the World Do We Find Them?	Stone Age to Iron Age	WWII Abroad
Spring 2	Planting and Growing	Dinosaur Discoveries		WWII Home
Summer 1	Seaside Holidays	Oh, I do like to be Beside the Seaside – Morecambe in the past	Walk Like an Egyptian	Come Fly with Me: North America
Summer 2	Seaside Animals	Oh, I do like to be Beside the Seaside – Morecambe to Mombassa	Climate Change	Mysterious Maya

### Curriculum Map CYCLE B

TERM	Reception	Yr1/2	Yr3/4	Yr5/6
	Autumn 1	Me and My Home	Carnforth Community	Extreme Weather
Autumn 2	Colour and Celebrations	Great Explorers	Active Planet	1066 + Normans
Spring 1	Animals	Arctic Adventures	Romans	Water – For Everyone?
Spring 2	Transport	Travel and Transport	Anglo-Saxons	Groovy Greeks – Legacy
Summer 1	Castles and Homes	Magnificent Monarchs	Come Fly with Me: Scandinavia	Come Fly with Me: South America
Summer 2	Fairy Tale Places	Woodlands	Vikings	Out of this World (Space and Inventions)

## The Role of the Curriculum Leader

The Curriculum Leader has responsibility for the day to day organisation of the curriculum. Alongside the Headteacher, they are responsible for the writing of the Long-term Plans and support the subject leaders in the writing of the Medium-term Plans.

- Monitor provision, ensuring that all classes are taught the full requirements of the National Curriculum, and that all lessons have appropriate learning objectives.
- Oversee the work of the subject leaders, working collaboratively with them to ensure the support is there for subject development and there is a consistency across all areas of the curriculum.
- Share good practice
- Support the aims of the Curriculum at Carnforth Community Primary School.

## The Role of the Subject Leader:

- To provide a strategic lead and direction for the subject
- To ensure full coverage of the curriculum
- To provide efficient resource management for the subject.
- To monitor and evaluate teacher's planning and teaching
- To monitor pupil progress in that subject area by working alongside colleagues, using book looks and pupil voice
- To support and offer advice to colleagues on issues related to the subject
- To engage with subject associations and disseminate information to staff as 'mini' CPD
- To support staff development and improve the quality of teaching and learning over time
- To 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 about matters relating to their subjects

## **Impact**

### **Recording**

Children are expected to record their learning, this can be done in different ways according to their age and individual needs. Children are provided with alternative methods as appropriate. The recording of any learning is one way of children demonstrating their understanding and to show progression both for an individual level and within the year groups. Work across the curriculum is expected to be of good quality.

### **Monitoring and feedback**

As referred to in our Marking and Feedback Policy, we recognise that marking and feedback are crucial to the assessment process and if done effectively can enable children to become independent and confident to take the next learning step.

Any marking and feedback should be as immediate as possible in order that children understand and make any improvements required. This way the feedback has the most impact.

### **Assessment**

Carnforth Community Primary School staff will continue to use a selection of assessment tools to assess what progress the children have made in the academic year.

The aims and objectives of assessment in our school are:

- to enable our children to demonstrate what they know, understand and can do in their work;
- to help our children understand what they need to do next to improve their work;
- to allow teachers to plan work that accurately reflects the needs of each child;
- to provide regular information for parents that enables them to support their child's learning;
- to provide school leaders and governors with information that allows them to make judgements about the effectiveness of the school.

Standards are reported and reflected through the outcomes in statutory assessments in EYFS, end of KS1 and end of KS2.