



"Developing potential without limitations"

Frieth C.E.C. School Curriculum Policy Statement

Date implemented : November 2014

Member of staff responsible; SLT

Governor responsible: Chair of Curriculum Group

Headteacher's signature

Chair of Governor's signature

Review date: Summer term 2015	signed: J Reid	date: 22/06/2015
Review date: September 2016	signed: J Reid	date: 16/11/2016
Review date: September 2017	signed: J Reid	date: 13/11/2017
Review date: September 2018	signed: J Reid	date: 14/11/2018
Review date: September 2019	signed: J Reid	date: 11/11/2019

Frieth School Vision statement

'...Your light must shine before people, so that they see the good things you do.'

Matthew 5:16

We shine a light on individual success and open the doors to our future global citizens by developing potential without limitations.

Values:

These are the Christian Values that you believe are both taught and learnt in our school. To be:

Sharing and caring

Gentle and Kind

Honest and Truthful

Challenging and Responsible

Ethos

"..... a well-planned vibrant curriculum recognises that primary children relish learning independently and cooperatively; they love to be challenged and engaged in practical activities; they delight in the wealth of opportunities for understanding more about the world." Sir Jim Rose 2010.

This quote underpins the approach to planning, learning and teaching within this school. It forms the basis of the development of the school's 'Creative Curriculum'.

INTENT

Aims

Our Creative Curriculum will:

- Reflect our core values
- Inspire a love of learning through enquiry, independence and invention
- Be child centred and create opportunities for child initiated learning
- Be inclusive of all pupils and take into account different learning styles
- Be relevant and memorable for all

Curriculum development

Curriculum content, organisation and documentation is continually under review in order to fulfil the requirements in line with government policies, strategies, initiatives and best practice. The coverage of the National Curriculum is organised within a four year rolling programme of whole school creative themes, taking into account the mixed age range nature of individual classes.

Curriculum Objectives

We aim to.

- Challenge children, support them and help them develop enquiring minds so that they become lifelong learners.
- Give children opportunities to experience their own environment and the wider world both past and present.
- Encourage flexibility and 'creative thinking' in overcoming difficulties and developing new approaches through investigation.

Children will be provided with tasks and activities to encourage enjoyment, independence and interest in practical solutions to learning situations, with independence of thought and action as well as co-operating within a group. The tasks and activities provided will address the range of learning styles present in the school.

IMPLEMENTATION

Curriculum Organisation

The Frieth Creative Curriculum ensures the coverage of all the areas of learning from the new 2014 National Curriculum within a four year rolling programme of whole school themes. Speaking and Listening, Literacy, Numeracy and Information Technology are skills that run throughout the curriculum. Maths, English, Science and Religious Education are taught as core individual subjects, linked closely to the creative curriculum. PE and French, which is taught as the statutory modern Foreign Language in KS2, are taught as discrete foundation subjects. (The aims and values statements for the above areas are within the individual subject policies.) The following foundation subjects that complete the curriculum are taught within our Creative Curriculum: Art and Design; Computing; Design and Technology; Geography; History; Music. (The aims for these foundation subjects can be found in appendix 3 below)

Curriculum Planning

Early Years Foundation Stage Profile, Key Stage One, Key Stage Two are three main stages that inform all curriculum planning within the school.

Curriculum planning happens as a whole school, within each Key Stage and in individual classes.

We have planned coverage of the curriculum through a range of cycles which address the needs of our mixed age range classes.

Long term planning

The Long Term Planning ensures that all the programmes of study are covered within the four year programme for KS2 and covered twice within the four year programme for KS1.

Medium term planning

Class teachers plan termly or half termly to identify learning objectives that link to the National Curriculum. Plans are held centrally by the Headteacher and follow a given format.

Short term planning

Detailed weekly planning is in place for Literacy and Numeracy as well as detailed planning of all other subjects using a planning template agreed by SLT and staff. This is regularly monitored by members of the SLT and Headteacher. This enables children in each year group to have their curriculum entitlement. Individual teachers may organise other activities to support learning outcomes of the children in their class.

Teaching Approaches

Teachers employ a range of teaching styles to suit the abilities and learning styles of each child across the curriculum. It may be appropriate to teach the whole class or work with a small group and with individual children. It is the differentiation of teaching inputs and learning outcomes that we consider vital to effective learning. Whole school curriculum and assessment procedures can be found in the relevant policy documents. In the R.E. curriculum policy document reference is made to multicultural issues, equal opportunities and gender equality.

Access and Entitlement

We believe that every learner is entitled to a full range of activities that gives access to the curriculum. We take account of unequal starting points and provide learning experiences that are planned to ensure breadth and depth, enabling progression through the school of every individual irrespective of gender, ethnic background, age or disability. We aim to empower learners through the curriculum to become confident in their abilities that will prepare them for a purposeful adult and working life.

Progression

The links we foster between each class in the school and between this school and previous/next schools include:

- planned continuity found in the 2014 National Curriculum
- assessment files - year group
- liaison with Nurseries and Pre Schools
- liaison with Secondary Schools.
- whole school planning and assessment
- liaison with local schools

Specific issues relating to the under five's Early Year profiling and home school links are found in the Early Years Foundation Stage policy.

Staff Roles and Responsibilities

Each class teacher takes responsibility for planning of the curriculum for their class. Assessment is carried out by the staff member who has delivered the unit. Staff should indicate if they need help, so the appropriate support can be given by the subject leader or training can be arranged. The Assessment coordinator checks each class' assessment to ensure there is progress and continuity.

Staff have responsibility to an area of the School's Development. SLT have responsibility for Mathematics, English and Assessment across the whole school as well as supporting the SDP.

IMPACT

Monitoring and Evaluating

Teachers meet regularly to ensure consistency and continuity of planning and assessment across the school. This is achieved by:

- Joint planning and moderation of children's work
- In addition to this further monitoring is conducted through focused classroom visits by a range of people including; advisers, SIA, SLT, Governors and Headteacher.
- Work scrutiny takes place in line with the SDP to share a particular success and ensure consistency and continuity across the school

At least one nominated Governor visits termly as agreed by the full Governing Body to observe and report on an area of school life or a specific subject. Core subjects have an attached Governor as do certain areas of the SDP.

Curriculum Hours

The school will follow current DfE recommendations for the teaching of each subject.

Health and Safety

In all lessons:

- The children are reminded about safe practice to encourage a responsible attitude towards their own and others' safety and wellbeing.
- The pupils are taught how to use equipment and tools safely.

A regular time is given in staff meetings to discuss Health and Safety. All staff are aware of the relevant codes of practice for Health and Safety when teaching the primary curriculum, including the Buckinghamshire County Council **Section 9.13 Music Code of Practice** and **Section 12.2: Code of Practice for Teachers of Science in Primary Schools**. Teachers can also access Health and Safety advice from the following websites:

- <http://www.hse.gov.uk/>
- https://schoolsweb.bucksccl.gov.uk/Schools/my_school/_hr/health_and_safety_policies.asp
- <http://www.cleapss.org.uk/primary/primary-resources/primary-guides?start=10>

Related policies

Learning and teaching

Assessment

English

Mathematics

Science

Religious Education

PSHE
French
Computing
Music
PE
History
Geography
Art and Design
Design technology
Equal Opportunities

June 2020

Creative Curriculum 2018 - 2022

Rolling Programmes

KS1	Autumn	Spring	Summer
Year A	Funny Bones!	Up, Up and Away!	Local Area Our School
Year B	Capital!	What is it like in the Amazon?	Toy Story
Year C	Master Chef	Let's Explore!	What a Wonderful World!
Year D	Is Climate cool?	Home Sweet Home!	Kings and Queens

Yellow boxes denote a Whole School Topics

KS2	Autumn	Spring	Summer
Year A	Early civilisation	Vikings	Frieth Local Area
Year B	Extreme Earth	What is it like in the Amazon?	Greeks/ Olympics
Year C	Master Chef	Romans	Victorians
Year D	Is Climate cool?	WWII	Egyptians

Appendix 2

Curriculum Coverage

KS1	Year A Funny Bones Up, Up and Away! Our School	Year B Capital! What is it like in the Amazon? Toy Story	Year C Masterchef! Let's Explore! What a Wonderful World!	Year D Is Climate Cool? Home Sweet Home! Kings and Queens
English	Instructions Familiar Settings Significant Authors Rhyming and Patterns	Fairy/Trad Tales Recounts Nursery Rhymes Significant Authors Study	Letters Recounts Narratives/Stories Poetry Instructions Dictionaries Labels/Lists Information Texts	Letters Recounts Narratives/Stories Poetry Instructions Dictionaries Labels/Lists Information Texts
	Stories from other cultures Narrative diaries Fairy tales Limericks	Non-Chronological Reports Instructions Labels & Lists Tales from Other Cultures List poems (fantasy & Humour)		
	Recounts Significant Author Study Animals/nature poems	Imaginary Settings Narrative Diaries Familiar Settings Poetry		
Science	Animals and Humans Classification Body Parts & Health Seasonal changes: weather/ day length	Animals and humans – Living things and Habitats – food chains Seasonal changes: observing changes /plant life	Animals and Humans Classification Body Parts & Health Seasonal changes: weather/ day length	Animals and humans – Living things and Habitats – food chains Seasonal changes: observing changes /plant life
	Materials Identifying, describing and comparing everyday materials Seasonal changes: weather / day length	Seasonal changes: observing changes /plant life Materials Uses of every day materials, comparing and suitability and changing materials.	Materials Identifying, describing and comparing everyday materials Seasonal changes: weather / day length	Seasonal changes: observing changes /plant life Materials Uses of every day materials, comparing and suitability and changing materials.
	Plants identification, naming and basic structure Seasonal changes: weather /day length	Plants seeds, bulbs and growing Seasonal changes: observing changes /plant life	Plants identification, naming and basic structure Seasonal changes: weather /day length	Plants seeds, bulbs and growing Seasonal changes: observing changes /plant life
History From.	Significant Individuals - Nurses	Key Events GfL /Bonfire	Significant Individuals – master chef and DTs	Significant Events linked to climate zones – north pole Everest etc...
	Changes within living memory – Travel and Transport	Significant historical events, people and places in their own locality - Amazon	Events beyond living memory - Exploration	Changes within living memory - Homes
	Local Area – Our school	Events beyond living memory Key -Toys	Significant historical events + Individuals – world focus	Significant Individuals – Kings and Queens
Geography	Place Knowledge – linked to food and to historical figures – funny bones	Human and Physical - London	Human and Physical – Food.	Human and Physical - Weather & Climate – Is Climate Cool?

	Locational Knowledge - Continents Oceans and UK – travel and transport	Amazon – Place knowledge – comparison to UK Weather & Climate	Explorers - Locational Knowledge Continents Oceans and UK Weather & Climate	Geographical skills and fieldwork – Homes – Katie Morag!
	Local Area – Geographical skills and field work	Locational – where do toys come from?	What a wonderful world! – place knowledge – comparison - Kenya	Locational – Comparison to royal families of the world.
Computing	Communicating and collaborating Digital media E-Safety	Communicating and collaborating Digital media E-Safety	Communicating and collaborating Digital media E-Safety	Communicating and collaborating Digital media E-Safety
	Word Processing Multi media E safety	Word Processing Multi media E safety	Word Processing Multi media E safety	Word Processing Multi media E safety
	Data Programming E-Safety	Data Programming E-Safety	Data Programming E-Safety	Data Programming E-Safety
Music	Charanga Unit • Hands Heart Feet Christmas songs	Charanga Unit • London's Burning Christmas Songs	Charanga Unit • Hands Heart Feet Christmas songs	Charanga Unit Zoo Time Christmas songs
	Materials	Charanga Unit • Zoo Time	Materials	Charanga Unit: • Friendship song
	Weather – Vivaldi's 4 seasons	Charanga Units • Your Imagination • Reflect, Rewind and Replay	Weather – Vivaldi's 4 seasons	Charanga Units • Great Composers • Reflect, Rewind and Replay
Art	Drawing Painting	Drawing Painting	Drawing Painting	Textiles – clothing linked to science materials and climate – different seasons 3D
	Collage Print	Collage Print	Collage Print	Drawing Painting
	Textiles – quilting/tapestry – our school 3D	Textiles – Puppet making 3D	Textiles – World Crafts 3D	Collage Print
DT	Food / preparing fruit and vegetables	Food – GFof L bakery	Food / preparing fruit and vegetables	Textiles – clothing linked to science materials and climate – different seasons
	Construction/mechanics – wheels and axels	Construction – Mechanisms sliders and leavers (pop up)	Construction/mechanics – boats sinking/floating	Construction/mechanics – structures – free standing structures
	Textiles – quilting/tapestry – our school	Textiles – Puppet making	Textiles – World Crafts	Food – Tea Party
RE	Is Everybody Special? Should we celebrate Harvest or Christmas?	Who should you follow? Do religious symbols mean the same to everyone?	Is Everybody Special? Should we celebrate Harvest or Christmas?	Who should you follow? Should you wear symbols?
	Changed to: Does	Does everyone	Does Creation help	Does everyone

	Creation help people understand God? Should Everyone Follow Jesus?	celebrate the new year? How should the church celebrate Easter?	people understand God? Should Everyone Follow Jesus?	celebrate the new year? Is Easter important for the Church?
	Are some stories more important than others? Changed to: Do we need shared special places?	Can stories change people? How should you spend the weekend?	Are some stories more important than others? Changed to: Do we need shared special places?	Are some stories more important than others? How should you spend the weekend?
PSHE	<div>GROWTH MINDSET – Yr1 SEAL</div> <ul style="list-style-type: none"> - New beginnings - Getting on and falling out - Say no to bullying (run in anti-bullying week) - Going for goals - Good to be me - Relationships - Changes 	<div>GROWTH MINDSET – Yr2+EYFS SEAL</div> <ul style="list-style-type: none"> - New beginnings - Getting on and falling out - Say no to bullying (run in anti-bullying week) - Going for goals - Good to be me - Relationships - Changes 	<div>GROWTH MINDSET – Yr1 SEAL</div> <ul style="list-style-type: none"> - New beginnings - Getting on and falling out - Say no to bullying (run in anti-bullying week) - Going for goals - Good to be me - Relationships - Changes 	<div>GROWTH MINDSET – Yr2+EYFS SEAL</div> <ul style="list-style-type: none"> - New beginnings - Getting on and falling out - Say no to bullying (run in anti-bullying week) - Going for goals - Good to be me - Relationships - Changes
British Values	<ul style="list-style-type: none"> - Rule of Law (1 lesson) - Individual Liberty (1 lesson) - Democracy (1 lesson) - Toleration of different (1 lesson) - Respect (1 lesson) 	<ul style="list-style-type: none"> - Rule of Law (1 lesson) - Individual Liberty (1 lesson) - Democracy (1 lesson) - Toleration of different (1 lesson) - Respect (1 lesson) 	<ul style="list-style-type: none"> - Rule of Law (1 lesson) - Individual Liberty (1 lesson) - Democracy (1 lesson) - Toleration of different (1 lesson) - Respect (1 lesson) 	<ul style="list-style-type: none"> - Rule of Law (1 lesson) - Individual Liberty (1 lesson) - Democracy (1 lesson) - Toleration of different (1 lesson) - Respect (1 lesson)

KS2	Year A: 2018-2019 1. Stone Age to Iron Age 2. Vikings 3. Local Area	Year B: 2019-2020 1. Extreme Earth 2. Rainforests 3. Greeks	Year C: 2020-2021 1. Masterchef 2. Romans 3. Anglo-Saxons and Celts	Year D: 2021-2022 1. Climate 2. WWII 3. Egyptians
Writing	<ul style="list-style-type: none"> - Narrative - Poetry - Persuasion - Instructions and Procedures - Narrative - Poetry - Non-chronological report - Discussion or balanced argument - Narrative - Poetry - Recount - Explanation 	<ul style="list-style-type: none"> - Narrative - Poetry - Persuasion - Instruction and Procedures - Narrative - Poetry - Non-chronological report - Discussion or balanced argument - Narrative - Poetry - Recount - Explanation 	<ul style="list-style-type: none"> - Narrative - Poetry - Persuasion - Instruction and Procedures - Narrative - Poetry - Recount - Explanation - Narrative - Poetry - Non-chronological report - Discussion or balanced argument 	<ul style="list-style-type: none"> - Narrative - Poetry - Recount - Explanation - Narrative - Poetry - Non-chronological report - Discussion or balanced argument - Narrative - Poetry - Persuasion - Instruction and Procedures
Science	<ul style="list-style-type: none"> - States of Matter - Animals inc Humans 	<ul style="list-style-type: none"> - Forces - Earth & Space 	<ul style="list-style-type: none"> - States of Matter - Living Things and their Habitats 	<ul style="list-style-type: none"> - Evolution and Inheritance - Living Things and their

				Habitats
	- Sound - Light	- Living Things and their habitats - Evolution and Inheritance	- Sound - Light	- Animals inc Humans - Forces
	- Living Things and their Habitats - Electricity	- Animals inc Humans - Properties and Changes of Materials	- Animals incl Humans - Electricity	- Properties and Changes of Materials - Earth & Space
History	Stone age to Iron Age			
	Vikings V Anglo Saxons	Non-European society: Mayans	The Romans	Local Area: WWII
	British Theme post 1066: Local History Study	Ancient Greece (inc Olympics)	Anglo-Saxons and Scots	Ancient Egyptians
Geography	Human geography: - types of settlement and land use	Geographical skills and fieldwork: - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Physical geography: rivers, mountains, volcanoes, earthquakes	Locational Knowledge: - locate the world's countries, using maps to focus on North America concentrating on their environmental regions, key physical and human characteristics, countries and major cities Human geography: - distribution of natural resources including energy, food, minerals and water.	Physical Geography: climate zones, biomes, vegetation belts Locational Knowledge: Arctic and Antarctic Circle.
	Physical geography: water cycle Locational knowledge: - locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	Locational knowledge: - locate the world's countries, using maps to focus on South America concentrating on their environmental regions, key physical and human characteristics, countries and major cities. - identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Place knowledge: - understand geographical similarities and differences through the study of human	Physical geography: water cycle Locational knowledge: - locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	Locational knowledge: - locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries and major cities.

		and physical geography of a region of the UK and a region within North or South America.		
	Locational knowledge: - name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (inc hills, mountains, coasts and rivers) and land-use patterns; and understand how some of these aspects have changed over time.	Locational knowledge: - locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries and major cities. Place knowledge: - understand geographical similarities and differences through the study of human and physical geography of a region of the UK and a region in a European country.	Human geography: economic activity including trade links Locational knowledge: the Prime/Greenwich Meridian and time zones (including day and night).	Geographical Skills & Fieldwork: - use the eight points of a compass, four and six-figure grid references, symbols and key (including OS maps) to build their knowledge of the UK and the wider world.
Computing	Communicating & Collaborating Programming E-Safety	Communicating & Collaborating Programming E-Safety	Communicating & Collaborating Programming E-Safety	Communicating & Collaborating Programming E-Safety
	Data Digital Media E-Safety	Data Digital Media E-Safety	Data Digital Media E-Safety	Data Digital Media E-Safety
	Multimedia Programming E-Safety	Multimedia Programming E-Safety	Multimedia Programming E-Safety	Multimedia Programming E-Safety
Music Perform, Listen and Appraise runs through all units	Composition – Invaders and Settlers	Composition - Adventures	Instrumental - Glockenspiels	Composition – Climate/Weather
	Song - Viking Saga Songs	Instrumental - Recorders	Composition - Soundscapes	Song – WWII
	Instrumental – African Drumming	Song – Greeks	Charanga Freestyle song unit Celts and Romans	Instrumental – Recorders
Art	Drawing Painting	Drawing Painting	Drawing Painting	Drawing Painting
	Printing Textiles	Printing Textiles	Printing Textiles	Printing Textiles
	Collage 3D	Collage 3D	Collage 3D	Collage 3D
DT	Food	Textiles	Food	Textiles
	Textiles	Construction/ Mechanisms	Construction/ Mechanisms	Food
	Construction/ Mechanisms	mechanics	Electrical systems	Construction/ Mechanisms

RE	Focus Religion: Hinduism	- Do murtis help Hindus understand God? - Is light a good symbol for celebration?	Focus Religion: Sikhism	-Do Sikhs need the Guru Granth Sahib? -Does God communicate with humans?	Focus Religion: Christianity	- Are the saints encouraging role models? - Is 'God made man' a good way to understand the Christmas story?	Focus Religion: Islam	- Do Muslims need the Qu-ran? - Does the Christmas narrative need Mary?
		- Is a Hindu child free to choose how to live? - Is a holy journey necessary for believers? - Was the death of Jesus a worthwhile sacrifice?		- Does the community of the Gurdwara help Sikhs lead better lives? - Is the resurrection important to Christians?		- Do clothes express beliefs? - Does Easter make sense without Passover? - Does taking bread and wine show that someone is Christian?		- Do clothes express beliefs? - Does the community of the Mosque help Muslims live better lives? - Should believers give things up?
		- Did Jesus really do miracles? - Does prayer change things? - Can made up stories tell the truth?		- Can we know what God is like? - What is best for our world? Does religion help people decide?		- Are you inspired? Pentecost and Holy Spirit. - Does it matter what we believe about creation?		- Can we know what God is like? - Does Jesus have authority for everyone? - What is best for our world? Does religion help people decide?
PSHE	GROWTH MINDSET	- Health and Wellbeing - Anti-bullying Week coverage	GROWTH MINDSET	- Health and Wellbeing - Anti-bullying Week coverage	GROWTH MINDSET	- Health and Wellbeing - Anti-bullying Week coverage	GROWTH MINDSET	- Health and Wellbeing - Anti-bullying Week coverage
		- Relationships		- Relationships		- Relationships		- Relationships
		- Living in the Wider World		- Living in the Wider World		- Living in the Wider World		- Living in the Wider World
British Values	- Rule of Law (1 lesson) - Individual Liberty (1 lesson)		- Rule of Law (1 lesson) - Individual Liberty (1 lesson)		- Rule of Law (1 lesson) - Individual Liberty (1 lesson)		- Rule of Law (1 lesson) - Individual Liberty (1 lesson)	
	- Democracy (1 lesson) - Toleration of different (1 lesson)		- Democracy (1 lesson) - Toleration of different (1 lesson)		- Democracy (1 lesson) - Toleration of different (1 lesson)		- Democracy (1 lesson) - Toleration of different (1 lesson)	
	- Respect (1 lesson)		- Respect (1 lesson)		- Respect (1 lesson)		- Respect (1 lesson)	

