

Little Reddings Primary School

Curriculum Document KS1 and KS2

This document aims to set out the key aims, guiding principles and organisation of the curriculum at Little Reddings Primary School. It outlines what we are aiming to achieve with our pupils, what we teach, how we teach and how we organise.

Definition of The Curriculum

The curriculum is a description of all the teaching and activities which we offer.

The statutory curriculum (the 2014 National Curriculum plus the Hertfordshire Agreed Syllabus) forms a part of this wider school curriculum. The wider curriculum includes a range of additional and extra-curricular activities that the school organises in order to enrich the experience of the children – for example the Children’s University. It also includes the ‘hidden curriculum’, or what the children learn from the way they are treated and expected to behave. It includes elements that are specific, important or distinctive within the school’s context and locality.

Outcomes

Before designing the School Curriculum it is important that we define the outcomes for children that we want to achieve. Clearly these extend beyond knowledge and understanding, and aim to develop a wider set of personal skills and attitudes.

Aims	Successful learners who enjoy learning, make progress and achieve	Confident Individuals Who are able to lead safe, healthy and fulfilling lives	Responsible Citizens Who make a positive contribution to society
Focus for Learning	Attitudes and Attributes e.g. determined, adaptable, confident, risk taking, enterprising, resilient, resourceful, creative, open minded, responsible	Key Skills Literacy, numeracy, Computing, personal, communication, learning and thinking skills; subject specific skills	Knowledge and Understanding Understanding of the world, general knowledge, cultural knowledge

Designing and ‘Delivering’ the Curriculum

Whilst it is tempting to think of the curriculum as ‘content to be delivered’, we believe that the way children are taught and the way their learning experiences are presented are equally important.

‘It’s not what you teach; it’s the way that you teach it’

You can deliver the same material in different ways – which may achieve delivering content to the same standard, but some approaches will contribute much more to the wider set of curricular aims, and are more likely to lead to deeper learning because they lead to greater engagement and enjoyment, and greater motivation.

English and Mathematics are taught daily.

Computing skills, Science, PE, games, Music and RE are taught weekly.

A modular approach is sometimes taken to the teaching of History, Geography, Art and DT; they tend to be taught as focus subjects for half or a whole term. Over the period of a year each child has the opportunity to cover the full range of all the subjects. PSHE is taught as a discrete ‘subject’ within the Curriculum. Sex education is taught in Year 6 and includes work on relationships and the emotional changes as well as the physical changes that will take place (please refer to Sex Education Policy).

Planning, Continuity and Progression

We plan:

Across the whole school to ensure coverage, progression and continuity in each subject through the key stage (ref: whole School, year group and subject overviews)	Using medium term planning, collaboratively, in year groups, to enable teachers to organise their sections of the whole school curriculum and draw up a plan for the term in advance
Short term planning, on a weekly basis for Maths and English, to set out the learning objectives, lesson and success criteria for each lesson.	Daily , plans are annotated to reflect the progress in the lesson – particularly if some pupils are not ready to move on