

Haddenham St Mary's CE School

Curriculum Statement



There is a clear and ambitious vision for our curriculum, aiming to achieve a high quality, inclusive education for all pupils.

Our curriculum intent

We have ensured that our curriculum is:

- Ambitious for all pupils regardless of their background
- Designed to give many opportunities to develop cultural capital
- Successfully adapted, designed and developed for pupils with SEND
- Broad and balanced for all pupils
- Personalised to our school catering to all individuals and adapted as different pupils come through the school
- Constantly reviewed to ensure learning is current and up to date.

What is our curriculum about?

- Learning about the individual child and meeting their needs in order for them to meet their full potential
- A good balance of fun practical tasks
- Clearly designed so that everyone can achieve success
- Memorable learning experiences incorporating our curriculum drivers of resilience, diversity, collaboration, enquiry, independence, and challenge.

What do we want to achieve for our learners?

- To create independent, engaged and enthusiastic learners
- To give access to a wide range of experiences and opportunities to create a love of learning
- For all pupils to make at least expected progress throughout each year
- To allow pupils to be independent learners through child-led opportunities
- To encourage enquiring minds and curiosity
- To make clear links between learning opportunities so that pupils can see the 'bigger picture'
- To allow our children to explore their interests and talents.

Our curriculum implementation: how do we do this?

Planning for sequence and enjoyment

- Medium term plans are consistent and we assure they are packed with exciting and invigorating activities that ignite pupils' learning
- We review curriculum overviews on a yearly basis to ensure these are current and exciting, push boundaries and take risks where applicable
- Topics are engaging with exciting titles and carefully planned activities
- We involve pupils in planning the curriculum and allow pupils to steer the direction of their learning through interests and aspirations
- We take risks and push boundaries with our curriculum wherever possible and applicable
- Specialist weeks are planned meticulously to give pupils exciting learning opportunities based on a theme
- 'Wow days' start off the beginning of each topic and give a hook for their learning.

Teaching methods and resources

- The materials we use are carefully chosen and support our coherently planned curriculum
- Reading and phonics are integrated throughout our curriculum and children enjoy reading and leave us as confident readers
- Our reading scheme has been created in house and closely aligns to the phonics phases.

Assessment

- Teachers check understanding and give pupils verbal and written feedback which act as next steps for learning
- Our assessment system have been created 'in house' to ensure it fully matches our curriculum
- Our curriculum provides opportunities to develop academic success which is reflected in our on-going standards of attainment.

Teacher knowledge and expertise

- We carry out regular joint work scrutiny/moderation in teams
- We regularly share good opportunities and practice in staff meetings
- As part of our CPD programme we aim to regularly visit other schools to gain ideas and view good practice
- We share knowledge and expertise within teams
- We have provided training for other schools on our 'sparkle curriculum' as we are a good example for other schools.

The impact of our curriculum:

Our outcomes

- Pupils achieve very well across all areas of the curriculum as our consistently high results show at the end of KS1 and at the end of EYFS
- Pupils are enthusiastic learners and are 'ready to learn'
- Feedback from parents and pupils is positive about our curriculum
- Our enriched curriculum develops detailed knowledge for all pupils
- Our pupils' books are presented to a high standard and we expect high levels of presentation from pupils
- Children have a range of experiences which develops them as an 'all round' child and prepares for the next stage in their education.

The future for our pupils

- Pupils know what they want and have high aspirations for their futures
- Pupils have a wide variety of experiences, enabling them to gain good knowledge about the world around them
- Pupils have a great foundation in the basic skills of reading, writing and maths.

Long Term Overviews for our school

Our curriculum is coherently sequenced and allows knowledge and understanding to be built upon on a yearly basis.

Reception long term overview

Theme	Personal, Social and Emotional	Communication and Language	Literacy	Mathematics	Understanding of the World	Physical Development	Expressive Arts and design
Autumn 1 Guess Who	<p>Self-Confidence and Self-Awareness: Being confident to try new activities and speak in a familiar group.</p> <p>Learning the rules of the classroom and school</p> <p>Managing Feelings and Behaviour: What is right and wrong?</p> <p>Making Relationships: Form good relationships with adults and peers.</p>	<p>Listening and attention: Listening to stories and rhymes with enjoyment.</p> <p>Understanding: Use talk to organise, sequence and clarify thinking, ideas, feelings and events.</p> <p>Speaking: Interact with others, negotiating plans and activities and taking turns in conversation.</p>	<p>Reading: Letters and Sounds</p> <p>Writing: Names, labels and captions (non-fiction)</p> <p>Fine motor skills</p> <p>Pencil grip</p> <p>Role-play mark making</p>	<p>Numbers: Counting Numbers to 5 Number sense Different representations of numbers</p> <p>Shape, Space and Measure: Sorting Patterns</p>	<p>Technology: Information Around Us</p> <p>Communities: Getting to know each other All About Me - Information Books. When I was a baby - timeline, differences.</p> <p>The World - Find out about their environment that they live in and the natural world. Be able to talk about the features that they like or dislike.</p>	<p>Moving and Handling: Throwing & Catching, Balancing, Skipping.</p> <p>Fine Motor Skills: Dress dolls, zips, buttons and fasteners on clothes, drawing patterns on clothes, cutting hand prints etc.</p> <p>Health and Self-care: Recognising changes that occur when we exercise.</p> <p>Healthy eating</p> <p>Becoming independent: changing for PE.</p>	<p>Exploring and using media and materials Colour mixing and self-portraits. Recognise and explore how sounds can be changed. Match movements to music.</p> <p>Being imaginative: Use their imagination in art and design, music, dance and imaginative and role play stories.</p>

<p>Autumn 2</p> <p>Once Upon a Celebration</p>	<p>Self-Confidence and Self-Awareness: Have a developing respect for their own cultures and beliefs and those of other people.</p> <p>Select and use resources independently.</p> <p>Managing Feelings and Behaviour: Consider the consequences of their words and actions for themselves and others.</p> <p>Making Relationships: Understand that they can expect others to treat their, needs, views and cultures with respect.</p>	<p>Listening and attention: Sustain attentive listening; respond to what they have heard with relevant comments, questions or actions.</p> <p>Understanding: Show understanding of main elements of stories and how information can be found in non-fiction books to answer questions.</p> <p>Speaking: Use language to recreate roles and experiences.</p>	<p>Reading: Read a range of common words and simple sentences independently.</p> <p>Know that print carries meaning and that it is read from left to right.</p> <p>Traditional tales/celebrations</p> <p>Writing: Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.</p> <p>Attempt writing for purpose. Form lists, stories and instructions.</p>	<p>Numbers: Find one more or one less than a number from one to ten.</p> <p>Relate addition to combining to groups of objects and subtraction to “taking away”.</p> <p>Use developing mathematical ideas and methods to solve practical problems.</p> <p>Shape, Space and Measure: Use language such as “greater”, “smaller”, “heavier”, or “lighter” to compare quantities.</p> <p>Use everyday words to describe position.</p> <p>Naming shapes around us.</p>	<p>Technology: Build and construct with a wide range of objects, selecting appropriate resources, and adapting their work where necessary.</p> <p>People and Communities: Find out about past and present events in their own lives, and those of their families and in those of other people they know.</p> <p>Traditions (Fireworks)</p> <p>The World -Different cultures and beliefs around the world. (Diwali)</p>	<p>Moving and Handling: Travel under, over and through balancing and climbing equipment.</p> <p>Move with control and co-ordination.</p> <p>Health and Self-care: Recognise the importance of being healthy and those things that contribute to this.</p> <p>Recognise the changes that happen to our bodies when they are active.</p>	<p>Exploring and using media and materials: Explore colour, texture, shape, form and space in two or three dimensions.</p> <p>Recognise and explore how sounds can be changed. Match movements to music.</p> <p>Being imaginative: Express and communicate their ideas, thoughts and feelings by using a widening range of materials, suitable tools, imaginative and role-play, designing and making, and a variety of songs and musical instruments.</p>
--	---	---	--	--	--	--	--

<p>Spring 1 Dinosaurs</p>	<p>Finds compromise with peers Confident to speak about their own needs/opinions Understands their actions on others</p>	<p>Can sit quietly during an activity Can listen and then complete an activity. Understands some humour Asking questions Uses different tenses Extends vocabulary and uses new vocabulary in role play.</p>	<p>Predicting stories Describing different elements in stories Rhyming string Uses storylines in role play Uses phonics to decode Writing own name and captions</p>	<p>Pupils count reliably with numbers from 1-10. Pupils use everyday language to talk about size, weight and capacity to compare quantities and objects and to solve problems.</p>	<p>Knows that information can be selected from the computer Completes a simple program on the computer.</p>	<p>Can stand on one foot Can catch a ball Can write some letters and copy their name Experiments moving in different ways on equipment and jumps landing safely Manages own risk assessment. Helps to put away equipment correctly</p>	<p>Repeated rhythms Movement to music Learning a wider variety of songs: Contrasts Carnival of Animals Constructing with purpose Expressive in art/drama/dance</p>
<p>Spring 2 Welcome to the world.</p>	<p>Taking turns Expressing preference of activity with reasoning Knowing that some behaviour is unacceptable.</p>	<p>Listening attentively in different situations. Able to follow a story without pictures or props. Uses intonation Links statements in an organised way.</p>	<p>Using information books Reading and understanding simple sentences Attempting to write simple sentences using phonics</p>	<p>Count reliably with numbers from 1-10. Place numerals 1-10 in order. Say which number is 1 more or 1 less than a given number up to 10. Using quantities and objects up to 10, add and subtract two single-digit numbers and count on or back to find the answer. Estimate the number of objects they can see and check by counting. Begin to use mathematical names and describe properties of 3D shapes. Select a named 3D shape. Recognise, create and describe patterns. Use everyday language to talk about time to compare quantities and to solve problems.</p>	<p>Make observation of animals and plants and explain why some differences have occurred.</p>	<p>Demonstrates increasing control over objects Used tools to change to materials Moving confidently Uses safety measures without direct supervision</p>	<p>Creating different textures Selecting a wider range of tools Introducing storylines to their role play Music songs and sounds: Easter Mother's Day Contrasts</p>

<p>Summer 1 Come on lets crawl.</p>	<p>Include others ideas in their activity. Can say when they need or don't need help. Adjust their behaviour to different situations and can adapt with a new routine.</p>	<p>Listens to stories and responds appropriately. Listens and responds to peers ideas Listen to more complex instructions Able to express themselves being aware of the listener</p>	<p>Demonstrating understanding of what they have read Writing irregular common words Writing sentences that they and others can read</p>	<p>Count reliably with numbers from 1-20. Place numerals in order and say which number is one more or now less than a given number. Using quantities and objects up to 20, add and subtract two single-digit numbers and count on or back to find the answer. Solve problems including doubling, halving and sharing.</p>	<p>Understands that pupils don't always enjoy the same thing Understands growth and decay Shows a concern for the living things Looks at patterns and change in the environment Understands that technology is all around us.</p>	<p>Good control and co-ordination in large and small movement Understand the importance for good health of physical exercise, healthy diet and talks about different ways to keep healthy and safe</p>	<p>Adapting work when necessary Develop a narrative Experimentation with different textures Using percussion in music and recognising notes.</p>
<p>Summer 2 Up, up and away!</p>	<p>Demonstrate sensitivity to other pupils and form positive relationships with other pupils.</p>	<p>Responds appropriately to different situations Using tense correctly Create their own narrative.</p>	<p>Writing more sentences using phonetically plausible and knowing using some high frequency words</p>	<p>Use everyday language to talk about position and distance to compare quantities and objects and to solve problems. Use everyday language to talk about money</p>	<p>Shows an interest in different occupation. Know about similarities/differences with environments/materials /living things/places.</p>	<p>Sports day and physical activities that are included within this using a variety of equipment.</p>	<p>Pupils using percussion in music and recognising notes. Adapting work when necessary Develop a narrative Experimentation with different textures</p>

Year 1 long term curriculum overview

Term	English	Maths	Topic	Science	R.E.	Computing Cross curricular with focus on:	P.E	PSHE	Music
Aut 1	Labels lists and captions Stories with familiar settings Poetry - using the senses	Length (non standard units) Place value Time: sequencing	Out and About (Geog, art)	<u>Animals</u> including humans Seasonal Change (Autumn)	Is everybody special?	Familiarisation	Dance & Physical Literacy (Coach)	New beginnings	Harvest Pulse and rhythm
Aut 2	Poetry - Pattern and Rhyme Instructions Fairy Stories and Traditional Tales	Addition and subtraction Place Value Shape	Blast Off! (History, Geog)	Space Investigations	Should we celebrate Harvest or Christmas?	Pictograms 'We are graphers'	Dance & Physical Literacy (Coach)	Getting on and falling out / say no to bullying	Christmas play/songs Nativity

<p>Spr 1</p>	<p>Fantasy Recount, dictionary Information Texts</p>	<p>Place value Weight and volume</p>	<p>Blast off! (D.T, art)</p>	<p>Materials Animals including humans</p>	<p>Do we need shared special places?</p>	<p>Information around us 'We are researchers'</p>	<p>Tennis & Gym (Coach)</p>	<p>Good to be me</p>	<p>Notes make rhythms Peter and the Wolf</p>
<p>Spr 2</p>	<p>Stories from a range of cultures Stories with predictable and patterned language from the same author Recount Fact and Fiction Instructions</p>	<p>Addition and Subtraction Fractions Position and Direction</p>	<p>Nurturing Nurses (History, D.T)</p>	<p>Seasonal Change (Winter and spring)</p>	<p>Should everyone follow Jesus?</p>	<p>Understanding instructions and making things happen 'We are programmers'</p>	<p>Tennis & Gym (Coach)</p>	<p>Relationships</p>	<p>Easter Songs Mother's Day Improvisation</p>

<p>Sum 1</p>	<p>Fairy Stories and Traditional Tales</p> <p>Information texts</p> <p>Fantasy</p>	<p>Division and multiplication</p> <p>Money</p> <p>Time</p>	<p>Fantasy, dragons and castles</p> <p>(History DT)</p>	<p>Seasonal change (summer)</p> <p>Plants</p>	<p>Are some stories more important than others?</p>	<p>Modelling</p> <p>‘We are explorers’</p>	<p>Athletics</p>	<p>Going for goals</p>	<p>Pitch</p> <p>Musical stories</p>
<p>Sum 2</p>	<p>Information Texts</p> <p>Stories with Familiar Settings</p> <p>Stories from a range of cultures</p> <p>Poems on a theme</p>	<p>Place value</p> <p>Length (standard units)</p> <p>Shape</p>	<p>Hooray for holidays!</p> <p>(Geog, history)</p>	<p>Weather investigations</p>	<p>Who should you follow?</p>	<p>Programming</p> <p>‘We are programmers’</p>	<p>Athletics</p>	<p>Changes</p>	<p>Introducing reading music</p> <p>Handbells</p>

Year 2 Long term curriculum overview

Term	English	Maths	Topic	Science	R.E.	Computing Cross curricular with focus on:	P.E and Games	PSHE/circle time	Music
Aut 1	Playscripts Instructions Narrative Poetry Recounts	Place value Addition Subtraction Money Statistics Shape Length, height	There's no business like showbusiness (D.T, speaking and listening) <i>DT project - theatre mechanisms (curtains and trapdoor)</i>	Materials	How should you spend the weekend?	Images and text 'We are designers'	Tennis Physical Literacy (coach)	New beginnings	Harvest Rhythmic Patterns
Aut 2			Spark in the dark (Art, history) <i>Bridget Riley focus artist</i>	Materials	Should you wear symbols?	Creating and taking pictures 'We are photographers'	Tennis Physical Literacy (coach)	Getting on/say no to bullying Firework safety	Christmas concert and songs Nativity

<p>Spr 1</p>	<p>Postcards and letters</p> <p>Recounts and Diaries</p> <p>Narrative</p> <p>Non-chronological reports</p>	<p>X and divide</p> <p>Fractions</p> <p>Time</p> <p>Add/subtract</p> <p>Position and direction</p> <p>Capacity, mass, temperature</p>	<p>Shipwrecked (Geography, DT)</p> <p><i>DT project - island making - make an lighthouse on an island, make a winch</i></p>	<p>Animals, including humans</p>	<p>Does everyone celebrate the new year?</p>	<p>'We are researchers'</p> <p>Researching using internet</p>	<p>Dance</p> <p>Gymnastics (coach)</p>	<p>Medicines and hygiene including dental</p>	<p>Recorder skills</p> <p>8 beat rhythms</p>
<p>Spr 2</p>			<p>Vile Victorians (History and art)</p> <p><i>William Morris - focus artist, sewing and cross stitch</i></p>	<p>Animals, including humans</p>	<p>Is Easter important for the church?</p>	<p>Programming</p> <p>'We are programmers'</p>	<p>Gymnastics</p> <p>Dance (coach)</p>	<p>Good to be me</p>	<p>Easter</p> <p>Mother's Day</p> <p>Ensemble playing</p> <p>Recorder skills</p>

Sum 1	<p>Narrative</p> <p>Explanations</p> <p>Poetry</p> <p>Recounts</p>	<p>X and divide</p> <p>Time</p> <p>Position and direction</p> <p>Measurement</p> <p>Statistics</p> <p>Place value</p> <p>Money</p>	<p>Fire, Fire! (History, DT)</p> <p><i>Make clay houses, measure out and make templates</i></p>	<p>Living things and their habitats</p>	<p>How should people care for the world?</p>	<p>Programming</p> <p>'We are programmers'</p>	<p>Team Games</p> <p>Athletics (coach)</p>	<p>Roles and responsibilities</p>	<p>Playing and performing</p> <p>Recorder skills</p>
Sum 2			<p>Eco Warriors (Geog, science, citizenship)</p> <p><i>Clay minibeasts</i></p> <p><i>Henri Rousseau - focus artist</i></p> <p><i>Getting materials out of dirty water - filters, sieves (sea, charity)</i></p> <p><i>Wheels and axles work</i></p>	<p>Living things and their habitats</p>	<p>How do stories change people?</p>	<p>Communication /collaboration</p> <p>'We are detectives'</p>	<p>Team Games</p> <p>Athletics (coach)</p>	<p>Changes and celebrations</p>	<p>Moving on Celebrations</p>

Forest School/Farm to Fork Long term curriculum overview

<u>Year Group</u>	<u>Curriculum Areas</u>		<u>Activity Ideas</u>
Reception	Weeks 1 & 2	UW: W Children know about similarities and differences in relation to places, objects, materials and living things.	<ul style="list-style-type: none"> • Help prepare and plant vegetables in vegetable beds. • Take care of looking after the chickens and to cook with their eggs. • To know what is a living thing. Create a picture with non-living objects.
	Weeks 3 & 4	<p>UW: W Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>CI: (U) Children follow instructions involving several ideas or actions.</p>	<ul style="list-style-type: none"> • Minibeast hunts • Cook a healthy meal/snack on the fire pit thinking about safety and working together. • Instructions on how they cooked their meal/snack on the fire pit.
	Weeks 3 & 4	<p>UW:W They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>EAD: EMM They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p>	<ul style="list-style-type: none"> • Flower/plants/tree identification and leaf identification activity. • Pen whittling • Mud painting

Forest School Skills - Reception	<ul style="list-style-type: none"> • Introduction to rules/boundaries/format of sessions • Promotion of independent learning opportunities/skills • Introduction of basic real tools - hammers, mallets, trowels and forks • Introduction of basic shelter building with support • Safety procedures • Promotion of free exploration 		
Year 1	Weeks 1 & 2	DT1/2.1 Cooking & Nutrition DT1/2.1a use the basic principles of a healthy and varied diet to prepare dishes DT1/2.1b understand where food comes from.	<ul style="list-style-type: none"> • Look in our vegetable patch and plan a dish that they would like to create and cook next week. Give ideas of dishes they can cook using fire. • Cooking of meals on fire pit. • Planting of seedlings
	Weeks 3 & 4	Sc1/2.1 Plants Sc1/2.1a identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.	<ul style="list-style-type: none"> • Go on a hunt around Forest School area with check list for trees and how to decide if they are deciduous or evergreen. • Common wild and garden plants bingo! • Using pastels draw their favourite wild or garden plant.

	Weeks 5 & 6	Sc1/4.1 Seasonal Changes Sc1/4.1a observe changes across the 4 seasons Sc1/4.1b observe and describe weather associated with the seasons and how day length varies.	<ul style="list-style-type: none"> • Each group to be given a season and using resources provided create a miniature landscape. • Using our landscapes created and information provided children to complete 4 seasons' sheets.
Forest School Skills - year 1		<ul style="list-style-type: none"> • Re-enforcement of rules and boundaries • Continuation of the use of basic tools, small ropes and independent cutting of string • Introduction to basic knots • Supported construction of tripod structures on a small and large scale 	
Year 2	Weeks 1 & 2	DT1/2.1 Cooking & Nutrition DT1/2.1a use the basic principles of a healthy and varied diet to prepare dishes DT1/2.1b understand where food comes from.	<ul style="list-style-type: none"> • Look in our vegetable patch and plan a dish that they would like to create and cook next week. Give ideas of dishes they can cook using fire. • Cooking of meals on fire pit. • Farmer to come and give a talk about how they produce different food and show a simple food chain. • Food chain activity.
	Weeks 3 & 4	Sc2/2.2 Plants Sc2/2.2a observe and describe how seeds and bulbs grow into mature plants Sc2/2.2b find out and describe how plants need water,	<ul style="list-style-type: none"> • Plant seeds in vegetable patch. Show children fully grown vegetable of seed they have planted. Draw both and list what they will need to be able to grow. • Each child to plant 'Carrot in Bottle' and give carrot diary to complete. Will have to finish at home as takes

		light and a suitable temperature to grow and stay healthy.	12 weeks to grow.
	Weeks 5 & 6	<p>KS1 Art & Design</p> <p>Ar1/1.1 to use a range of materials creatively to design and make products</p> <p>Ar1/1.2 to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>	<ul style="list-style-type: none"> • Pen whittling using pen knives. • Mud faces • Painting with mud thinking about texture, shades etc.
Forest School Skills - year 2	<ul style="list-style-type: none"> • Re-enforcement of rules and boundaries • Continuation of the use of basic tools, small ropes extending to medium strength • More sophisticated use of knots for attaching to structures, trees etc • Independent construction of tripod structures • Introduction of lashing and frapping techniques to make frames 		