Haddenham St Mary’s CE School

Curriculum Statement 2021-2022

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**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 KS1and 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 2021-2022**

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| Theme | Personal, Social and Emotional | Communication and Language | Literacy | Mathematics | Understanding of the World | Physical Development | Expressive Arts and design |
| Autumn 1  Guess Who | Self-Confidence and Self-Awareness: Being confident to try new activities and speak in a familiar group.  Learning the rules of the classroom and school  Managing Feelings and Behaviour: What is right and wrong?  Making Relationships: Form good relationships with adults and peers. | Listening and attention: Listening to stories and rhymes with enjoyment.  Understanding: Use talk to organise, sequence and clarify thinking, ideas, feelings and events.  Speaking: Interact with others, negotiating plans and activities and taking turns in conversation. | Reading: Letters and Sounds  Writing: Names, labels and captions (non-fiction)  Fine motor skills  Pencil grip  Role-play mark making | Numbers: Counting  Numbers to 5  Number sense  Different representations of numbers  Shape, Space and Measure:  Sorting  Patterns | Technology: Information Around Us  Communities: Getting to know each other  All About Me – Information Books.  When I was a baby – timeline, differences.  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. | Moving and Handling: Throwing & Catching, Balancing, Skipping.  Fine Motor Skills: Dress dolls, zips, buttons and fasteners on clothes, drawing patterns on clothes, cutting hand prints etc.  Health and Self-care: Recognising changes that occur when we exercise.  Healthy eating  Becoming independent: changing for PE. | Exploring and using media and materials  Colour mixing and self-portraits.  Recognise and explore how sounds can be changed.  Match movements to music.  Being imaginative: Use their imagination in art and design, music, dance and imaginative and role play stories. |
| Autumn  2  Once Upon a Celebration | Self-Confidence and Self-Awareness: Have a developing respect for their own cultures and beliefs and those of other people.  Select and use resources independently.  Managing Feelings and Behaviour: Consider the consequences of their words and actions for themselves and others.  Making Relationships: Understand that they can expect others to treat their, needs, views and cultures with respect. | Listening and attention: Sustain attentive listening; respond to what they have heard with relevant comments, questions or actions.  Understanding: Show understanding of main elements of stories and how information can be found in non-fiction books to answer questions.  Speaking: Use language to recreate roles and experiences. | Reading: Read a range of common words and simple sentences independently.  Know that print carries meaning and that it is read from left to right.  Traditional tales/celebrations  Writing: Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.  Attempt writing for purpose. Form lists, stories and instructions. | Numbers: Find one more or one less than a number from one to ten.  Relate addition to combining to groups of objects and subtraction to “taking away”.  Use developing mathematical ideas and methods to solve practical problems.  Shape, Space and Measure:  Use language such as “greater”, “smaller”, “heavier”, or “lighter” to compare quantities.  Use everyday words to describe position.  Naming shapes around us. | Technology: Build and construct with a wide range objects, selecting appropriate resources, and adapting their work where necessary.  People and Communities: Find out about past and present events in their own lives, and those of their families and in those of families and other people they know. Traditions (Fireworks)  The World –Different cultures and beliefs around the world.(Diwali) | Moving and Handling: Travel under, over and through balancing and climbing equipment.  Move with control and co-ordination.  Health and Self-care: Recognise the importance of being healthy and those things that contribute to this.  Recognise the changes that happen to our bodies when they are active. | Exploring and using media and materials: Explore colour, texture, shape, form and space in two or three dimensions.  Recognise and explore how sounds can be changed. Match movements to music.  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. |
| Spring 1  Yo Ho Ho! | Finds compromise with peers  Confident to speak about their own needs/opinions  Understands their actions on others | 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. | Predicting stories  Describing different elements in stories  Rhyming string  Uses storylines in role play  Uses phonics to decode  Writing own name and captions | 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. | Knows that information can be selected from the computer  Completes a simple program on the computer. | 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 | Repeated rhythms  Movement to music  Learning a wider variety of songs: Contrasts  Carnival of Animals  Constructing with purpose  Expressive in art/drama/dance |
| Spring 2  Welcome to the world. | Taking turns  Expressing preference of activity with reasoning  Knowing that some behaviour is unacceptable. | Listening attentively in different situations.  Able to follow a story without pictures or props.  Uses intonation  Links statements in an organised way. | Using information books  Reading and understanding simple sentences  Attempting to write simple sentences using phonics | 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. | Make observation of animals and plants and explain why some differences have occurred. | Demonstrates increasing control over objects  Used tools to change to materials  Moving confidently  Uses safety measures without direct supervision | Creating different textures  Selecting a wider range of tools  Introducing storylines to their role play  Music songs and sounds: Easter  Mother’s Day  Contrasts |
| Summer 1  Come on lets crawl. | 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. | 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 | Demonstrating understanding of what they have read  Writing irregular common words  Writing sentences that they and others can read | 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. | 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. | 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 | Adapting work when necessary  Develop a narrative  Experimentation with different textures  Using percussion in music and recognising notes. |
| Summer 2  Up, up and away! | Demonstrate sensitivity to other pupils and form positive relationships with other pupils. | Responds appropriately to different situations  Using tense correctly  Create their own narrative. | Writing more sentences using phonetically plausible and knowing using some high frequency words | 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 | Shows an interest in different occupation.  Know about similarities/differences with environments/materials  /living things/places. | Sports day and physical activities that are included within this using a variety of equipment. | Pupils using percussion in music and recognising notes.  Adapting work when necessary  Develop a narrative  Experimentation with different textures |

**Year 1 long term curriculum overview 2021-2022**

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| **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 | Place value (within 10)  Addition and Subtraction (within 10)  Addition and Subtraction (within 10)  Geometry:  Shape  Number (Place Value within 20) | Out and About  (Geog, art) | Animals including humans  Seasonal Change (Autumn)  Space Investigations | Is everybody special?  What is it like to belong?  New beginnings | Familiarisation | Tennis  Team Building | L2 – to help construct group, class and school rules and o understand how these rules help them  H3 - to think about themselves, learn from experiences , to recognise and celebrate strengths and set simple but challenging goals  R1 – to communicate their feelings to others, to recognise how others show feeling and how to respond | Harvest  Pulse and rhythm |
| **Aut 2** | Poetry – Pattern and Rhyme  Instructions  Fairy Stories and Traditional Tales | Blast Off!  (DT, Art) | Should we celebrate Harvest or Christmas?  Special  occasions | Pictograms  ‘We are graphers’ | Dance  (Growing)  &  Tennis | R4 – to recognise what is fair and unfair, kind and unkind, what is right and wrong | Christmas play/songs  Nativity |
| **Spr 1** | Fantasy  Recount, dictionary  Information Texts | Number: Addition and Subtraction within 20  Number: Place Value within 50  Number: Place Value within 50  Measurement: Length and Height  Measurement: Weight and Volume | Nurturing Nurses  (History) | Materials  Animals including **humans**  Seasonal Change (Winter and spring) | Do we need shared special places? | Information around us  ‘We are researchers’ | Ball skills  (Hands 1)  &  Gymnastics  (Wide, narrow, curled) | H5 – about change and loss and the associated feelings  R9 – to identify their special (friends, family, carers), what makes them special and how special people should care for one another | Notes make rhythms  Peter and the Wolf |
| **Spr 2** | Stories from a range of cultures  Stories with predictable and patterned language from the same author  Recount Fact and Fiction  Instructions | Fantasy, dragons and castles  (History DT) | Should everyone follow Jesus?  What makes people especially important to us? | Understanding instructions and making things happen  ‘We are programmers’ | Ball Skills  (Feet 1)  &  Gymnastics  (Body Parts) | H1 – What constitutes and how to maintain a healthy lifestyle including the benefits from physical activity, rest, healthy eating and dental health  H7 – how some diseases are spread and can be controlled; the responsibilities they have for their own health and that of others, to develop simple skills to stop diseases from spreading  H10 – the names for the main parts of the body and the body similarities and differences between boys and girls  H6 – the importance of, and how to, maintain personal hygiene  R8 – to identify and respect the differences and similarities between people.  L9 – ways in which we are the same as all other people, what we have in common with everybody else | Easter Songs  Mother’s Day  Improvisation |
| **Sum 1** | Fairy Stories and Traditional Tales  Information texts  Fantasy | Division and multiplication  Number Fractions  Geometry – position and Direction  Measurement – Money  Time | All dressed up  (Geography & Art/DT) | Seasonal change (summer)  Plants  Weather investigations | Are some stories more important than others? | Modelling  ‘We are explorers’ | Athletics  &  Games for understanding | L6 – that money comes from different sources and can be used for different purposes, including the concepts of spending and saving, | Pitch  Musical stories |
| **Sum 2** | Information Texts  Stories with Familiar Settings  Stories from a range of cultures  Poems on a theme | Hooray for holidays!  (Geog, history) | Who should you follow? | Programming  ‘We are programmers’ | Athletics  &  Health and Well-being | \*Summer safety (road, train, water  \*Know where to get help – including during the holidays | Introducing reading music  Handbells |

**Year 2 Long term curriculum overview 2021-2022**

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| **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 | Number- Place Value  Number – Addition and Subtraction  Measurement – Money  Number – Multiplication and Division | There’s no business like showbusiness  (D.T, speaking and listening)  *DT project – theatre mechanisms (curtains and trapdoor)* | Materials | How should you spend the weekend? | Images and text  ‘We are designers’ | Locomotion  (Dodging 1)  &  Gymnastics (Linking) | H4 – about good and not so good feelings, vocabulary to describe feelings to others and develop simple strategies for managing feelings  R9 – to identify their special people (family, friends, carers), what makes them special and how they should care for one another.  L2 - to help construct group, class and school rules and to understand how these rules help them.  L4 – that they belong to different groups and communities such as family and school | Harvest  Rhythmic Patterns |
| **Aut 2** | Spark in the dark  (Art, history)  *Bridget Riley focus artist* | Materials | Do religious symbols mean the same for everyone? | Creating and taking pictures  ‘We are photographers’ | Dance  (Explorers)  &  Ball Skills  (Hands 1) | H14 – about the ways in which pupils can help the people who look after them protect them more easily  R13 – to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable  R14 – strategies to resist teasing or bullying, if they experience it or witness it, whom to go to and how to get help | Christmas concert and songs  Nativity |
| **Spr 1** | Postcards and letters  Recounts and Diaries  Narrative  Non-chronological reports | Number – Multiplication and Division  Statistics  Geometry – Properties of Shape  Number - Fractions | Shipwrecked  (Geography, DT)  *DT project – island making- make an lighthouse on an island, make a winch* | Animals, including humans | Is it important to celebrate the New Year? | ‘We are researchers’  Researching using internet | Tennis  &  Gymnastics  (Pathways) | H6 – the importance of, and how to maintain, personal hygiene  H8 – about the process of growing from young to old and how people’s needs change  H11 – that household products, including medicines, can be harmful if not used properly  H15 – to recognise that they share responsibility for keeping themselves safe, when to say ‘yes’ ‘no’ ‘I’ll ask’ ‘I’ll tell’ including knowing that they do not to keep secrets. | Recorder skills  8 beat rhythms |
| **Spr 2** | Victorians  (History and art)  *William Morris – focus artist, sewing and cross stitch* | Animals, including humans | Is Easter important for the church?  How should the church celebrate Easter? | Programming  ‘We are programmers  Programming  ‘We are programmers’ | Tennis  &  Ball Skills  (Feet 1) | H2 – to recognise what they like and dislike, to make informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences  R3 – the difference between secrets and nice surprises (that everyone will find out eventually) and the importance of not keeping a secret that makes them feel uncomfortable, anxious or afraid  R11 – that peoples bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) | Easter  Mother’s Day  Ensemble playing  Recorder skills |
| **Sum 1** | Narrative  Explanations  Poetry  Recounts | Measurement:  Length and Height  Geometry: Position and shape  Consolidation and problem solving  Measurement – Time  Measurement – Mass, capacity and Temperature | Fire, Fire!  (History, DT)  *Make clay houses, measure out and make templates* | Living things and their habitats | How should people care for the world? | Games for Understanding  &  Athletics | H9 - about growing and changing and the new responsibilities that increasing independence may bring  H16 – what is meant by privacy, their right to keep things private, the importance of respecting others privacy  R10 – to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) | Playing and performing  Recorder skills |
| **Sum 2** | Eco Warriors  (Geog, science, citizenship)  *Clay minibeasts*  *Henri Rousseau – focus artist*  *Getting materials out of dirty water – filters, sieves (sea, charity)*  *Wheels and axles work* | Living things and their habitats | How do stories change people? | Communication  /collaboration  ‘We are detectives’ | Team Games  &  Athletics | H12 – rules for and ways of keeping emotionally and physically safe including responsible ICT use and online safety, road safety, cycle, safety and safety in the environment, rail, water and fire safety  L3 – that people and other things have rights and that everyone has responsibilities to protect those rights (including protecting others bodies and feelings, being able to take turns, share and understand the need to return things that have been borrowed)  L5 – what improves and harms their local, natural and built environments and develop strategies and skills needed to care for these (including conserving energy)  L7 – about the role money plays in their lives including how to keep it safe, choices about spending or saving money and what influences those choices  \*Climate distress | Moving on  Celebrations |

**Forest School/Farm to Fork Long term curriculum overview 2021-2022**

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| Year Group | Curriculum Areas | | Activity Ideas |
| Reception | Weeks  1 & 2 | **UW: W** Children know about similarities and differences in relation to places, objects, materials and living things. | * Help prepare and plat 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 | **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.  **Cl: (U)** Children follow instructions involving several ideas or actions. | * 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 | **UW:W** They make observations of animals and plants and explain why some things occur, and talk about changes.  **EAD: EMM** They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. | * Flower/plants/tree identification and leaf identification activity. * Pen whittling * Mud painting |
| Forest School Skills |  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. | * 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. | * 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. | * 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 |  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. | * 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, light and a suitable temperature to grow and stay healthy**.** | * 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 12 weeks to grow. |
| Weeks 5 & 6 | **KS1 Art & Design**  **Ar1/1.1**to use a range of materials creatively to design and make products  **Ar1/1.2**to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination | * Pen whittling using pen knives. * Mud faces * Painting with mud thinking about texture, shades etc. |
| Forest School Skills |  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 | | |