

# 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 Key Stage One

### 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 Addition and subtraction Place Value Shape	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	Harvest  Pulse and rhythm

								feeling and how to respond	
<b>Aut 2</b>	Poetry - Pattern and Rhyme Instructions Fairy Stories and Traditional Tales		Blast Off!  (History, Geog)		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
<b>Spr 1</b>	Fantasy Recount, dictionary Information Texts	Place value  Weight and volume	Blast off!  (D.T, art)	Materials	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	Addition and Subtraction	Nurturing Nurses	Animals including humans	Should everyone follow Jesus?	Understanding instructions and making things happen	Ball Skills (Feet 1)	H1 – What constitutes and how to maintain a healthy lifestyle including the benefits from physical activity, rest, healthy eating and dental health	Easter Songs
	Stories with predictable and patterned language from the same author  Recount Fact and Fiction  Instructions	Fractions  Position and Direction	(History, D.T)	Seasonal Change (Winter and spring)	What makes people especially important to us?	‘We are programmers’	&  Gymnastics (Body Parts)	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	Mother’s Day  Improvisation

								<p>differences and similarities between people.</p> <p>L9 – ways in which we are the same as all other people, what we have in common with everybody else</p>	
<b>Sum 1</b>	<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>&amp;</p> <p>Games for understanding</p>	<p>L6 – that money comes from different sources and can be used for different purposes, including the concepts of spending and saving,</p>	<p>Pitch</p> <p>Musical stories</p>
<b>Sum 2</b>	<p>Information Texts</p> <p>Stories with Familiar Settings</p>	<p>Place value</p> <p>Length (standard units)</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>&amp;</p> <p>Health and Well-being</p>	<p>*Summer safety (road, train, water)</p> <p>*Know where to get help – including during the holidays</p>	<p>Introducing reading music</p>



	Stories from a range of cultures  Poems on a theme	Shape							Handbells
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## 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
<b>Aut 1</b>	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'	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	Harvest  Rhythmic Patterns

								groups and communities such as family and school	
<b>Aut 2</b>			<p>Spark in the dark (Art, history) <i>Bridget Riley focus artist</i></p>	Materials	Do religious symbols mean the same for everyone?	Creating and taking pictures  'We are photographers'	<p>Dance (Explorers)  &amp;  Ball Skills (Hands 1)</p>	<p>H14 - about the ways in which pupils can help the people who look after them protect them more easily</p> <p>R13 - to recognise different types of teasing and bullying, to understand that these are wrong and unacceptable</p> <p>R14 - strategies to resist teasing or bullying, if they experience it or witness it, whom to go to and how to get help</p>	<p>Christmas concert and songs</p> <p>Nativity</p>
<b>Spr 1</b>	Postcards and letters	X and divide Fractions Time	<p>Shipwrecked (Geography, DT)  <i>DT project - island making-make an</i></p>	Animals, including humans	Is it important to celebrate the New Year?	'We are researchers'	<p>Tennis  &amp;</p>	<p>H6 - the importance of, and how to maintain, personal hygiene</p> <p>H8 - about the process of growing</p>	Recorder skills

	<p>Recounts and Diaries</p> <p>Narrative</p> <p>Non-chronological reports</p>	<p>Add/subtract</p> <p>Position and direction</p> <p>Capacity, mass, temperature</p>	<p><i>lighthouse on an island, make a winch</i></p>			<p>Researching using internet</p>	<p>Gymnastics (Pathways)</p>	<p>from young to old and how people's needs change</p> <p>H11 - that household products, including medicines, can be harmful if not used properly</p> <p>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.</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>How should the church celebrate Easter?</p>	<p>Programming</p> <p>'We are programmers</p>	<p>Tennis &amp; Ball Skills (Feet 1)</p>	<p>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</p> <p>R3 - the difference between secrets and nice surprises (that everyone will find out eventually) and the importance of not keeping a secret that makes</p>	<p>Easter Mother's Day</p> <p>Ensemble playing</p> <p>Recorder skills</p>

								<p>them feel uncomfortable, anxious or afraid</p> <p>R11 - that peoples bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</p>	
<b>Sum 1</b>	<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>Games for Understanding &amp; Athletics</p>	<p>H9 - about growing and changing and the new responsibilities that increasing independence may bring</p> <p>H16 - what is meant by privacy, their right to keep things private, the importance of respecting others privacy</p> <p>R10 - to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to</p>	<p>Playing and performing</p> <p>Recorder skills</p>

								tell and how to tell them)	
<b>Sum 2</b>			<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>	Living things and their habitats	How do stories change people?	<p>Communication /collaboration</p> <p>'We are detectives'</p>	<p>Team Games &amp; Athletics</p>	<p>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</p> <p>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)</p> <p>L5 - what improves and harms their local, natural and built environments and develop</p>	Moving on Celebrations

								<p>strategies and skills needed to care for these (including conserving energy)</p> <p>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</p> <p>*Climate distress</p>	
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## 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	<p><b>UW: W</b> Children know about similarities and differences in relation to places, objects, materials and living things.</p>	<ul style="list-style-type: none"> <li>• Help prepare and plant vegetables in vegetable beds.</li> <li>• Take care of looking after the chickens and to cook with their eggs.</li> <li>• To know what is a living thing. Create a picture with non-living objects.</li> </ul>
	Weeks 3 & 4	<p><b>UW: W</b> 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><b>CI: (U)</b> Children follow instructions involving several ideas or actions.</p>	<ul style="list-style-type: none"> <li>• Minibeast hunts</li> <li>• Cook a healthy meal/snack on the fire pit thinking about safety and working together.</li> <li>• Instructions on how they cooked their meal/snack on the fire pit.</li> </ul>
	Weeks 3 & 4	<p><b>UW:W</b> They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p><b>EAD: EMM</b> 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"> <li>• Flower/plants/tree identification and leaf identification activity.</li> <li>• Pen whittling</li> <li>• Mud painting</li> </ul>
Forest School Skills	<ul style="list-style-type: none"> <li>• Introduction to rules/boundaries/format of sessions</li> <li>• Promotion of independent learning opportunities/skills</li> </ul>		



		<ul style="list-style-type: none"> <li>• Introduction of basic real tools - hammers, mallets, trowels and forks</li> <li>• Introduction of basic shelter building with support</li> <li>• Safety procedures</li> <li>• Promotion of free exploration</li> </ul>	
Year 1	Weeks 1 & 2	<b>DT1/2.1 Cooking &amp; Nutrition</b> 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"> <li>• 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.</li> <li>• Cooking of meals on fire pit.</li> <li>• Planting of seedlings</li> </ul>
	Weeks 3 & 4	<b>Sc1/2.1 Plants</b> 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"> <li>• Go on a hunt around Forest School area with check list for trees and how to decide if they are deciduous or evergreen.</li> <li>• Common wild and garden plants bingo!</li> <li>• Using pastels draw their favourite wild or garden plant.</li> </ul>
	Weeks 5 & 6	<b>Sc1/4.1 Seasonal Changes</b> 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"> <li>• Each group to be given a season and using resources provided create a miniature landscape.</li> <li>• Using our landscapes created and information provided children to complete 4 seasons' sheets.</li> </ul>

Forest School Skills	<ul style="list-style-type: none"> <li>• Re-enforcement of rules and boundaries</li> <li>• Continuation of the use of basic tools, small ropes and independent cutting of string</li> <li>• Introduction to basic knots</li> <li>• Supported construction of tripod structures on a small and large scale</li> </ul>		
Year 2	Weeks 1 & 2	<p><b>DT1/2.1 Cooking &amp; Nutrition</b></p> <p>DT1/2.1a use the basic principles of a healthy and varied diet to prepare dishes</p> <p>DT1/2.1b understand where food comes from.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Cooking of meals on fire pit.</li> <li>• Farmer to come and give a talk about how they produce different food and show a simple food chain.</li> <li>• Food chain activity.</li> </ul>
	Weeks 3 & 4	<p><b>Sc2/2.2 Plants</b></p> <p>Sc2/2.2a observe and describe how seeds and bulbs grow into mature plants</p> <p>Sc2/2.2b find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>

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