



**Heather Garth
Primary Academy**
Stars Aiming High

Curriculum Policy

Policy Review Details This review date is a guideline only and if circumstances or recommendations change then the policy will be reviewed and amended as appropriate.	
This policy will be reviewed by the Senior Leadership Team on a 2 yearly basis	
Date of Issue: Spring 2020	
	
Chair of Governors Signature	Headteacher Signature
Date of next review: Autumn 2021	

Curriculum Policy

At Heather Garth Primary Academy we have planned a broad and balanced curriculum, linked to the National Curriculum Programmes of Study, which meets the needs of our pupils, enabling them all to achieve academic success.

The Curriculum provides many opportunities for creativity and the development of resilience. Pupils have the opportunity to develop as independent, confident and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society.

The curriculum celebrates diversity and utilises the skills, knowledge and cultural capital of the community while supporting the pupils' spiritual, moral, social and cultural development, ensuring that pupils are well prepared for life in modern Britain.

A topic curriculum approach has been implemented at Heather Garth to ensure coverage and progression in both core and foundation curriculum areas. This approach enables the pupils to achieve depth in knowledge and skills in all areas of the curriculum, and to build on those skills as they progress through school. Opportunities for pupil voice are planned for, at the beginning of each new topic to give the pupils the independence to direct and take ownership for their own learning.

In addition, the curriculum provides pupils with memorable experiences, along with diverse and rich opportunities from which they can learn and develop a range of transferable skills. High quality visits and visitors to the school enhance the curriculum and provide opportunities for writing for a purpose.

The curriculum design ensures that the needs of individual and small groups of pupils can be met within the environment of high quality first teaching, supported by targeted, proven interventions where appropriate. Those who are more able are challenged and supported through being offered tasks, which provide opportunities for greater depth. This ensures that pupils at all levels are helped to achieve their potential.

The school takes pride in providing a highly inclusive environment, to promote high levels of enjoyment in learning. Enjoyment of the curriculum promotes achievement, confidence and good behaviour; building confidence for pupils to feel safe to try new things.

Pupils have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions and events.

Curriculum Overviews

Foundation Stage Overview		
Children's interests and fascinations are also taken into account and included where possible		
Autumn 1	All About Me	Harvest , Bonfire Night, Halloween, Diwali, Christmas
Autumn 2	Light and Dark	
Spring 1	Mirror, Mirror on the Wall	Chinese New Year, (shrove Tuesday) Pancake Day, Valentine's Day Mother's Day Easter
Spring 2	Are Eggs Alive	
Summer 1	Enchanted Gardens	May Day
Summer 2	Let's explore	Father's Day

KS1 Curriculum Overview		
	Year 1	Year 2
Autumn 1	Splendid Skies (Weather)	Comparing Kenya
Autumn 2	Memory Box (Changes in Living Memory)	Fire! Fire! (The Great Fire of London)
Spring 1	Animals including Humans (Science - Animals)	Riotous Royalty (Victorians)
Spring 2	Glorious Growth (Science – Plants)	The Circle of Life (Science – Plants and Animals)
Summer 1	Where do we live?	Oh I do like to be beside the Seaside!
Summer 2	Castles	

KS2 Curriculum Overview				
	Year 3	Year 4	Year 5	Year 6
Autumn	Epic Egyptians	I am Warrior (Romans, Anglo-Saxons and Vikings)	The Stone Age to the Iron Age	World At War (World Wars)
Spring	Down the Pit (Local History Study)	Raging Rivers and Wonderful Water	Mayan Civilization	Frozen Kingdom (Polar Region Study)
Summer	Rainforest	Ancient Greece	Extreme Earth (Volcanoes and Earthquakes)	Building Futures (Preparing for the Future)

Curriculum Statements

Art

Here at Heather Garth we value and are dedicated to the teaching of Art and Design and see this as a fundamental part of school life. We are committed to providing an 'Arts Rich Curriculum' that is engaging, inspiring and challenging. We provide our children with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We believe that by developing this, we can contribute to the quality of our children's lives, both within and beyond school. We see art as a means to support learning in a range of ways. The skills that are developed in art and design can be transferred across the curriculum and also aid learning.

As a school and in accordance with the National Curriculum's expectations, we aim to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

The children's learning is further enhanced with a whole school arts week where the children have the opportunity for individual and collaborative working, exploring the different styles and techniques of a range of artists. School is developing links with outside agencies and experts, in order to enrich our art provision.

Children will become creative learners, who enjoy the self-expression that they experience in both Art and Design. They will have a web of knowledge about great artists of the world. Creativity and uniqueness will be celebrated and children will become astute at editing and improving the pieces they have created. Children will embed the key art and design skills needed to allow them to produce inventive pieces of art. The children's art is often cross-curricular and helps them to express feelings and emotions in art, as well as show their knowledge and understanding of other subjects.

The Subject Termly Overview can be found on our Website

Citizenship

The intent of our Citizenship Curriculum is to deliver a curriculum which is accessible to all and that will maximize the outcomes for every child so that they know more and understand more.

Citizenship includes aspects of:

- Personal Health, Social and Citizenship Education (*PHSCE*),
- The Social and Emotional Aspects of Learning (*SEAL*),
- Fundamental British Values (Democracy, The Rule of Law, Individual Liberty, Mutual Respect and the Tolerance of those of different faiths and belief)
- Relationship and Sex Education (*RSE*) – The Christopher Winter Project
- Drugs and Alcohol – The Christopher Winter Project

The curriculum develops learning explicitly for each year group and results in the acquisition of knowledge and skills that enables our pupils to access the wider curriculum. As a result of this pupils will become healthy, independent and responsible members of a society who know how they are developing both personally and socially.

It will provide them with:

- the confidence to tackle many of the moral, social and cultural issues that are part of growing up.
- opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society.
- skills to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.
- opportunities to prepare pupils to be global citizens now and in their future roles within a global community.
- the pupils will demonstrate and apply British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty.
- encourages pupils to develop the skills of resisting peer pressure, resilience, empathy, self-awareness and assertiveness.
- keeping and feeling safe - including on line safety
- pupils will develop positive and healthy relationships with their peers, both now and in the future.
- pupils will know how to be safe and to understand and develop healthy relationships both now and in their future lives.
- pupils explore the complexity of the relationships they will have now and throughout their lives.
- they will have respect for themselves and others.

Displays throughout school and assemblies reinforce the citizenship curriculum which enables pupils to make links and use appropriate subject specific vocabulary.

The Subject Termly Overview can be found on our Website

Computer Science

Technology is changing the lives of everyone. Through teaching computing we equip our children to participate in a rapidly changing world where work and leisure activities are increasingly transformed by technology.

It is our intention to enable children to find, explore, analyse, exchange and present information. We also focus in developing the skills necessary for children to be able to use information in a discriminating and effective way.

Computing skills are a major factor in enabling children to be confident, creative and independent learners and it is our intention that children have every opportunity available to allow them to achieve this.

Our computing curriculum ensures pupils cover a range of areas including:

- Computer Science.
- Information Technology.
- Digital literacy, which includes e-safety.

To support teachers in the delivery of the Computing curriculum, the PurpleMash scheme of work is used from Years 1 to 6, ensuring a progression in skills and knowledge.

Where appropriate, cross-curricular links are made to enhance and embed learning.

Children in Early Years provision are exposed to the understanding of internet safety as they explore the world around them and how technology is an everyday part of their learning and understanding of the world.

We aim to ensure children at Heather Garth are digitally literate and able to join the rest of the world on its digital platform. They are equipped, not only with the skills and knowledge to use technology effectively and for their own benefit, but more importantly – safely. Children understand the consequences of using the internet and that they are also aware of how to keep themselves safe online. The Computing curriculum is assessed, tracked and monitored by the subject leader to ensure we are aware of which pupils are achieving the expected outcomes in each year group.

The Subject Termly Overview can be found on our Website

Design and Technology

Design Technology is taught in all year groups throughout the year (including food technology.) Projects are often cross curricular - linking to other subjects taught to enhance and embed learning.

As a school and in accordance with the National Curriculum's expectations, we aim to ensure that all pupils:

- Develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world.
- Build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users.
- Critique, evaluate and test their ideas and products and the work of others.
- Understand and apply the principles of nutrition and learn how to cook.

The children are taught Design and Technology through a topic based curricular approach, where they design products with a purpose and an intended user of the product in mind. Food technology is implemented across the school with children develop an understanding of where food comes from, importance of a varied and healthy diet and how to prepare this. Opportunities to develop links with outside agencies and experts are encouraged, in order to enrich our design and technology provision.

Children will embed the key design and technology skills needed to allow them to produce inventive products. The children's design and technology is often cross-curricular showing their knowledge and understanding of other subjects. There will be an emphasis placed on individuality and children will be given the freedom to explore design and technology using their imaginations. Pupil discussions about their learning and how pupils are able to articulate their knowledge is also a key indicator of the progress made towards intended outcomes.

The Subject Termly Overview can be found on our Website

Geography

At Heather Garth we shape our geography curriculum to ensure it is fully inclusive to every child. Our aims are to fulfil the requirements of the National Curriculum for Geography; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of geographical concepts, knowledge and skills; and for the children to develop a love for geography.

We aim for a high quality geography curriculum, which inspires pupil's curiosity and fascination about the world and its people. Our teaching equips pupils with knowledge about places and people; resources in the environment; physical and human processes; formation and use of landscapes. We also aim to develop geographical skills through: collecting and analysing data; using maps, globes, aerial photographs and digital mapping to name and identify countries, continents and oceans; and communicating information in a variety of ways. We want children to enjoy and love learning about geography by gaining this knowledge and skills, not just through experiences in the classroom, but also with the use of fieldwork and educational visits.

High standards of teaching and learning in geography are implemented through a topic based curriculum approach that is progressive throughout the whole school. Cross curricular links are made, where appropriate, to allow children to communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length. This also allows for learning to be purposeful and meaningful.

We aim to ensure that all children:

- Develop age-appropriate, accurate knowledge of the location, physical and human characteristics of a wide range of globally significant places.
- Use this knowledge to provide a geographical context to study and understand the actions of important geographical processes.
- Understand that these processes give rise to the key physical and human geographical features of the world, how these are interdependent and how they bring about variation and change to the geographical landscape.
- Be able to use geographical vocabulary which is appropriate and accurate and which develops and evolves from EYFS to KS1 and through to KS2.
- Use their experiences of fieldwork, to deepen understanding of geographical processes.
- Use and interpret a wide range of sources of geographical information, including maps, diagrams, globes and aerial photographs.
- Promote children's spiritual, moral, social and cultural development helping them to have a greater understanding of their place in the world, and their rights and responsibilities to other people and the environment.

The impact and measure of this is to ensure that children at Heather Garth are equipped with geographical skills and knowledge that will prepare them for the next stages of their lives and learning. We have children who leave Heather Garth understanding their place in the world, and their rights and responsibilities to other people and the environment. The children can articulate this, using appropriate vocabulary.

The Subject Termly Overview can be found on our Website

History

At Heather Garth, we believe that high-quality History lessons inspire children to want to know more about the past. We encourage our children to think and act as Historians and to meet the needs of all children and provide them with a range of Historical skills and knowledge.

By adopting a topic curriculum approach, children have opportunities to investigate and interpret the past, understanding chronology. They build an overview of Britain's past as well as that of the wider world and are able to communicate historically. We develop children with the following essential characteristics to help them become Historians:

- An excellent knowledge and understanding of people, events and contexts from a range of historical periods, including significant events in Britain's past.
- The ability to think critically about History and communicate ideas confidently to a range of audiences.
- The ability to support, evaluate and challenge their own and others' views using historical evidence from a range of sources.
- The ability to think, reflect, debate, discuss and evaluate the past by formulating and refining questions and lines of enquiry.
- A respect for historical evidence and the ability to make critical use of it to support their learning.
- A desire to embrace challenging activities, including opportunities to undertake high-quality research across a range of history topics.
- A developing sense of curiosity about the past and how and why people interpret the past in different ways.

Our History Curriculum is high quality, well thought out and is planned to demonstrate progression. Teachers plan cycles of lessons which allows for progression and depth. Challenge questions are incorporated for pupils to allow them to apply their learning in a philosophical and open manner. Knowledge organisers are used to support children as well as outline knowledge (including vocabulary) the children must master. Educational visits and visiting experts are also used to enhance the learning experience of our pupils.

The impact of our curriculum is measured through a reflection on standards achieved against the planned outcomes. This is assessed, tracked and monitored by the subject leader to ensure we are aware of which pupils are achieving the expected outcomes in each year group. Pupil discussions about their learning and how pupils are able to articulate their knowledge using historical language is also a key indicator of the progress made towards intended outcomes.

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Music

At Heather Garth, it is our intent that we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences, through which we aim to build up the confidence of all children. Music is a unique way of communicating, it is a vehicle for personal expression, and it can play an important part in personal and cognitive development.

Our teaching focuses on developing the children's ability to understand rhythm and follow a beat as there is strong evidence for the positive impact of this on mathematical ability. Children also develop descriptive language skills in music lessons, when learning about how music can represent different feelings, emotions and narratives. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. We also teach technical vocabulary such as volume, pitch, beat and rhythm and encourage children to discuss music using these terms.

Our objective at Heather Garth is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We aim to engage, motivate and inspire pupils to develop a love of music and their talent as musicians.

Our music curriculum ensures pupils sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various seasonal concerts and performances and after school clubs. The elements of music are taught in classroom lessons so that children are able to use the language of music to dissect it, and understand how it is made, played, appreciated and analysed. At Heather Garth we recognise that achieving mastery in Music means gaining both a deeper understanding of musical skills and concepts whilst also learning something new. The progression document ensures the curriculum is covered and the skills, knowledge and vocabulary taught are progressive from year group to year group.

In the classroom pupils learn from a young age about pulse and rhythm through games, movement and other activities, as well as singing a variety of songs. They learn how to play musical instruments correctly and with control, from percussion in KS1, to tuned instruments such as recorders in KS2. In doing so, they build on their understanding of rhythm and how to read basic music notation as well as the principle of creating notes. Children are encouraged to experiment with their own music making through graphic scores and simple picture notations or rhythm patterns. They also learn how to compose focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.

To support teachers in the delivery of music the Charanga scheme of work is used from Year 1 - 6 to ensure a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers. Teachers tailor the units and use the 'freestyle' element of the package to provide thematic, cross curricular lessons that also follow children's interests. Music lessons are broken down into half-termly units and flexibility is provided to enable teachers to link with other subjects and follow pupil's current interests. An emphasis is placed on musical vocabulary, allowing children to talk about pieces of music using the correct terminology.

We are also developing good links with Barnsley Music Service and enjoy welcoming musicians and singers into school to deliver workshops. This also encourages children to take part in out-of-school musical activities in our local community such as Barnsley Youth Choir.

Music is monitored by the music subject lead regularly to ensure intended outcomes are successfully achieved. Children are encouraged to showcase their abilities regularly in assemblies to their peers, at parent events or at seasonal performances. Whilst in school,

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children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives. There is also evidence to suggest the positive impact of music on mathematical ability:

“Maths and music are intimately related. Not necessarily on a conscious level, but sure”
(Stephen Sondheim)

The Subject Termly Overview can be found on our Website

MfL (Spanish)

Spanish is delivered by Love 4 Languages <https://love4languages.co.uk>

With content specifically designed for British children and taught by native teachers, our approach has offered our schools results in language well above the expected levels.

Using music, games and cultural awareness to immerse the children in each language allows the learning to stay deep in their long term memory and gives them a skill for life.

The inclusion of Love4Languages supports a broad and balanced curriculum inspiring pupils to learn and of course helps children acquire knowledge, understanding and skills associated with linguistics and cultural experiences. Children also use the target language for a purpose, for example asking for milk and fruit in the class.

The most productive way of learning a language is from a native teacher as lack of language skills has been identified as the major reason young people do not take up opportunities to gain international experience.

With only just over one in three Britons reporting that they are able to hold a conversation in another language, the UK's language capability remains a concern.

The overall conclusion is that the UK has now reached a critical juncture where investment in upgrading the nation's language skills is critical.

The Subject Termly Overview can be found on our Website

Physical Education

Our aim at Heather Garth is to broaden children's experience in sport, enabling them to achieve personal successes and have the confidence to partake in a wide range of sports. The curriculum is designed to be enjoyable, but at the same time develop and stimulate the pupils; physically, socially, emotionally and cognitively. It aims to provide an equal opportunity of learning experiences. Pupils are encouraged to take on different roles and enjoy physical activity as performers, spectators and referees/umpires/officials.

As a school we aim to ensure that our children:

- Develop competence to excel in a broad range of physical activities.
- Are physically active for sustained periods of time.
- Partake in competitive sports both in and out of school.
- Lead healthy, active lives.
- Are competent in the fundamental movement skills.
- Develop key skills such as teamwork, perseverance and resilience.

Pupils at Heather Garth participate in weekly high quality PE and sporting activities, taught by our in school Sports Co-Ordinator and Curriculum Leader of PE. Our carefully planned and progressive PE programme incorporates a variety of sports, such as games, gymnastics, dance, athletics and outdoor adventurous activities to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses. Additional PE provision is also delivered by outside providers who teach Premier League Primary Stars Programme to Key Stage 2. This links PE with other core subjects such as Maths, English, Science and PHSE.

We provide opportunities for all children to engage in extra-curricular activities before, during and after school, in addition to competitive sporting events. This is an inclusive approach which endeavours to encourage not only physical development but also well-being. Each day the pupils take part in 'The Daily Mile', in order to sustain physical activity for a certain amount of time, this is proven to wake up the brain in order to prepare the children for their learning.

Our curriculum aims to improve the wellbeing and fitness of all children at Heather Garth, not only through the sporting skills taught, but through the underpinning values and discipline PE promotes. Within our lessons, children are taught about self-discipline and that to be successful you need to take ownership and responsibility of their own health and fitness. Our impact is therefore to motivate children to utilise these underpinning skills in an independent and effective way in order to live happy and healthy lives. The PE curriculum is assessed, tracked and monitored by the subject leader to ensure we are aware of which pupils are achieving the expected outcomes in each year group.

The Subject Termly Overview can be found on our Website

Science

Heather Garth understands the need for all pupils to develop their Scientific understanding and knowledge as an essential component of the curriculum and as a subject in its own right. Through a high-quality Science education, including the use of practical experiences, children will develop their understanding and knowledge of the world in which they live.

We believe that a high quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key scientific knowledge and concepts, pupils should be encouraged to develop a sense of excitement and curiosity about natural phenomena and the world in which they live. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Staff at Heather Garth ensure that all children are exposed to high quality teaching and learning experiences, which allow children to explore ideas, thus developing their scientific enquiry and investigative skills. They are immersed in scientific vocabulary, which builds children's knowledge and understanding of the world around them.

In ensuring high standards of teaching and learning in science, we implement a curriculum that is progressive throughout the whole school, whilst following 'The National Curriculum programmes of study for Science 2014' or 'Understanding of the World' in EYFS.

Science teaching at Heather Garth involves adapting and extending the curriculum to match all pupils' needs. Where possible, Science is linked to class topics, however it is mostly taught as discrete lessons following the Science units to ensure coverage.

We ensure that all children are provided with rich learning experiences that aim to:

- Prepare our children for life in an increasingly scientific and technological world today and in the future.
- Help our children acquire a growing understanding of the nature, processes and methods of scientific ideas.
- Help develop and extend our children's scientific concept of their world.
- Build on our children's natural curiosity and developing a scientific approach to problems.
- Encouraging open-mindedness, self-assessment, perseverance and developing the skills of investigation – including: observing, measuring, predicting, hypothesising, experimenting, communicating, interpreting, explaining and evaluating.
- Develop the use of scientific language, recording and techniques.
- Make links between science and other subjects.

The impact and measure of this is to ensure children not only acquire the appropriate age related knowledge linked to the science curriculum, but also skills, which equip them to progress from their starting points, and within their everyday lives. Their progress is tracked in each year group to demonstrate their understanding and knowledge gained.

Through quality Science teaching all children will gain a wider variety of skills linked to both scientific knowledge and understanding, and scientific enquiry/investigative skills. They will develop a rich vocabulary which will enable to articulate their understanding of taught concepts. They will demonstrate high aspirations, which will see them through to further study, work and a successful adult life.

From this exposure to a range of different science experiences, all children should feel like they are capable of achieving and feel confident enough to share their knowledge in a way that suits them.

The Subject Termly Overview can be found on our Website

Curriculum Policy

If you require more information about our curriculum, please do not hesitate to contact school and speak to:

Mrs. C Sagar (Phonics and Reading Lead)
Mrs. R Lancaster (Writing Lead)
Mrs. M Bower (Mathematics Lead)
Miss M Driffield (Wider Curriculum Lead)

This policy should be read in conjunction with the School's:

- Teaching and Learning Expectations
- Reading Curriculum Policy
- Writing Curriculum Policy
- Mathematics Curriculum Policy
- RE and Collective Worship Policy
- Drug Policy
- PHSCE Policy
- Sex and Relationship Policy
- Promoting British Values

Characteristics of the Curriculum

- Learning is delivered through a personalised curriculum designed to meet the needs of all our children. The learning goals are taken from the National Curriculum or Early Learning Goals for each year group.
- The curriculum is planned through a topics based approach to ensure creative links are made between both core and foundations subjects; where appropriate.
- Areas of the National Curriculum not covered by themes, are identified and provision made to ensure coverage. Time for these is allocated during the school year.
- Throughout school the children are taught Spanish. This is delivered by a native speaking teacher.
- Sports is delivered throughout the school by a qualified sports coach and external competitive sports are encouraged.
- RE is delivered using the Barnsley Scheme of Work, although this is modified to accommodate the needs of individual pupils.
- Music is delivered through school by a music specialist.
- SEAL, PHSCE and British Values curriculum comes under the umbrella of Citizenship and planning is based on the needs of each class and the individual children within the class.
- All classes are taught Sex and Relationships and Drugs Education following the Christopher Winter Project.
- Mathematics is delivered in line with the National Curriculum supported by the White Rose Hub; with a focus on Mastery. Mathematics is linked to topics where and when appropriate.
- Writing is delivered through cross curricular links where possible focusing on grammar, punctuation and spelling skills.
- Phonics is delivered through class and independent sessions, introducing phonic phased reading books at the appropriate phonics phases (Learning to Read)
- Reading skills are taught through whole class book study and guided read sessions (Reading to Learn). A love of reading is promoted throughout school and children access the school library and shared class books throughout the week.
- Opportunities are taken to extend curriculum provision through after school clubs, educational visits, homework and visitors.
- The school grounds, locality and wider environment are used to enhance the curriculum.
- Pupil voice is used to ensure a relevant and enjoyable curriculum.
- Pupil's curriculum achievements are celebrated and displayed, enabling it to make a significant impact on self-esteem, the visual appearance of the school and to contribute to the ethos of the school.

