



**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: Autumn 2021**

**Chair of Governors Signature**

**Headteacher Signature**

**Date of next review: Autumn 2023**



### Curriculum Intent

At Heather Garth Primary Academy we have planned a broad, balanced and knowledge rich curriculum, linked to the National Curriculum Programmes of Study. This ensures an inclusive approach; meeting the needs of our pupils from EYFS to Y6 enabling them all to achieve academic success. We will encourage children to deepen their understanding and develop new skills and abilities, by applying what they know and can already do, with increasing fluency and independence to their new learning.

We pride ourselves on giving all children opportunities to develop themselves as life long learners, not only academically but provide necessary skills, to develop resilience, social skills, personal development and well-being. This will enable them to make a positive contribution to the world they live in and appreciate their part in securing a safe and happy sense of community; locally, nationally and globally.

We recognise that parent partnership is crucial to success for children and will identify opportunities to include parents in their child's learning and provide the necessary information and support for parents to ensure successful parental engagement.

### Curriculum Implementation

A topic curriculum approach has been implemented at Heather Garth to ensure coverage and progression in both core and foundation curriculum areas. The knowledge, understanding and skills are reflected through the objectives identified in each curriculum area.

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. There is an equality of subjects taught to ensure that the curriculum is relevant and consists of learning that really matters to the pupils. A broad curriculum empowers all children to succeed and recognise their talents.

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.

Central to developing the pupils' learning there is a focus on vocabulary and this ensures understanding; enabling our pupils to express themselves and write with confidence. We believe that our fundamental task is to teach our children to speak clearly and articulately and to read and write effectively. Reading across all curriculum areas is a priority to extend and deepen pupils understanding and use of vocabulary. We want pupils to develop a love of reading and be exposed to a range of text. The use of the school library and class shared books are pivotal to this.

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.

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.

Citizenship lies at the heart of the curriculum we deliver, to closely meet the needs of our pupils. It 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

## **Curriculum Policy**

well prepared for life in modern Britain. Pupils have access to a wide range of opportunities which promote personal safety and pupil voice with all children being actively involved in whole school decision making through the School Council and many positions of responsibility. Our curriculum recognises the importance of pupils' physical and mental well-being in shaping their long-term life-style choices.

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.

We are committed to working in partnership with parents as we believe that when home and school work closely together we get the best outcomes for our pupils, including improved attendance and behaviour.

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

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.

Continuing Professional Development for all staff is a priority to ensure they have the necessary skills and knowledge to deliver the highest standards across the entire curriculum. Music, and sports specialists work alongside teaching staff to enhance curriculum delivery.

Subject Leaders have the necessary expertise to play a pivotal role in both the design and delivery of their subject area; ensuring a clear progression of both skills and knowledge across all year groups. They can show how learning is re-visited and developed year-on-year, to ensure a real depth of learning right across the school.

### **Curriculum Impact**

- Our children have access to a wide and varied curriculum, allowing each of them to excel as individuals and be the best they can be.
- The pupils' books clearly demonstrate the progress they have made and the knowledge they have gained. We ensure that our children's attainment and progress are in line, or exceeding, their potential.
- Pupils have a wide vocabulary and are able to talk clearly and knowledgeably about their learning and make clear links between pieces of learning across the curriculum.
- Pupils are able to use what they have learned and can show that they remember what they have learned in a variety of ways.
- Pupils with SEND acquire knowledge and skills for life. Adapted learning resources and support ensure that they can fully engage with learning intention.
- Pupils are consulted and listened to.
- Pupils have had access to memorable learning experiences.
- Our children demonstrate confidence, independence, resilience and a real thirst for learning.
- Our children grow up being able to make a positive contribution to the world in which they live.

## Curriculum Policy

- Our children are able to form meaningful relationships based upon mutual respect and trust, recognising and celebrating difference, not only within the school community, but in the wider world as well.
- Our children are well prepared for the next stage of their education and are prepared to confront any challenges faced.
- Our children have aspirations for the future and know that these can be realised with hard work and determination.
- Parent opportunities to develop positive partnerships has been successful and provided positive experiences and a wider audience for the pupils to showcase their learning and talents
- Pupils who do not have age appropriate reading fluency, number or writing skills have been heavily supported to narrow or eradicate gaps in their learning.
- Pupils who have mastered the learning expectations for their year group are challenged though greater depth opportunities.
- Pupils continue to make good progress from their starting points and most achieve at least the expected standard by the end of Key Stage Two.
- Regular and robust triangulated monitoring is used to gauge the impact of our curriculum design. Leaders at all levels review learning, talk with our children and provide feedback to move practice forward.
- CPD is impacting positively on the development of staff and is evidence in the outcomes of children.

Curriculum Overviews



Whole School Curriculum Overview 2021-22

Early Years Foundation Stage	Year 1	Year 2	
<p>Marvellous Me Light and Dark Mirror mirror... Are eggs alive? Enchanted Garden Let's explore...</p>	<p>Splendid Skies Memory Box (Toys) Amazing Animals Glorious Growth Heather Garth and Beyond Towers, Tunnels and Turrets</p>	<p>Comparing Kenya Fire! Fire! Riotous Royalty The Circle of Life Oh, I do like to be beside the Seaside!</p>	
Year 3	Year 4	Year 5	Year 6
<p>Epic Egyptians Down the Pit Rainforest</p>	<p>I am Warrior Raging Rivers and Wonderful Water Ancient Greece</p>	<p>The Stone Age to the Iron Age Mayan Civilization Extreme Earth</p>	<p>World at War Frozen Kingdom Building Futures</p>

## Art and Design Curriculum Statement

### Intent

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 a curriculum that is engaging, inspiring and challenging. We provide the 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. Children in Early Years provision are exposed to and explore, a variety of medium, materials and equipment in both continuous provision and adult led activities.

### Implementation

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 further enrich our art provision.

### Impact

We encourage our children to enjoy and value the curriculum we deliver. 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.

## Computer Science Curriculum Statement

### Intent

Technology is changing the lives of everyone. At Heather Garth we want our pupils to be masters of technology and not slaves to it. Technology is everywhere, it is and will play a pivotal part in students' lives forever. Therefore, at Heather Garth, we want to model and educate our pupils on how to use technology positively, responsibly and safely.

By the time they leave Heather Garth Primary School, children will have gained key knowledge and skills in five main areas of the computing curriculum: Computer Science (Coding & Programming), Data Handling, Multimedia, Technology in our Lives & E-Safety.

To support teachers in the delivery of the Computing curriculum, we use programs such as PurpleMash, Scratch, and a variety of Microsoft software.

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.

### Implementation

Within the academic year, children study computing in blocks, outlined in the subject termly overview. This shows a balance of Computer Science (Coding & Programming), Data Handling, Multimedia, Technology in our Lives & E-Safety.

The children will have experiences of all these throughout each year group, which progress from one year to the next. Objectives are carefully sequenced so prior knowledge and concepts are built upon to develop their computational thinking. Adult support is available throughout lessons as well as providing a level of challenge that is stimulating for pupils and questioning skills.

As well as the benefits of computing, we are also aware of the risks. Therefore, we prepare children to stay safe online through regular e-safety lessons. Computing is taught weekly/fortnightly, in our high-quality computer suite, where our children have the use of their own computer. The children also have access to shared sets of iPads and laptops throughout school for cross curricular purposes.

### Impact

We encourage our children to enjoy and value the curriculum we deliver. Finding the right balance with technology is key to an effective education and a healthy life-style.

The quality of children's' learning is evident on the Shared Drive, where they can refer to it. We aim for every child to leave our school with mouse control, typing skills, keyboard awareness and file management.

Formative assessment is ongoing throughout each lesson. It judges progress and enables teachers to make flexible adaptations to their teaching and planning. Summative assessment is documented on INSIGHTS regularly.

## Citizenship Curriculum Statement

### Intent

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. As a result of this, they will become healthy, independent and responsible members of a society who know how they are developing personally and socially, and give them confidence to tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society. Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

### Implementation

Our curriculum will focus on three core learning themes: health and wellbeing, relationships and living in the wider world, which has been adapted from that of the program of 'Christopher Winter Project'. This includes opportunities to link British Values, SMSC and schools' key skills into the curriculum. Children have access to key knowledge, language and meanings in order to understand PSHE and to use across all areas of the curriculum. All subjects make a links to PSHE, British Values, SMSC, and the language is consistently used by staff throughout school. As a school we keep parents informed of the content of the RSE program.

### Impact

We encourage our children to enjoy and value the curriculum we deliver. The aim for the children to demonstrate and apply British Values of Democracy, Tolerance, Mutual Respect, Rule of Law and Liberty. The children will demonstrate a healthy outlook towards school, attendance will be in-line with national and behavior will be good throughout school. The quality of children's' learning is evident in and around school as well as in their books, where they can refer to it. Formative assessment is ongoing throughout each lesson. It judges progress and enables flexible adaptations to teaching and planning

## Design Technology Curriculum Statement

### Intent

We aim to provide children with a DT education that gives the children the chance to use creative thinking, solve problems and engage in a process of designing and making. The curriculum provides children with the opportunities to:

- research
- represent their ideas
- explore and investigate
- develop their ideas
- make a product and evaluate their work.

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.

Children in Early Years provision are exposed to and explore, a variety of materials, tools and techniques in both continuous provision and adult led activities.

### Implementation

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 mostly design products with a purpose and an intended user of the product in mind. Food technology is implemented across the school with children developing 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.

### Impact

We encourage our children to enjoy and value the curriculum we deliver. 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.

## Geography Curriculum Statement

### Intent

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 and balanced curriculum; ensuring the progressive development of geographical concepts, knowledge and skills; and for the children develop a love for geography.

Geography is taught to children in the early years through topics using cross curricular links to make it relevant to the children. Geography is about people, places and the world around us. Children see Geography each day as they learn to make sense of the world and move about within it.

We aim to provide 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.

### Implementation

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.

### Impact

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.

## History Curriculum Statement

### Intent

At Heather Garth, we believe that high-quality History lessons inspire children to want to know more about the past. The skills taught across EYFS feed into the History National Curriculum. We encourage our children to think and act as Historians and Archaeologists to meet the needs of all children and provide them with a range of Historical skills and knowledge based on the National Curriculum and EYFS Curriculum.

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.

### Implementation

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. All pupils have access to adult support throughout their lessons.

### Impact

The impact of our curriculum is measured through a reflection on standards achieved against the planned outcomes. 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 they have made towards intended outcomes.

Formative assessment is ongoing throughout each lesson. Formative assessment measures progress and enables teachers to make flexible adaptations to their teaching and planning. Lessons provide a level of challenge that is stimulating for pupils through the use effective questioning skills. Summative assessment is documented on INSIGHTS regularly.

## Music Curriculum Statement

### Intent

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 from EYFS through to Year 6

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. This starts from very early music making and exploring sounds in foundation stage and Key stage 1 to composing and improvising in Key Stage 2.

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. 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)

### Implementation

Our music curriculum is based on the New Model Music curriculum. It ensures pupils sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, 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 documents ensure 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 glockenspiels in KS2. In doing so, they build on their understanding of rhythm and

## Curriculum Policy

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. 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. To ensure variety, other musical units are used such as the Barnsley Singing Scheme which aims to develop the use of the voice and ensure we are a singing school. There are also units that have been developed by the music specialist to focus on specific elements of the curriculum. 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 and lessons. 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. The music specialist delivers training to staff to ensure teachers feel confident delivering music lessons to their class. Children are encouraged to showcase their abilities regularly in assemblies to their peers, at parent events or at seasonal performances.

Whilst in school, 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. 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 understand how to further develop skills less known to them, should they ever develop an interest in their lives.

### **Impact**

- Children develop a love of music
- Children develop a good sense of rhythm
- Children listen to and recognise a variety of music and music styles
- Children recognise elements of music such a pitch, tempo, dynamics
- Children perform to others with confidence
- Children can play untuned and tuned instruments
- Children recognise different forms of notation from graphic scores to standard notation
- Children feel confident to experiment and improvise
- Children can compose their own music

## Physical Education Curriculum Statement

### Intent

Our aim at Heather Garth is to broaden children's experiences 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. We want our children to be inspired by sport and physical activity, therefore having the understanding, confidence and ability to apply this to their own physical activity and healthy lifestyles.

### Implementation

Pupils at Heather Garth participate in a minimum of 2-hour weekly PE and sporting activities lessons, taught by our in-school Sports Co-Ordinator and Curriculum Lead.

Our carefully planned and progressive PE programme incorporates a variety of sports, such as games, gymnastics, dance, athletics, swimming and outdoor adventurous activities to ensure all children develop the confidence, tolerance and the appreciation of their own and others' strengths and weaknesses.

We provide opportunities for all children to engage in structured, adult led extra-curricular activities after-school, as well as structured sporting adult led break times. Upper Key-Stage 2 have the opportunity to be involved in additional competitive sporting events, such as football.

### Impact

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. We want our children to see the positive impact of having a healthy lifestyle, and how they can use this knowledge and understanding to lead a healthy lifestyle at home. Formative assessment is ongoing throughout each lesson. It judges progress and enables teachers to make flexible adaptations to their teaching and planning.

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.

## Science Curriculum Statement

### Intent

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, beginning in the foundation stage, 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 knowledge, methods, processes and uses of science.

Through building 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 ask questions about the world around them, share observations, understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

### Implementation

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.

Whilst following the National Curriculum for Science, teaching at Heather Garth also involves differentiating the curriculum to suit the children's needs. This may involve further support or visuals for those who struggle with their understanding or extending knowledge for those who have a secure understanding. 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.

### **Impact**

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 them 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.

## **Spanish Curriculum Statement**

### **Intent**

Heather Garth Primary Academy uses the Language Angels scheme of work and resources to ensure we offer a relevant, broad, vibrant and ambitious foreign languages curriculum that will inspire and excite our pupils using a wide variety of topics and themes. The four key language learning skills; listening, speaking, reading and writing will be taught and all necessary grammar will be covered in an age-appropriate way across the primary phase. This will enable pupils to use and apply their learning in a variety of contexts, laying down solid foundations for future language learning and helping the children improve overall attainment in other subject areas.

### **Implementation**

All classes will have access to a very high-quality foreign languages curriculum using the Language Angels scheme of work and resources. This will progressively develop pupil skills in foreign languages through regularly taught and well-planned lessons in key stage 1 and 2 which will be taught by class teachers.

Children will progressively acquire, use and apply a growing bank of vocabulary, language skills and grammatical knowledge organised around age-appropriate topics and themes - building blocks of language into more complex, fluent and authentic language.

### **Impact**

We encourage our children to enjoy and value the curriculum we deliver. Pupils will continuously build on their previous knowledge as they progress in their foreign language learning journey through the primary phase. Previous language will be recycled, revised, recalled and consolidated whenever possible and appropriate.

The quality of children's' learning is evident in their books, where they can refer to it. It is our aim that children leave our school with a good understanding of the basic knowledge of Spanish. Formative assessment is ongoing throughout each lesson. Adult support is available throughout lessons as well as providing a level of challenge that is stimulating for pupils and questioning skills.

## Curriculum Policy

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

Mr D. Fisher (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.

## **Curriculum Policy**

- 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.