



CURRICULUM POLICY

At Mossy Lea Primary School every child matters. The curriculum will be the means of providing all with outstanding opportunities for enjoyment and achievement. Our children will have the opportunity to be creative, to be physically active and to be academically challenged. It will foster economic wellbeing, improve learners' health, keep them safe; and help them make a positive contribution to the school and the community. The curriculum will enable all learners to enjoy their education and will ensure that wherever possible learning is fun.

Aims and Objectives

- To provide all children with equal access to a rich, broad, balanced and differentiated curriculum matched well to their ages, abilities, interests, aptitudes and special needs;
- To increase children's knowledge, skills and understanding as they grow and develop and strengthen their connections with the world around them;
- The curriculum will be carefully planned and structured to ensure that learning is continuous and that pupils make good progress in the development of their learning;
- To engage the children's interest by offering excellent opportunities to extend creative learning, challenge their imagination, value originality and to encourage and motivate them to want to learn;
- To be exciting and to offer pupils lots of first-hand experience to reinforce their learning and to underpin their growing knowledge, skills and understanding of the world;
- To open their eyes to awe and wonder and cause them to marvel at the incredible and fantastic world in which they live.

Reception Curriculum (to be read in conjunction with the EYFS Policy)

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2014 by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum.



These areas are:

- Personal, Social and Emotional Development;
- Physical Development;
- Communication and Language development;
- Literacy;
- Mathematics;
- Understanding the World;
- Expressive Arts and Design.

A Thematic approach

There is evidence that teaching subject knowledge and skills as part of a wider topic based curriculum allows pupils to make useful links between areas of learning, and consolidate skills. Children are also likely to be more engaged in their learning if it has a context and theme that runs through it. Mossy Lea Primary School has adopted Lancashire's thematic approach to deliver the National Curriculum 2014. We strive to provide the children with a broad and balanced curriculum in which to develop knowledge and understanding and aim to exploit the use of thematic planning, wherever possible. Each topic plan will identify the curriculum area and skills planned for development.

Long Term plans indicate how the 2014 National Curriculum requirements and our topics are interconnected, to provide a broad and balanced curriculum. Short term and Medium Term planning formats also indicate how cross-curricular subjects are linked and evaluated.



Time Allocation

The original time allocations for subject areas given in the previous National Curriculum have been removed, and schools can organise the way they teach the foundation subjects much more flexibly. Each half-termly topic has a lead subject/subjects. Given that Science is still a core subject, more time should be spent on this area over the term. (Please see the separate curriculum policies for guidance on English and Maths). Key skills within each curriculum area are identified and are blocked into thematic units which are taught over a defined period appropriate for the topic. Each topic plan will identify the curriculum area and skills planned for development.

Teachers include a timetable for the curriculum in their planning files as well as having this on display. Teachers use the timetable flexibly to ensure that Literacy, Mathematics and topic based curriculum work is taught at the most suitable times. The timetable is therefore regularly adapted to ensure that appropriate coverage of subjects takes place.

Although teachers are able to organise their topic teaching to best suit the subject areas and activities taking place, a general sense of proportion over a school year is necessary, to ensure coverage of the curriculum and to avoid focusing too much on one subject area.

Strategies

1. The National Curriculum will be taught to all pupils. Programmes of Study for the subjects of the National Curriculum will be used as the basis for long-term and medium-term planning. The Lancashire LPDS support materials provide a framework to design and construct a bespoke curriculum to meet the needs of our children.
2. Short-term planning will be brief. It will set out clear learning objectives, a strategy for differentiating the work and will show how resources are to be deployed efficiently and effectively to personalise learning for each pupil.
3. **Jigsaw**, a comprehensive scheme of learning which integrates personal, social, health and economic education with emphasis on emotional literacy, mental health and SMSC, especially spiritual development, will be used.
4. Cross-curricular links will be made between subjects where appropriate and the cross curricular themes including PSHE and Citizenship will be planned for within the curriculum and assemblies.



5. Opportunities will be taken to enliven the curriculum through: educational visits out of school; involvement of parents, visitors, artists, crafts people, creative weeks, actors, and musicians; the use of the school grounds, the locality and the wider environment.
7. Opportunities will be sought within the curriculum to encourage community cohesion.
8. A range of high quality resources including ICT will be used to underpin the curriculum.
9. Homework will be set where appropriate to link the curriculum with learning at home. (see Homework Policy)

Subjects

As core subjects English and Maths will continue to be taught discretely.

English

Where possible links will be made with literacy genres, fiction and non-fiction books, guided reading books, and poetry as this has been shown to develop the thematic approach, and deepen learning and engagement. The Lancashire LPDS units of work are used to guide the short term planning.

Maths

There is less opportunity for linking Maths to topics, but where possible, areas of maths like data handling and measures will be linked where appropriate for pupils and to support Maths learning. The Lancashire LPDS units of work are used to guide the short term planning.

Science

Where possible, Science will be fully embedded in the themes. Some themes each half term have a science focus and others will have less of a scientific emphasis. More time will be allocated over a term to teaching Science, as it is still a core subject.

Foundation Subjects: History, Geography, Design Technology and Art

The Foundation subjects will be integrated into the topic, and will form the basis of much of the cross-curricular links.

Music

Music is taught generally discretely using the **Music Express** programme by a Teaching Assistant and will not always be topic linked. Other aspects of the music curriculum



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(Listening to different types of music, using ICT to create music etc) might be a part of topic work.

Foreign Language

From Years 3 to 6 we teach French to all children. Our approach is to make learning a new language fun. At Mossy Lea Primary School we use **Rigolo**, a scheme of work, to support our French teaching.

PE

PE is taught discreetly, following the separate Lancashire PE scheme of work. Please see PE policy for details.

Religious Education

RE is a statutory part of the curriculum. **Discovery** provides comprehensive and detailed planning for Religious Education.

PHSE, Citizenship and Enterprise

While not statutory, PHSE and Citizenship are important aspects of our curriculum, and will be taught either discreetly, within a topic or in assembly depending on the needs of the pupils in each key stage. We use **Jigsaw** scheme of work to deliver the discreet aspects of PSHEE.

Computing

Computing will be generally taught as a separate subject area, using the **Switched on Computing!** scheme of work.

Other elements of the wider ICT curriculum will be taught alongside other curriculum areas, as a part of topic work. This will include Digital Publication and Presentation, Digital Research, Data Handling and the use of Digital Media.

Subject Areas

Pupils will be encouraged to make links between subject areas, and sometimes be working on more than one subject at the same time. Staff will make the subject links clear at the start of each lesson.



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Enrichment

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum and enables the development of the whole child, whatever their ability, such as through our Welly Wednesday courses.. A successful enrichment programme that draws upon a wide range of adult skills is offered through school trips, visiting specialists and themed days and weeks.

Outcomes

Children's work and achievement within the curriculum will be celebrated and displayed to enable it to make a significant impact on the visual appearance of the school and to contribute positively to its ethos. Each child will also have a Wow book, in which they can add personally selected pieces of work that they are proud of. These will be displayed in our reading garden. The exciting curriculum that we provide will help children to understand who they are and where they live. It will help them learn about their community, the nation and the world in which they live. It will deepen their cultural awareness and increase their understanding of history, time and place. They will develop a love and loyalty to their Queen and Country and develop a respect for and an understanding of different cultures and beliefs. They will learn about issues facing the world and the importance of caring for their environment.

Date policy written: October 2018 by Antonella Greenhalgh/Iain Pearson

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