



'Happy children aiming high!'

New Hartley First School

Curriculum Policy

Status	Statutory
Created	Autumn 2017
Next Review	Summer 2018

Our School Vision

Our vision is to develop an inclusive school, which promotes and achieves excellence, and continues to nurture the values, confidence and skills of pupils, staff and the community, to meet the emerging opportunities of the 21st Century.

Our vision for teaching and learning is:

- For every child to experience high quality teaching and to have access to engaging and varied learning experiences.
- To foster a love of learning and develop enquiring minds.
- To enable every child to see the value of mistake making and never be afraid to try.

In addition, as a school we:

- Have high expectations of all pupils and staff.
- Use a creative curriculum and enrichment activities to inspire a love of learning and the development of children as confident and well-rounded individuals.
- Create a school environment where children feel safe and exhibit good behaviour, which supports good learning and leads to positive relationships between children and between adults and children.
- Serve the community – working hard to secure excellent links with parents/carers and the community.
- Support the PTFA in fundraising activities for the benefit of all stakeholders.

Introduction

Every state-funded school must offer a curriculum, which is balanced and broadly based. The curriculum is all the planned activities that we organise to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum for 2014, but also the range of extra-curricular activities that the school organises in order to enrich the experience of the children. It also includes the pastoral enrichment to ensure that the pupils at New Hartley are caring, considerate and happy.

There is a legal requirement to follow the statutory national curriculum, which sets out programmes of study, based on key stages, subject content that should be taught to all pupils. All schools are required to publish their school curriculum by subject and academic year online.

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.

New Hartley First School has therefore developed a new creative, topic based curriculum to deliver the National Curriculum 2014 and other aspects of the school curriculum, including PSHE, SRE and RE.

Structure

The topic based curriculum has the following structure:

- Half termly cross curricular topics for all year groups from EYFS to Y4
- Each topic is led by a different curriculum driver, for example, history, incorporating the teaching of all National Curriculum subjects or areas of Early Years learning.
- A two-year rolling programme of topics to ensure children across each phase in school cover the expected objectives at an appropriate level whilst not repeating a particular theme/topic during their time in each phase.

The curriculum framework consists of:

Whole School Topic Grid – 2 year rolling programme

Cycle 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Where in the World	Once upon a time	Who helps us?	Down in the Jungle	Down on the farm	Watch this grow
Reception	Where in the World	Once upon a time	Who helps us in our community?	Down in the Jungle	Down on the farm	Watch this grow
Year 1	Where in the World	All the World's a Stage	What is equal?	One Small Step for KSI	Plants and Growing	Living on an Island
Year 2	Where in the World	All the World's a Stage	What is equal?	One Small Step for KSI	Plants and Growing	Living on an Island
Year 3	Where in the World	All the World's a Stage	Incredible Earth	When in Rome...	We Will Rock you!	Chocolate - Mayans
Year 4	Where in the World	All the World's a Stage	Incredible Earth	When in Rome...	Tour de Northumberland!	Chocolate – from bean to bar

Cycle 2 will be added Autumn 2018

Year Group Planning

Example (Y1):

Topic	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Where in the World	Once upon a time	All the World's a Stage	What is equal?	One Small Step for KSI	Plants and Growing	Living on an Island
Once upon a time	All the World's a Stage	All the World's a Stage	Incredible Earth	When in Rome...	We Will Rock you!	Chocolate - Mayans
All the World's a Stage	All the World's a Stage	All the World's a Stage	Incredible Earth	When in Rome...	Tour de Northumberland!	Chocolate – from bean to bar
What is equal?	Incredible Earth	When in Rome...	Tour de Northumberland!	Chocolate – from bean to bar		
One Small Step for KSI						
Plants and Growing						
Living on an Island						
Chocolate - Mayans						
Chocolate – from bean to bar						

Phase Long Term Planning

Example (KSI):

Long Term Planning New Hartley First School			
Academic Year: 2017 – 2018			
Key Stage: One			
Topic	Autumn Term (17 weeks)	Spring Term (18 weeks)	Summer Term (18 weeks)
Sub-Topic	King Lear, Othello, Twelfth Night, The Merry Wives of Windsor, The Taming of the Shrew, The Merchant of Venice, The Comedy of Errors, The Two Gentlemen of Verona, The Winter's Tale, The Tempest, The Cyprians, The Two Noble Kinsmen, The Winter's Tale, The Tempest, The Cyprians, The Two Noble Kinsmen	King Lear, Othello, Twelfth Night, The Merry Wives of Windsor, The Taming of the Shrew, The Merchant of Venice, The Comedy of Errors, The Two Gentlemen of Verona, The Winter's Tale, The Tempest, The Cyprians, The Two Noble Kinsmen	King Lear, Othello, Twelfth Night, The Merry Wives of Windsor, The Taming of the Shrew, The Merchant of Venice, The Comedy of Errors, The Two Gentlemen of Verona, The Winter's Tale, The Tempest, The Cyprians, The Two Noble Kinsmen
Objectives	<p>King Lear: To be able to identify the main characters and their roles in the play. To be able to identify the main themes and motifs of the play. To be able to identify the main events and plot of the play.</p> <p>Othello: To be able to identify the main characters and their roles in the play. To be able to identify the main themes and motifs of the play. To be able to identify the main events and plot of the play.</p> <p>Twelfth Night: To be able to identify the main characters and their roles in the play. To be able to identify the main themes and motifs of the play. To be able to identify the main events and plot of the play.</p> <p>The Merry Wives of Windsor: To be able to identify the main characters and their roles in the play. To be able to identify the main themes and motifs of the play. To be able to identify the main events and plot of the play.</p> <p>The Taming of the Shrew: To be able to identify the main characters and their roles in the play. 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Year Group Half Termly Topics

Example (Y1):

New Hartley First School Happy children, amazing high			
Year/Class: 1 Teacher: Mrs Banks			
Term: Autumn 2 2017 Dates: 30th October – 22nd Dec			
<p>English</p> <p>Reading: To be able to apply reading knowledge, skills and strategies to enable them to read and understand texts. To be able to identify the main characters and their roles in the play. To be able to identify the main themes and motifs of the play. To be able to identify the main events and plot of the play.</p> <p>Writing: To be able to apply writing knowledge, skills and strategies to enable them to write and understand texts. To be able to identify the main characters and their roles in the play. To be able to identify the main themes and motifs of the play. To be able to identify the main events and plot of the play.</p> <p>Speaking and Listening: To be able to apply speaking and listening knowledge, skills and strategies to enable them to speak and understand texts. To be able to identify the main characters and their roles in the play. To be able to identify the main themes and motifs of the play. To be able to identify the main events and plot of the play.</p> <p>Thinking: To be able to apply thinking knowledge, skills and strategies to enable them to think and understand texts. To be able to identify the main characters and their roles in the play. To be able to identify the main themes and motifs of the play. To be able to identify the main events and plot of the play.</p>	<p>Maths</p> <p>Using: To be able to use mathematical knowledge, skills and strategies to enable them to use and understand texts. To be able to identify the main characters and their roles in the play. To be able to identify the main themes and motifs of the play. To be able to identify the main events and plot of the play.</p> <p>Measuring: To be able to use measuring knowledge, skills and strategies to enable them to measure and understand texts. To be able to identify the main characters and their roles in the play. To be able to identify the main themes and motifs of the play. To be able to identify the main events and plot of the play.</p> <p>Calculating: To be able to use calculating knowledge, skills and strategies to enable them to calculate and understand texts. To be able to identify the main characters and their roles in the play. To be able to identify the main themes and motifs of the play. To be able to identify the main events and plot of the play.</p> <p>Problem Solving: To be able to use problem solving knowledge, skills and strategies to enable them to solve and understand texts. To be able to identify the main characters and their roles in the play. To be able to identify the main themes and motifs of the play. To be able to identify the main events and plot of the play.</p>	<p>Science</p> <p>To be able to: To be able to observe and describe changes in the natural world. To be able to observe and describe changes in the human body. To be able to observe and describe changes in the environment. To be able to observe and describe changes in the universe.</p> <p>Year 1 will continue their work on seasonal changes with a closer look at why the seasons change.</p>	<p>Computing</p> <p>To be able to: To be able to use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Using online systems to assess school network and School200.</p> <p>To be able to: To be able to use technology purposefully to create, organise, store, manipulate and retrieve digital content. Create a poster using simple publishing software to advertise our school production.</p>
<p>Art/DT</p> <p>To be able to: To be able to use a range of materials creatively to design and make products. Shadow theatre puppets to tell traditional tales.</p> <p>To be able to: To be able to use drawing and painting and to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. Pupils theatre art work for display. Based on this year's pupils' 'Aladdin'.</p> <p>Christmas crafts, cards and calendars.</p>	<p>History</p> <p>Not explicitly taught this half term – possible links to the history of the Theatre Royal as one of England's leading theatres.</p> <p>To find out about significant historical events, people and places in their own locality.</p> <p>Timeline activity from 1788 when it was granted its Royal licence by King George III and opened on Drury Lane. Key events including: its move to Drury Lane in 1837, three months before Queen Victoria ascended the throne; the fire that destroyed the theatre in 1899 right up to modern day.</p>	<p>Music</p> <p>To be able to: To be able to play tuned and untuned instruments musically and use their voices expressively. Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Drumming with Stave and KS1 performance songs.</p>	<p>PE</p> <p>To be able to: To be able to perform dance using simple movement patterns. Christmas performance dance.</p> <p>To be able to: To be able to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Sports leader activities on the yard.</p>
<p>Geography</p> <p>Use simple compass directions North, South, East and West and locational and directional language (for example, near and far, left and right) to describe the location of features and places on a map.</p> <p>Locate local theatres including Theatre Royal in Newcastle, Swan Theatre, Arden Theatre and Paines Theatre, discuss where these are in relation to key landmarks, features and places of interest. How could we get there?</p>	<p>PS-CE</p> <p>Covered by CP. Theme – Getting on and feeling safe. Focus on cooperation and team work within the classroom setting and as a craft on stage.</p>	<p>RE</p> <p>Covered by CP. Following Northumbrian scheme. Unit B1: Festival and celebration. Christmas presents that the three kings brought to...</p>	

Planning

Long Term Planning

There is a whole school topic grid which shows the topic for all the classes in the school over a two-year rolling programme.

Year Group Planning

For each Year Group there is an overview of the statutory Programmes of Study for that year group as given in the National Curriculum. Learning objectives are often general rather than specific and can be repeated across a two-year phase.

Early Years Foundation Stage follow the EYFS curriculum along with Development Matters progress grids.

Medium Term Planning has been introduced in phases as part of the new curriculum development. Staff use the year group PoS for all subjects to develop their MTP which specify the objectives to be covered over the half term, with examples of activities and lesson ideas, linked to the identified topic for that half term. In this way the MTPs help to maximise cross-curricular links, support progression through a subject and consider trips, visitors and other school events.

These MTPs will help support teachers to plan a realistic amount of work over a half term and should be completed before the start of the half termly topic. Paper copies are then presented to the Headteacher, whilst electronic copies are stored in the Curriculum Development Folder on Staff Share, to allow access by the SLT and subject coordinators to assist in their roles.

Core Subjects

English and Maths

Where possible, links will be made with literacy and numeracy skills within the topic based approach. Other skills in line with Foundation Stage and National Curriculum expectations will be explicitly taught alongside topic sessions where more appropriate.

Our systematic approach to teaching phonics uses the Read Write Inc scheme (RWI) to ensure proficiency in reading and writing basic skills. The 'stage not age' grouping of children allows all teaching to be targeted to the specific needs of small groups across Foundation Stage, KS1 and includes some groups from KS2 as required. These groups are carefully tracked and monitored to facilitate children's progress and attainment.

We use the White Rose Maths Hub (WRMH) documentation to support planning of maths from Y1 to Y4. In doing so, we can develop 'mathematical talk' to encourage mathematical thinking and reasoning, to dig deeper into concepts. Using concrete apparatus such as Numicon, and pictorial representations we provide opportunities for varied fluency, reasoning and problem solving at each stage in development.

Science

Science will be fully embedded in the topics. Some topics each year have a science driver and others will have less of a scientific emphasis. Science will still be taught regularly in these topics.

Foundation Subjects: History, Geography, Design Technology, Art

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

In addition, children in Years 3 and 4 follow the NTC Primary French programme.

Music

Music will be linked to topics where appropriate and will sometimes be taught by specialists (Drumming, Choir etc) and will not always be topic linked. In addition, children participate in weekly, whole school singing practices following seasonal or key event themes.

PE

Dance and Gymnastic skills are taught using the Val Sabin schemes with topic links where possible. A multi-skills approach is used for the teaching of Athletics and Team Games.

All children will have the opportunity to engage in a variety of sports provided by outside agencies such as Yoga, Rugby, Hula-hooping and Swimming.

Religious Education

All state schools are required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage.

RE is a statutory part of the curriculum. The school will follow the Northumberland County Council Agreed Syllabus for RE. Where possible topics from this syllabus have been match to thematic topics across a year.

PHSE, Citizenship and Enterprise

Following on from practice in our Early Years Foundation Stage (EYFS), New Hartley First school values the role of PSHCE in our curriculum and is taught within a topic where appropriate. It promotes the spiritual, moral, cultural, mental and physical development of pupils and helps to prepare pupils for the opportunities, responsibilities and experiences of later life in line with British Values.

Computing

At New Hartley First School, we understand that the world in which our children live is changing and we have a responsibility to prepare them for the world in which they are growing up. High quality education in Computing will teach pupils to be responsible, competent, confident and creative users of information and communication technology.

We use the Rising Stars Computing Scheme to inform our planning and to ensure progression from Y1 to Y4. Children develop skills and understanding in E-Safety, information technology, digital literacy and computer science. Where possible units of work from the scheme are adapted to fit each half term topic.

Homework

We believe that homework:

- Provides a home/school link and promotes liaison
- Increases parental knowledge and understanding of the curriculum
- Actively involves parents in the learning process
- Generates discussion at home amongst family members
- Can help develop research skills
- Reinforces the teaching of the National Curriculum
- Can assist language development

Coverage over a school year

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

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 and the main subject focus will be recorded as either a title or learning objective at the start of each new piece of work. This will allow the SLT and subject coordinators to monitor a subject and see the progression as well as look at the cross-curricular outcomes.

Routines and Expectations

Daily routines should include:

- GoNoodle to begin morning sessions. 5-10 minutes of whole class activity. This may be repeated in the afternoon.
- Sharing a story at milk and fruit time.
- Times table practice at least three times per week.
- Handwriting practice at least three times per week.
- 'Wow word' of the week and 'Opener' of the week to be shared with children applied orally and where appropriate in written work to develop vocabulary.

Expectations across school include:

- **Learning Intentions** – Teachers will make learning intentions and success criteria clear during each session or lesson, and refer to them as necessary. These may be displayed in the classroom throughout as session or where more appropriate shared orally with younger children and small groups.
- **Presentation** – Children should record the date in the margin, a title/learning objective and both to be underlined. After written feedback is given and before a new piece of work is recorded, children to rule off on their page and continue underneath the ruled line.
- **Marking and Feedback** is given orally and/or in writing dependant on the age of the child or activity in line with school policy.
- **Next steps** identified and shared with children where appropriate for Maths and Writing from Reception Summer Term onwards.
- **Cold Writes** – half termly Cold Write from Nursery to Y4 using the same/similar prompt.
- **Hall displays** – to be updated termly, by the end of the first week back after a half term. Staff will be given guidance on the termly focus.
- **Group/Class half termly targets** for Writing and Maths, to be displayed and referred to.
- **Interventions** timetabled for assembly times to be carried out by class teachers and TAs. Any recorded work should be in books and clearly labelled. Staff to update Intervention grids to show specifically what is being done to narrow gaps for these children.
- **Learning Plans** – for Wave 2 and 3 children (except Speech and Language), to be updated and shared with parents October, February and June. Specific dates to be agreed and shared by SENDco.

Roles and Responsibilities

The Head Teacher has responsibility for the leadership of the curriculum and for monitoring its provision. The Curriculum Development TLR and Early Years TLR have responsibility for developing and updating the curriculum and ensuring, with the Head Teacher, that the curriculum has progression, appropriate coverage and is consistently monitored. Class teachers are responsible for ensuring the satisfactory content and delivery of each subject, for monitoring provision and keeping up to date with curriculum developments. This should ensure that progress is tracked and that there is appropriate challenge, support and intervention. The SLT, SENCO and class teachers are responsible for the development of support and intervention work to ensure that all children achieve the best possible outcomes. The Governors monitor the success of the curriculum at committee level and at whole Governing Body meetings through the Head Teacher's report to the Governors. In addition, the performance of the school is discussed and reviewed with the School Improvement Partner.

Evaluating and Updating the Thematic Approach

As this is a new way of working for New Hartley First School, we will be evaluating the curriculum over the course of the year to see how staff and pupils are responding. We can change the way topics are approached and delivered as we see how it works in practice.