



Together

Everyone

Achieving

More

Together with friends, families and community we care for ourselves, each other, our school and our world.

Everyone has access to a broad, balanced and stimulating curriculum, whatever their gender, race, ethnicity or ability.

Achieving our best is what we aim for every day we come to school.

More independence makes better learners and helps us to become good citizens.

Our curriculum is based on the National Curriculum. Our pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare the children for the next stage of learning (Key Stage 1 and 2 ready and secondary ready), and enable them to be successful in the community. We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively, expressively and to explain and clarify thinking. We make meaningful connections across subjects.

The school expects everyone to develop and show a sense of responsibility and self-discipline whether alone, together, at work or at play, and to support policies on equal opportunities. We actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain. We also provide opportunities for our pupils to learn about the contribution of Britons to innovation, excellence and changes in the world. This policy makes reference to The New National Curriculum 2014.

Aims:

- That all pupils are provided with outstanding learning experiences that lead to consistently outstanding levels of pupil achievement.
- That all teachers and other professionals possess expert levels of knowledge in the subjects they teach.
That all teachers and other professionals are "lifelong learners", committed to an ongoing development of their own knowledge and skills to optimise the pupils' learning experiences.
- That a positive, caring attitude, where achievements at all levels are acknowledged and valued, is prevalent throughout the school.
- That all pupils from the earliest opportunity, are encouraged to develop independence, self discipline, responsibility and the ability to build resilience.

Our Foundation Stage Curriculum:

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

We have also included the learning of music and ICT skills in our curriculum and encourage independence from the start. Children experienced focused supported activities with members of staff alongside the choice of independent developmental activities to support the learning objective.

Key Stage 1 and 2

English

Our English lessons develop pupils' spoken language, reading, writing and vocabulary. Literacy is taught in a cross-curricular way, linking up with other areas of the curriculum. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions. Their vocabulary is developed systematically. Our pupils are encouraged to read for pleasure and to read widely. We use the Oxford Reading Tree Scheme for reading and Letters and Sounds for Phonics, plus Read, Write Inc for our Spelling programme. Phonic awareness helps the development of reading by segmenting and blending sounds. The children will be heard reading individually and in groups. The guided reading sessions cover both fiction and non-fiction books. Guided reading also develops the children's comprehension skills.

A range of ICT programmes are used to enhance learning. Parents are given clear expectations about reading at home. We develop writing skills so that our Reception pupils have the stamina and ability to write simple statements and sentences. To support children in moving towards independent writing we provide a wide range of activities including use of film and imagery, modelled, shared and guided writing, peer editing and discussion. We use talk for writing to encourage pupils to express their ideas, exchange ideas and to develop more sophisticated vocabulary. We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. We promote the status of written work by providing opportunities for children's writing to be published and read by real audiences. Handwriting sessions are incorporated into the English lessons.

National Curriculum English Programmes of Study:

<https://www.gov.uk/government/publications/nationalcurriculum-in-england-english-programmes-of-study/national-curriculum-in-england-english-programmes-of-study>

Mathematics:

The mathematics curriculum at Spring Vale has been designed to be ambitious in expectations of all learners with an emphasis on reasoning and applying mathematics to create life long mathematicians. Children are taught skills and then complete challenges to apply their learning in each lesson followed by a 'One last Challenge...' to stretch learners at the end of each session and encourage children to challenge their own thinking. Practical and context-based resources allow children to make links between their learning and the world around them. We believe times tables are the key to unlocking mathematical ability. Children each have a personalised login to 'Timestable Rockstars' to enable them to practise both at home and in school. In Key Stage 2, children can earn badges to celebrate their achievements in this area of maths.

National Curriculum Mathematics Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-mathematicsprogrammes-of-study>

Drama:

Drama is used as a key tool in developing oral skills, vocabulary development, building confidence and self-esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language. 'Hot seating', and 'response in role' drama techniques are used in literacy lessons aid the development of speaking and listening, reading and writing skills. Imaginative role play is fundamental to developing the whole child, not just in Early Years and KSI education, but also as they children develop, and our curriculum provides opportunities to perform to wider audiences through assemblies and events around key festivals. There are increasing opportunities for our pupils to perform as they progress through the school. Additionally, children can also attend 'Musical Theatre' after school enrichment clubs.

Science:

At Spring Vale Primary School we value Science because it makes an increasingly important contribution of all aspects of life. All children are naturally curious about their environment and Science makes an invaluable contribution to their knowledge and understanding of the world. Science is a body of knowledge built up through experimental testing of ideas. Science is also methodology, a practical way of finding reliable answers to questions we may ask about the world around us. Science in our school is about developing children's ideas and ways of working that enable them to make sense of the world in which they live through investigation, as well as using and applying process skills. In Reception we start to develop blocks of knowledge and concepts alongside the development of enquiry skills. Key scientific terminology will be introduced each lesson. Pupils will be able to carry out simple tests and experiments using equipment and to gather and record data. Our lessons will include learning about plants, animals 3 and the seasons. Visits including Thinktank Birmingham and The National Space Centre enhance our Science curriculum and

therefore children's learning. We will encourage our pupils to be curious about natural phenomenon and to be excited by the process of understanding the world around them. In the Spring Term we will be looking to hatch and nurture our own chicks and in the Summer Term we will release the butterflies we have watched develop from their caterpillar stage. We will also have dedicated science weeks throughout the year.

National Curriculum Science Programmes of Study:

<https://www.gov.uk/government/publications/nationalcurriculum-in-england-scienceprogrammes-of-study>

The Arts (Art and Design):

Art has a very important place in our curriculum and is weaved into our termly topics. We see art as a vehicle for creativity and individual expression and it provides opportunities for collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children. Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media. They will be introduced to a wide variety of artists and their styles. We have an Art Week with a whole school focus on one artist or painting – we also have The Miss Evans Art Award awarded to outstanding young artists at our school.

Our design and technology lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Our cooking lessons teach the principles of nutrition and our pupils learn how to prepare and make a wide variety of simple recipes. They understand where our food comes from and how it is grown. We believe that by instilling a love of cooking we will open a door to one of the greatest expressions of human creativity.

National Curriculum Art Programmes of Study

<https://www.gov.uk/government/publications/nationalcurriculum-in-england-art-and-designprogrammes-of-study> Computing:

At Spring Vale Primary School we believe that computing should permeate the curriculum, allowing our children to learn how they want, when they want and where they want. We believe that computing should be a tool for learning. Effective computing, coupled with well trained, competent and enthusiastic staff, allows our children to develop the necessary computing skills needed for lifelong learning in the 21st Century. Computing comprises of three strands, which will be delivered to ensure a balanced curriculum:

Computer science – the study of the foundational principles and practices of computation and computational thinking, and their application in the design and development of computer systems

IT – the creative and productive use and application of computer systems, hardware and software

Digital Literacy – the ability of learners to use, express themselves and develop their ideas through information and communication technology with regard to safeguarding and online etiquette.

National Curriculum Computing Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-computingprogrammes-of-study>

MFL:

In Key Stage 2, all children will be taught French as a Modern Foreign Language. We believe that starting early allows for more time for language learning overall and a sustained experience with the potential to lead to higher levels of proficiency at the end of secondary school. In an increasingly globalized world, intercultural understanding is essential, and that it is important to awaken children's interests in other people and cultures at a time when they are open and receptive. This will excite their curiosity and may help them with choices of what to study at their next schools.

National Curriculum Language Programmes of Study

<https://www.gov.uk/government/publications/national-curriculum-in-england-languagesprogrammes-of-study>

Music:

In their music lessons, pupils use their voices expressively and creatively by singing songs and speaking chants and rhymes. Assemblies will also provide an opportunity to practise singing of a wide variety of music. Pupils will also be taught to play a variety of instruments musically and encouraged to play together in ensemble groups. We encourage listening to a wide range of music with concentration and understanding. Music lessons are linked to Topic work and music is used in a variety of lessons and activities to create, mood, atmosphere and to help thinking. In Year 4, children experience 'Wider Opportunities' in collaboration with outside agencies. Throughout the school year, Year 4 children will learn to play three instruments, one each term, followed by performances to parents and the rest of the school. Continuing through Key Stage 2, some children take part in weekly brass instrument lessons.

National Curriculum Music Programmes of Study:

<https://www.gov.uk/government/publications/national-curriculum-in-england-music-programmes-of-study>

PSHE:

In PSHE, or Personal, Social and Health Education, children are taught about the importance of mental and physical health, including self-esteem and body image. We believe it is crucial to build effective citizens through teaching about positive relationships, keeping safe, behavioural norms and setting aspirational goals. PSHE also helps children to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. In our curriculum we actively promote British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs to prepare our pupils for life in modern day Britain.

Our PSHE lessons enable our pupils to understand the British democratic process and how to effect peaceful changes in society. All our year groups have timetabled PSHE lessons weekly. Pupils learn about similarities and differences between people and cultures. They participate in a variety of cultural events alongside enrichment weeks such as 'Health Week'. This is a focused week where children learn about physical and mental health, as well as basic first aid skills, making emergency phone calls and the importance of healthy lifestyles.

Additionally, each half term, pupils in each year group are also given an 'In the News...' lesson, focusing on key events and issues from the world they live in. We believe giving children these learning opportunities sets them up for further learning in the future.

As a part of transition support for our Year 6 children, in Summer Term the children complete an additional unit called 'The Game of Life' where they have the opportunity to learn about Relationships, Money Management and Setting Goals.

For specific policies relating to Sex and Relationships Education as a part of our PSHE lessons please see the school website or contact the school office.

National Curriculum PSHE programmes of Study

<https://www.gov.uk/government/publications/personalsocial-health-and-economic-educationpshe>

Religious Education:

RE has a mission for tolerance and respect for all in the community and of the different. Spring Vale is a community of different nationalities, cultures and faith groups. We celebrate our diversity and offer a welcoming environment for all of our pupils "whatever their gender, race, ethnicity or ability". RE is a subject that celebrates diversity and provides an opportunity to celebrate and foster an awareness of our differences in our school and in the wider world. By exploring issues within and across faiths we believe that pupils will learn to understand and respect faiths other than their own and will develop respect for other religions, beliefs, values and traditions. Through quality teaching children will be taught a broad and authentic understanding of other faiths. They will be encouraged to think and explore, express and explain their own ideas, enabling them to make reasoned and informed judgments on religious, moral and social issues. By developing their sense of identity and belonging children will be better prepared for a life in a multicultural society.

Religious Education DfE Guidance <https://www.gov.uk/government/publications/religious-educationguidance-in-english-schools-nonstatutory-guidance-2010>

Topic

We use Topic lessons to deliver humanities subject skills and understanding (History and Geography). Our Topic programme is carefully balanced and planned to be age appropriate across the years. Topic maps are produced to show how each is taught, the knowledge and skills covered and links to other parts of the curriculum. Where possible, art, music, literacy and where appropriate, numeracy and science are linked in topic teaching. So, for example, a History topic on the Romans could include mosaic making in Art, catapult construction in Design and Technology and catapult testing and measuring in Maths and Science. Our topics

have a History and Geography base so that we teach location and place knowledge, weather and climate skills and knowledge and about significant historical events, people and places in our own locality.

Within our teaching of History we aim to help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It will inspire pupils' curiosity to know more about the past and equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

The aim of Geography teaching at Spring Vale is to stimulate children's interest and understanding of places and environments. Through their work in Geography, children learn about their local area and compare their life in this area with that in other regions in the United Kingdom and in the rest of the world. They learn how to draw and interpret maps and they develop the skills of research, investigation, analysis and problem-solving. Through their growing knowledge and understanding of human geography, children gain an appreciation of life in other cultures. Geography teaching also motivates children to find out about the physical world and enables them to recognize the importance of sustainable development for the future of mankind.

Topic also provides further opportunities to learn about people and cultures. A timetable of trips to support pupils' learning and to enhance the curriculum is published each term.

Humanities Programmes of Study: <https://www.gov.uk/government/publications/national-curriculum-in-england-geography-programmes-of-study> <https://www.gov.uk/government/publications/national-curriculum-in-england-history-programmes-of-study>

Physical Education (PE)

Some form of physical activity takes place every day in our curriculum. Our outdoor PE sessions for Reception and Key Stage 1 focus on mastering basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination. Across the school, pupils are encouraged to participate in team games and to develop simple tactics for being an effective team member. This enables children to learn and develop the notion of fair play, honest competition, good sportsmanship and dealing with both success and defeat. These are delivered by Soccer 2000. Indoor PE is held in one of our large hall spaces and includes music and movement, dance, apparatus work and gymnastics. Swimming is introduced to the timetable from Year 4. We ensure wider participation in the community by involvement in interschool sports and swimming tournaments, local authority and Wolverhampton based competitions. In addition to this, children also have the opportunity to attend lunchtime and after school clubs.

PE Programmes of Study: <https://www.gov.uk/government/publications/national-curriculum-in-england-physical-education-programmes-of-study>

Enrichment:

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A very successful enrichment programme that draws upon a wide range of adult skills is

offered through school trips, visiting specialists and themed days and weeks. The programme is planned throughout the year.

Trips and Visits:

We plan a series of trips each term for each year group and these are communicated to parents at the start of the term. The trips are directly linked to our topic work for example a Space topic in Science may include a trip to The National Space Centre.

We have formed relationships with small organisations around Wolverhampton and incorporate activities with them into our curriculum for example pizza making at Pizza Express, nutrition workshops at Sainsburys, Warburtons Baking Workshop and supporting The British Legion with their Poppy Appeal.

We also run two residential trips each year. Our Year 2 children visit Kingswood and stay overnight and our Year 5 and 6 children have the opportunity to spend a week at The Towers Outdoor Activity Centre for a week.

Themed days and weeks:

We have themed weeks throughout the year including Health Week, Arts Week and Science Week. Year 6 pupils also take part in an Enterprise Week in the summer term. Each child is given a budget which they use to prepare items to sell at a Parents Market. They are required to cost their product, to show their profit etc. Themed days are also incorporated into curriculum. These may be designed to fit with national initiatives eg World Book Day, to match with events in the UK eg a national election and also to highlight our curriculum subjects. Each Friday, parents are invited to a 'Well Done Assembly' to celebrate children's success in a variety of curriculum areas.

Wrap Around Care:

We provide an 'extended day' for working parents and carers from 8.00am until 6pm. Breakfast care allows parents to drop children off early. The pupils are given a healthy and nourishing breakfast. After school children are cared for by A.C.E.S in an environment that allows them to socialise, engage in playing with appropriate games and toys, as well as read and relax.

Monitoring and Evaluation:

The Headteacher and LMT will continuously monitor the effectiveness of the curriculum. Action points will be agreed and discussed with staff. The Headteacher, Deputy Headteacher Assistant Headteacher will include curriculum updates when reporting to the Governing Body.

Date of Review: September 2020

Date of Next Review: July 2021