

CURRICULUM 2022

This document sets out the Policy of Pitton Church of England Primary School with respect to Curriculum. All of our policies are underpinned by our Vision and driven by our Values of Friendship, Family and Fulfilment

The School Curriculum - Intent

The school curriculum is designed to build on children's prior learning, offer real life experiences and challenges, whilst also encouraging the children to develop their unique talents, interpersonal skills, resilience and become creative, critical thinkers. It will ensure the highest possible personal development of each individual pupil in all facets - spiritual, moral, cultural, mental and physical. In particular, the school curriculum will help pupils to:

- Develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves both mentally and physically
- Acquire understanding, knowledge and skills relevant to adult life and employment
- Use language and mathematics effectively
- Develop personal moral values, respect for religious values and understanding of other races, religions and ways of life
- Understand the position and importance of the family unit in society and the interdependence of individuals, groups and nations in that society
- Value achievements and aspirations
- Develop creativity and aesthetic awareness

The Headteacher and teachers will translate these broad aims into clear objectives that shall be incorporated into the School Development Plan.

The Governing Body, Headteacher and teaching staff shall endeavour to promote good curricular practice by incorporating positive values and attitudes and promoting knowledge, skills and understanding.

A summary of the school's curriculum will be contained in the School Prospectus.

An Enquiry Led Curriculum – Curious City – Implementation

We are developing our curriculum to become based around enquiry-led pedagogy. As part of this development we are introducing 'States of Being' to empower learners.

Subjects are taught through the following 'States of Being':

- Authors readers and writers
- Mathematicians
- Engineers (Computing and DT)
- Athletes (PE)
- Musicians

- Geographers
- Historians
- Scientists
- Artists
- Philosophers (RE and PSHE)
- Linguists (MFL)

We use a range of schemes to help us achieve our Intent. These schemes support how we implement our curriculum these include: SCARF – PHSE Understanding Christianity – RE Curious Computing – Computing White Rose – Maths Little Wandle – SSP Phonics

Curious Linguists – MfL

Through CPD and coaching with Lighting Up Learning, the staff are able to implement the 'Curious City Curriculum' which encourages the children to ask and answer questions, learn from prior experiences and explore through challenges and enquiries.

Assessment, Recording and Reporting – Impact

The Governing Body and the Head teacher will ensure that the administration and management of pupils' assessment are conducted as prescribed by the Academy Trust and the DfE arrangements. The curriculum is assessed against the National Curriculum Learning Objectives and is based on the achievement of age related expectations. At the end of Reception, Year 2 and Year 6 children are assessed according to statutory guidelines. In Reception this is known as the Early Years Foundation Stage profile and in Years 2 and 6, Statutory Assessment Tests. In addition, the Year 1 children take part in the national Phonics Check and Year 4 the Multiplication Tables Check. In addition to the formal assessments Teachers will use ongoing assessments to ensure that children are making expected progress. In Years 1-6 we have adopted NFER assessments and previous SAT papers which the children complete twice a year. From the standardised scores, teachers will be able to track progress, identify gaps and support children at risk of falling behind. We have adopted Insight Tracking to support this process and regular assessment and monitoring meetings with SLT and Link Governors allow teachers to analyse and track groups of learners.

Continuous Provision

At Pitton CE Primary School we believe in the value of play. After extensive research and visits to other schools as of September 2021 we have introduced Continuous provision in FS2 and KS1. Children in each year group are taught in small groups for English (authors), maths (mathematicians) and phonics (authors). They also enjoy daily circle time and class stories. For the rest of the day children learn independently in both the indoor and outdoor area for continuous provision while adults support their play and skilfully intervene to develop and embed learning. The provision is carefully planned to meet the needs of the child and ensure curriculum coverage. This coverage is linked to each of the class enquiry questions. Information on curriculum coverage can be found on the class pages on the school website.

Collective Worship

The children will participate in a daily act of collective worship which will reflect the Christian ethos and values of the school. (See Collective Worship policy)

Relationships and Sex Education

The school uses SCARF to meet the needs of the children regarding RSE. All resources and training have been updated to take in to account the changes in requirement, September 2020, and parents have been consulted on the curriculum.

Special Educational Needs and Inclusion

Teachers set high expectations for all pupils. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with SEN
- Pupils with English as an additional language (EAL)

Teachers will plan lessons so that pupils with SEN and/or disabilities can study every National Curriculum subject, wherever possible, and ensure that there are no barriers to every pupil achieving.

Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in all subjects.

The Special Educational Needs Co-ordinator (SENCO), and a designated governor will have special responsibility for matters relating to Special Educational Needs (SEN) and for ensuring that those pupils registered as having SEN are known to the staff of the school.

The Headteacher shall ensure that special educational provision is made for pupils commensurate with resources made available to the school for this purpose. Should a deficiency in resources occur, the Headteacher shall notify the SEN Governor and LGC. The Local Governance Committee shall consider making an appeal to the Academy Trust depending upon the seriousness of the case. It shall also review its own "in-house" provision for SEN pupils at this time.

Parental and Community Links

The Local Governance Committee recognises the importance of a high commitment of time and energy given to establishing and maintaining strong parental and community links. Parental links are vital in maintaining continuity of learning for each child as good social skills, moral attitudes and self esteem have their foundations within the home. As such Pitton CE Primary School encourages parents to work with the school through the messaging links on the Online Teaching Portal (Class Dojo), regular formal and informal meetings with teaching staff, annual questionnaires and open access to a termly feedback meeting known as 'Think tank' and formal reporting.

Responsibilities of the Local Governance Committee (LGC)

The Local Governance Committee shall satisfy itself that the School fulfils the statutory curricular requirements. It shall do so by active participation in formulating the School Development Plan, by monitoring pupil assessment and by involvement in school activities. The LGC shall ensure that adequate provision is made, within the school budget, to meet its curricular obligations.

Members of the LGC shall encourage and support the Headteacher and staff in helping to foster high standards of achievement in the school. They will do so through close co-operation with all the teaching

staff and the Head teacher. Recommendations will be considered and disseminated through the appropriate mechanisms set out in the School's "Scheme of Delegation".

Reception/Year 1/Year 2 Cycle A Through Curious City we promote an enquiry based curriculum. The enquiry based questions Year R/1/2 will investigate this year will enable them to know more,				
Cycle B	Cycle B			
Terms 3 and 4	Terms 5 and 6			
How does our school change? (Scientist, Artist, Geographer)	How does our school change? (Scientist, Artist, Geographer)			
Who beins us? (Historian)	What grows near me?			
	(Scientist, Geographer,			
How do we move around? (Engineer, Geographer,	Engineer, Artist)			
Scientist)	How do we play in			
	different ways? (Historian)			
What am I? (Scientist, Musician, Artist)	Wat do artists do? (Artists)			
Curious Computing What is programming?	Curious Computing What does digital mean?			
Discrete Teaching not	Discrete Teaching not			
Narrative, Poetry, Information Texts Being a Mathematician - Number, Measure, Multiplication and Division, Fractions Being a Philosopher – Being my Best, Rights and Responsibilities, Salvation, Symbols, Easter Being an Athlete – Throwing and Catching, Ball Skills, Balance and	Instructions, Narrative Being a Mathematician – Fractions, Multiplication and Division, Time, Money Being a Philosopher – Valuing Differences, Growing and Changing, Myself, Belonging Being an Athlete – Team Games including Attacking and Defending, Athletics, Dance			
	Reception/Year 1/Year 2 Cycle A comote an enquiry based curry vestigate this year will enable more. Cycle B Terms 3 and 4 How does our school change? (Scientist, Artist, Geographer) Who helps us? (Historian) How do we move around? (Engineer, Geographer, Scientist) What am I? (Scientist, Musician, Artist) Curious Computing What is programming? Discrete Teaching not included in Curious City Being an Author – Narrative, Poetry, Information Texts Being a Mathematician - Number, Measure, Multiplication and Division, Fractions Being a Philosopher – Being my Best, Rights and Responsibilities, Salvation, Symbols, Easter Being an Athlete – Throwing and Catching, Ball Skills, Balance and Coordination			



Reception/Year 1/Year 2 Cycle B

Through Curious City we promote an enquiry based curriculum. The enquiry based questions Year R/1/2 will investigate this year will enable them to know more, remember more and apply more.

Cycle B	Cycle B	Cycle B
Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
What could my classroom be made of? (Engineer/Historian/Artist/ Scientist)	What did Brunel do for Great Britain? (Historian/Engineer) How are schools the same? (Geographer/Artist) What is home? (Scientist/Philosopher/Arti st/ Geographer)	How do plants grow near me? (Scientist/Artist/Geograph er) How will we get around in the future? (Geographer/Historian/ Musician/Engineer) How do we live a healthy life? (Engineer/Scientist/Artist)
Curious Computing What tools are used for?	Curious Computing What is the 'World Wide Web'?	Curious Computing What is coding?
Discrete Teaching not included in Curious City	Discrete Teaching not included in Curious City	Discrete Teaching not included in Curious City
Being an Author – Traditional Tales, story writing, labelling, instructions and Descriptive writing Being a Mathematician – Number, Place value, Addition, Subtraction, Geometry, Fractions Being a Philosopher – What can we learn from Jewish and Christian creation stories? Who made the world? Why do we celebrate special times like Hanukah and Christmas? Being an Athlete – Spatial awareness, Dance, Ball Skills, Gymnastics	Being an Author – Instructional writing, Reports and Explanation, Information texts and fact files, Letter writing, Diary writing Being a Mathematician - Number, Place Value, Number, Place Value, Number Facts, Addition, Subtraction, Time Being a Philosopher – What is a leader? Why does Easter matter to Christians? Being an Athlete – Gymnastics, Team games, Ball skills, Dance, Swimming (TBC)	Being an Author – Descriptive Writing, Labelling, Persuasive writing, Instructions, Explanations, Writing in role Being a Mathematician – Measure, Addition and Subtraction, Position and Direction, Money, Time, Fractions Being a Philosopher – How Jesus showed friendship? How did Jesus show God's love for us? Being an Athlete – Cricket, Athletics, Gymnastics, Team games



Year 3/Year 4 Cycle A

Cycle A Through Curious City we promote an enquiry based curriculum. The enquiry based questions Year 3/4 will investigate this year will enable them to know more, remember more and apply more.

Cycle B	Cycle B	Cycle B Torms 5 and 6
Where does the darkness come from? (Scientist, Geographer, Engineer) How can we find out about people in the past? (Historian, Geographer, Engineer, Artist, Musician)	What is underneath our feet? (Geographer, Scientist) What is the difference between surviving and being healthy? (Artist, Scientist, Engineer)	How do plants die? (Scientist, Geographer, Artist) How can you feel the force? (Scientist, Engineer) Why did people travel in the past? (Historian, Geographer, Musician, Engineer)
Curious Computing How can I change things?	Curious Computing How can codes be different?	Curious Computing How is everything connected?
Discrete Teaching not included in Curious City	Discrete Teaching not included in Curious City	Discrete Teaching not included in Curious City
Being an Author – Narrative with morals, Narrative adventure, Biography Being a Mathematician – Place Value, Addition and Subtraction, Multiplication and Division, Area Being a Philosopher – What makes some books sacred? What is the Trinity? Being an Athlete – Rugby, Gymnastics, Tennis, Dance Being a Linguist – What languages do people speak?	Being an Author – Explanation, Poetry, Instructions Being a Mathematician - Multiplication and Division, Length and Perimeter, Fractions, Decimals (Y4), Mass and Capacity (Y3) Being a Philosopher – How and why do believers care for others and the world? Being an Athlete – Football, Hockey, Netball, Cricket Being a Linguist – What do people say to each other?	Being an Author – Science Fiction stories, Non Fiction, Instructions, Narrative adventure Being a Mathematician – Fractions and Decimals, Money, Time, Shape, Position and Direction, Statistics Being a Philosopher – When Jesus left, what was the impact of Pentecost? What kind of world did Jesus want? Being an Athlete – Rounders, Athletics, Orienteering, Cross Country Being a Linguist – What songs do people sing?



Year 3/Year 4 Cycle B

Through Curious City we promote an enquiry based curriculum. The enquiry based questions Year 3/4 will investigate this year will enable them to know more, remember more and apply more.

Cycle B	Cycle B	Cycle B
Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
Why do we live here?	Why don't we all eat the	Where does our water come from?
(Geographer/Historian/	same food?	(Scientist/Geographer/Artist)
Artist)	(Scientist/Engineer)	
-		What should you flush down the
	Who has stood here	loo?
	before us?	(Scientist/Engineer/Geographer)
	(Historian/Artist)	
		Can you feel the force?
		(Scientist/Engineer)
Curious Computing	Curious Computing	Curious Computing
How can variables help?	How can data be	How do hyperlinks work?
•	modified?	
Discrete Teaching not	Discrete Teaching not	Discrete Teaching not included in
included in Curious City	included in Curious City	Curious City
Being an Author – Setting	Being an Author –	Being an Author – First person,
in narrative, Flashback	Persuasive stories, Diary	Biography, Diary and Explanation
stories, Explanatory texts	entries, Debate,	texts
Being a Mathematician –	explanation and	Being a Mathematician – Weight,
Place Value, Addition and	Information texts	Money, Time, Data Handling,
Subtraction, Multiplication	Being a Mathematician -	Angles, Shape
Being a Philosopher –	Multiplication, Division,	Being a Philosopher – What is God
What is it like to follow	Length, Fractions,	like? Who has made a difference to
God? What are the deeper	Decimals	the world because of their faith?
meanings of festivals?	Being a Philosopher –	Being an Athlete – Lacrosse,
Being an Athlete –	Where people worship?	swimming, Athletics, Rounders
Football, Volleyball,	What matters to	Being a Linguist – Houses, Homes
Gymnastics	Christians about Easter?	and Friends
Being a Linguist – Pets	Being an Athlete – Netball,	
and Hobbies	Basketball, Cricket	
	Being a Linguist –	
	Birthdays and Weather	



Year 5/Year 6 Cycle A

Through Curious City we promote an enquiry based curriculum. The enquiry based questions Year 5/6 will investigate this year will enable them to know more, remember more and apply more.

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Cycle B	Cycle B	Cycle B
Terms 1 and 2	Terms 3 and 4	Terms 5 and 6
What does Earth look like	How can science help the	What do forces actually do?
from the solar system?	homeless? (Scientist,	(Scientist, Engineer)
(Scientist, Geographer,	Engineer)	
Artist)		Where is our twin? (Geographer,
	Who is trading with whom?	Engineer, Scientist)
How can you show what	(Historian, Geographer,	
you believe? (Historian,	Engineer)	How are you helping to save the
Artist, Geographer)		planet? (Engineer, Scientist,
		Geographer)
Curious Computing	Curious Computing	Curious Computing
Why does sequencing in	Why is 'trial and error'	Why are spreadsheets useful?
coding matter?	helpful?	Wily are spreadsheets userul?
Discrete Teaching not	Discrete Teaching not	Discrete Teaching not included in
included in Curious City	included in Curious City	Curious City
Being an Author –	Being an Author –	Being an Author –
Narrative, Fiction	Narrative, Poetry, Journal	Narrative, Non-Fiction,
Animation, Non-Fiction,	Writing, Information,	Persuasive Writing, Discussion,
Persuasion, Balanced	Explanation	Instructions
Argument, Explanation	Being a Mathematician -	Being a Mathematician –
Being a Mathematician –	Multiplication and Division,	Shape, Position and Direction,
Place Value, Addition and	Fractions, Percentages,	Decimals, Negative Numbers,
Subtraction, Multiplication	Perimeter and Area,	Converting Units and Volume
and Division, Fractions,	statistics, Ratio, Algebra,	(Measurement)
Converting units	Volume	Being a Philosopher –
(Measurement)	Being a Philosopher –	Being my best, Growing and
Being a Philosopher –	Keeping myself safe,	Changing, How can following
Me and my relationships,	Rights and	God bring freedom and justice?
Valuing Differences, Can	Responsibilities, Keeping	Why is pilgrimage important to
religions help to build a fair	the 5 pillars; what	some religious believers?
world? What would Jesus	difference does it make to	Being an Athlete –
do?	Muslims? What did Jesus	Rounders, Athletics,
Being an Athlete –	do to save human beings?	Orienteering, Cross Country
Rugby, Football, Tennis,	Being an Athlete –	Being a Linguist –
Netball	Swimming, Dance,	Stories - My autobiography
Being a Linguist –	Gymnastics,	
People - Café	Being a Linguist –	
	Places - Travel agents	



Year 5/Year 6 Cycle B

Through Curious City we promote an enquiry based curriculum. The enquiry based questions Year 5/6 will investigate this year will enable them to know more, remember more and apply more.

Terms 1 and 2	Terms 3 and 4	Torme 5 and 6
How are lives saved?	Who were the greater	Linnaeus and Darwin – how are
(Scientist/Historian/Musicia	engineers, the Ancient	they connected?
n)	Britons or the Victorians?	(Scientist/Historian)
	(Engineer/Historian)	
		How do we all live together?
	Where does our food really come from?	(Historian/Philosopher)
	(Geographer/Artist/Enginee	How big is your footprint?
	r)	(Philosopher/Scientist/Geograph
		er/ Artist/Musician)
		,
Curious Computing	Curious Computing	Curious Computing
Why is 'copyright'	Why are formulas helpful?	Why can coding go 'wrong'?
important?		
Discrete Teaching not	Discrete Teaching not	Discrete Teaching not included in
included in Curious City	included in Curious City	Curious City
Being an Author –	Being an Author -	Being an Author - Explanation
Biographies, Poetry	Biographies	Non-chronological report,
Balanced	Recounts, Newspapers	Newspaper reports, Biographies
Argument/persuasion	Flashback stories, Genre	Diary, Discussion/debate
Being a Mathematician –	within a genre, Explanation	Story, Persuasive writing/ Letter
Decimals, Place Value,	Persuasive, Flowcharts	writing, Journalistic
Addition, Subtraction,	Fact files/presentations	Non-chronological reports
Shape, Money, Negative	Being a Mathematician -	Being a Mathematician – Four
Numbers	Fractions and Percentages,	operations, Problem Solving,
Being a Philosopher -	Ratio, Order of Operations,	Average, Fractions, Angles and
Can religious teachings	Algebra, Statistics, Area	Transformations
help us to decide what the	and Perimeter, Factors and	Being a Philosopher - What do
best way to live is?	Multiples	different people think God is
What are the deeper	Being a Philosopher -	like? What does it mean if God is
meanings of festivals?	Who was Guru Nanak?	holy and loving? Creation and
Was Jesus the Messiah?	What kind of King is	Science: conflicting or
Being an Athlete – Football,	Jesus ? Why do some	complementary?
Rockey, Gymnastics, Dance	people believe in life after	Being an Athlete – Lacrosse,
and Houses stories	doos it mako?	Roing a Linguist – School
anu nuuses, slunes	Boing an Athlate - Nothall	Clothing
	Tennis Swimming (TRC)	Clothing
	Rugby	
	Being a Linguist – Pets and	
	Shapes.	
What are the deeper meanings of festivals? Was Jesus the Messiah? Being an Athlete – Football, Hockey, Gymnastics, Dance Being a Linguist – Homes and Houses, stories	Being a Philosopher - Who was Guru Nanak? What kind of King is Jesus? Why do some people believe in life after death and what difference does it make? Being an Athlete – Netball, Tennis, Swimming (TBC),	like? What does it mean if God is holy and loving? Creation and Science: conflicting or complementary? Being an Athlete – Lacrosse, Athletics, Cricket, Orienteering Being a Linguist – School, Clothing

CURRICULUM POLICY

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