



Curriculum Policy

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Aims

All children have a right to a broad, balanced and relevant education which provides continuity and progression and takes individual differences into account. Work in school should be designed to meet the requirements of the National Curriculum and the Early Years Foundation Stage.

We use a range of resources and materials to ensure our Literacy and Numeracy lessons are relevant to engage the children and teach them key skills. We use a range of ideas to cover the NC so that the curriculum we offer will interest and motivate children to learn. We usually operate on a 2 year rolling programme and this is shown at the end of the policy. The Foundation Stage plans use the Early Years Foundation Stage documentation.

The school should:

- provide a rich and engaging curriculum which includes a range of exciting opportunities for children to learn about the world in which they live
- personalise learning for the children so they are receiving the education that is appropriate for them.
- ensure that there is a match between the child and the tasks he/she is asked to perform; cater for the needs of individual children of both sexes from all ethnic and social groups, including the most able and those who are experiencing learning difficulties.
- ensure children have the opportunity for real life experiences eg visits to appropriate venues to facilitate understanding.
- facilitate children's acquisition of knowledge, skills and qualities which will help them to develop intellectually, emotionally, socially, physically, morally and aesthetically, so that they may become independent, responsible, useful, thinking, confident and considerate members of the community;
- create and maintain an exciting and stimulating learning environment;
- ensure that each child's education has continuity and progression;
- provide an appropriate curricular balance amongst the competing and sometimes conflicting aims of education;

- recognise the crucial role which parents play in their children's education and make every effort to encourage parental involvement in the educational process;
- treat children in a dignified way.
- develop independence and awareness of good learning skills through promotion of "Building Learning Power."
- provide a range of extra-curricular activities, as part of the extended schools agenda, to enrich their learning and school experience
- promote on-line safety

Children, through the curriculum, will be encouraged to:

- learn to be adaptable, how to solve problems in a variety of situations, how to work independently and as members of a team;
- become resilient, resourceful, reciprocal, reflective learners
- develop the ability to make reasoned judgements and choices, based on interpretation and evaluation of relevant information from a variety of sources;
- be happy, cheerful and well balanced;
- be enthusiastic and eager to put their best into all activities;
- begin acquiring a set of moral values, e.g. honesty, sincerity, personal responsibility; on which to base their own behaviour;
- behave in a dignified and acceptable way and learn to become responsible for their actions;
- care for and take pride in their school and their own personal property;
- develop tolerance, respect and appreciation of the feelings and capabilities of others in an unbiased way;
- develop non-sexist and non-racist attitudes; respecting differences and respecting diversity
- think and solve problems mathematically in a variety of situations and contexts using concepts of number, algebra, measurement, shape and space, and handling data;
- listen and read for a variety of purposes and be able to convey their meaning accurately and appropriately through speech and writing for a variety of purposes;
- develop an enquiring mind and scientific approach to problems;
- have an opportunity to solve problems using technological skills;
- be capable of communicating their knowledge and feelings through various art forms including art/craft, music, dance, drama and be acquiring appropriate techniques which will enable them to develop their inventiveness and creativity;
- know about geographical, historical and social aspects of the local environment and the national heritage and be aware of other times and places and recognise links among family, local, national and international events;
- have some knowledge of the beliefs of the major world religions;
- develop agility, fitness, physical co-ordination and confidence in and through movement;
- know how to apply the basic principles of health, hygiene and safety - including on-line safety

The above set of aims should be reviewed at least every five years.

See also Learning and Teaching Policy

Target setting policy

A typical 2 year rolling programme of themes at Mundella:

Year 1/2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	London 	Frozen 	Disney 	Potions 	Scrumdilyumptious 	We're going on Safari 
Overview	During this half term children will learn about the history of key landmarks in London and the Great Fire.	This half term is based around the children comparing their own environment to the arctic/Antarctic.	Choosing a Disney film and exploring its characters, geography and history. Making a fairground	Potions, lotions and spells. Focus on Winnie the Witch	Healthy food, healthy life styles, healthy children!	A creative topic with an African music, art and culture focus.
History / Geography/ Design & Technology	Significant historical events, people and places	Identify seasonal weather patterns Compare human and physical geographic features	Lives of significant individuals Design focus – making a fairground	Famous scientists Packaging design	Fair trade Sensational Salads	Compare and contrast a non-European country
Science	Materials	Light and Dark Habitats	Plants	Potions	Animals and Living Things	Food Chains
Wider Learning (Possible Trips)	Emergency Services Museum		Cinema Trip	Visit from Lush	Residential to Weston Park Museum	Yorkshire Wildlife Park African singing workshop

Year 3/4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	Tomb Raiders 	Sensational Cities! 	Romans 	Forces of Nature 	Book Study 	Children's Choice 
Overview	In this history topic we will learn all about Ancient Egypt!	In this geography topic we will compare the environmental, physical and human characteristics of locations.	In this history topic we will learn all about the Roman Empire and its impact on Britain.	In this geography based topic we will learn about physical geography of the world including volcanoes and earthquakes.	All our topic work will be based around an exciting book!	To be discussed with children.
History / Geography	Ancient Egypt	Local / European / World study (UK, Russia, Brazil)	Romans	Physical geography including natural disasters		
Science	Light	Habitats	Sound	Forces and Magnets	Animals including humans	
Wider Learning (Possible Trips)	Workshop in school	Habitat visit				

Year 5/6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	The Plague Village 	Chocolate 	Invisible Waves 	Traders and Raiders 	North America 	Children's Choice 
Overview	During this half term children will learn about the history of the local village of Eyam. Focusing on the effect of the plague.	This half term is based around the children designing, creating and advertising their own chocolate bars!	This unit will mainly focus on Science skills. The children will learn about electricity and light.	During this topic the children will learn all about the life of the Vikings!	This unit will focus on the different areas of North America. We will look at the different terrains and special monuments.	To be discussed with children.
History / Geography	A local History story. The plague.	Fair Trade- land use and economic activity.			Longitude and latitude, North America.	
Science	Micro-organisms	Properties and changes of materials	Electricity Light	Forces	Animals and Living Things	
Wider Learning (Possible Trips)	<u>Eyam Village</u>		Magna			