



Curriculum Statement

Our Curriculum Intent

Our policy is to provide a broad and balanced curriculum, in line with the National Curriculum 2014, that will encourage all children to reach their full potential.

We know that at Parsons Down, our children are more engaged in their learning if it has a context. In planning units of work and individual lessons across the different subjects, we endeavour to include cross-curricular links where appropriate, building on the children's existing knowledge and experiences. This increases the relevance of what the children are learning and improves their engagement, helping them to make good progress. These cross curricular opportunities provide a chance for the children to further develop their intellectual, imaginative, aesthetic and critical minds. All children cover the required National Curriculum content, through a topic based approach in KS1, moving to more discrete subject lessons in KS2.

Outdoor Learning, educational visits and enrichment activities also sit at the heart of what we do. These opportunities are planned out across the year for each topic and build on the children's interests. Wherever possible the books the children read and weekly library lessons are also linked to the children's interests and build on prior knowledge.

Curriculum Aims

Our curriculum reflects the school's local context. Children begin their educational journey at Parsons Down from a range of backgrounds and life experiences and our curriculum is designed to broaden their understanding of the world they live in. We have high expectations for all children and using the National Curriculum, we aim to help the pupils according to age and ability in the following ways:

- To acquire knowledge, skills and practical abilities while working towards varied end products.
- To use language and number effectively.
- To appreciate human achievements in art, music, science, technology and literature to prepare for their adult lives.
- To develop the capacity to live as independent, self-motivated adults and to become contributing members of society.
- To understand the concepts of health, safety and risk taking.

Assessment and monitoring

During their time in school the children’s progress and attainment are regularly assessed by their teachers. Each child’s assessment record is passed on from year to year to ensure continuous progression. Learning is assessed through observations, questioning the children, work produced and more formal assessment where appropriate, including SATs tests for English, Maths and Science. The outcomes of these assessments are used alongside the Teacher Assessments and are reported to parents at the end of the school year.

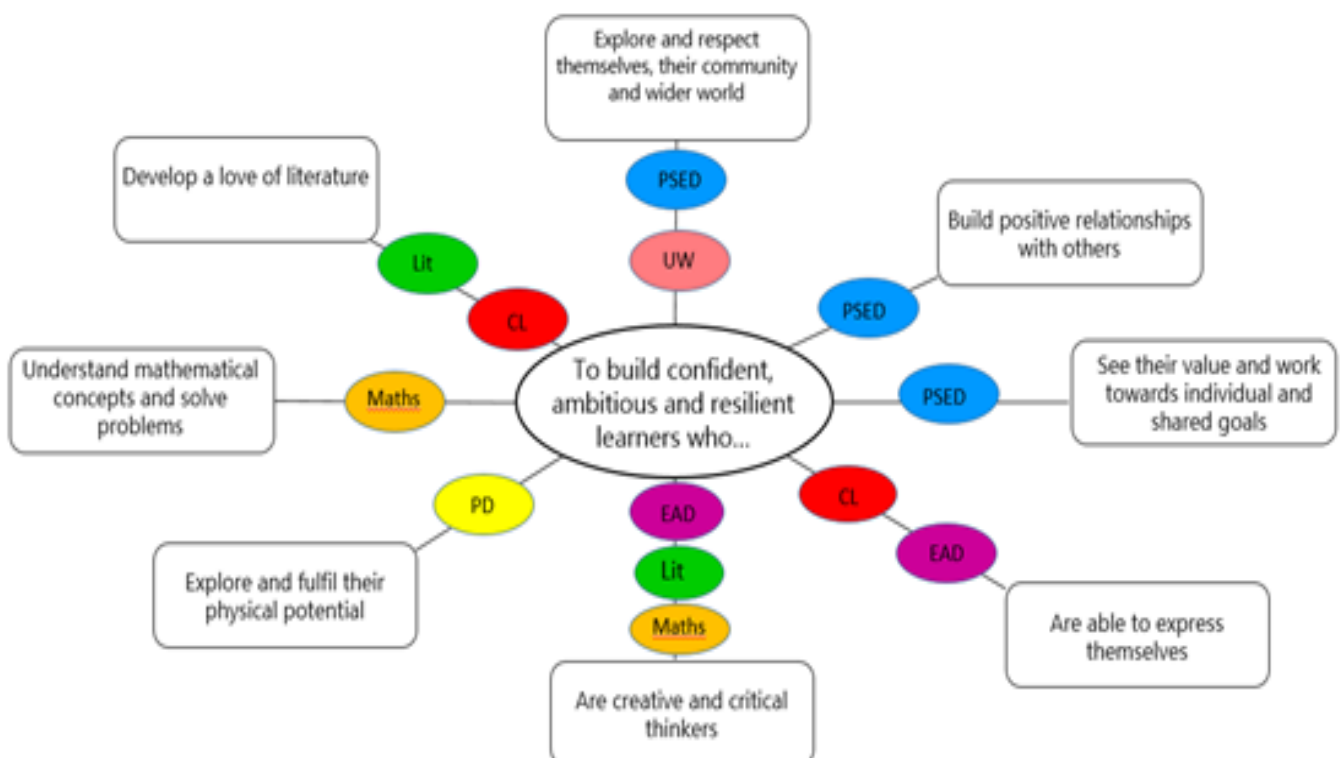
The SLT, subject leaders and teachers will continue to monitor the effectiveness of the curriculum and gather feedback from pupils, parents and stakeholders, making further developments where needed. School governors are involved in monitoring the curriculum through pupil voice activities in order to support its development, monitoring and evaluation.

Early Years Foundation Stage

‘When we give every child the best start in their early years, we give them what they need today. We also set them up with every chance of success tomorrow.’

(Development Matters 2020)

In the EYFS we understand the importance of ensuring secure foundations for future learning and development. We believe in a holistic approach, keeping the whole child in the fore-front of our minds, and realise the importance of play in children’s development. We are committed to a principle of Learning through Play whereby children and adults engage in exploratory and active learning, where creativity and critical thinking is developed, supported and extended and all areas of learning and development are implemented. It is our intent to inspire a love of learning, where the children are ambitious, resilient and confident to take risks.



Subject Areas

English

We understand that every aspect of the children's work is influenced by the extent to which they use language with imagination and accuracy. Competence in reading, writing, speaking and listening is encouraged throughout the curriculum in order to enable the children to communicate appropriately and effectively. Children take part in daily English lessons which follow the objectives contained within the National Curriculum.

This ensures steady progression throughout the Key Stages.

Children's ability to speak and listen is fundamental to their language development, learning in school and their social development. We encourage children to speak according to context with consideration for their audience, to use language imaginatively and to express their ideas and feelings in drama activities. We also teach them to work effectively and collaboratively in groups and to join in discussions by making relevant contributions.

A Flying Start with Letters and Sounds is a multi-sensory, systematic, synthetic phonics programme used throughout the school to teach Phonics. At Parsons Down, we aim for everyone to develop a love of reading with the skills to become brave, confident and inspired readers. We encourage a love of books through reading a variety of genres for pleasure and for information. All children use our library, where there is a wide-range of exciting books that they can borrow each week.

Our aim is for children to become confident writers, able to express themselves in a variety of styles according to the purpose and audience. Texts used in English offer a wide range of genre. Grammar and punctuation objectives are weaved throughout the units allowing children to fully immerse themselves in the unit of work. Where appropriate, links are made to the wider curriculum. We encourage children to use 'Free Write' sessions to develop writing for pleasure and to encourage creativity. High expectations for clear handwriting across all subjects are important and the children are introduced to word processing skills in Year 1.

Mathematics

We believe that mathematics is important in everyday life and to be successful mathematicians, we provide our children the opportunity to build on prior knowledge, develop their resilience when presented with challenges whilst shaping positive attitudes towards the subject.

Our aim is to develop all pupils' mathematical thinking, fluency and reasoning skills through high quality, daily lessons by delivering the mastery approach. Through this, we develop children's ability to problem solve, reason as well as think and work systematically. Our curriculum caters for the needs of all individuals as well as providing challenge which sets our pupils up to be confident, flexible mathematicians. The CPA

approach (concrete, pictorial, abstract) allows children to have hands-on learning through manipulatives that encourages mathematical thinking, development of language and steadily builds deeper understanding.

By using the mastery approach, we have a focus on developing fluency, reasoning and problem-solving skills. We break our lessons down into small steps which secures knowledge of concepts. Questioning is used to deepen understanding and develop mathematical connections and fluency. Stem sentences, using mathematical language, allows children to verbalise and explain their thinking.

Science

In their Science lessons, pupils will have the opportunity to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They are encouraged to be curious and ask questions about what they notice. They will be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple tests and finding things out using sources of information. They will begin to use scientific language to talk about what they have found out and communicate their ideas in a variety of ways.

Design and Technology

D&T is used to enhance children's creative, thinking and problem solving skills. Children devise and implement practical solutions to solve a range of real-life problems, using their knowledge of tools, materials and techniques. They are encouraged to discuss and evaluate their initial ideas, design process and final product.

Computing

Our aim is to give children an ambitious and thorough education in computing which equips them with the knowledge to use technology positively, responsibly and safely in order to be active participants in the digital world. We want to ensure that children understand the advantages and disadvantages associated with their online experiences and we aim to make them aware of measures that can be taken to keep themselves and others safe online.

The delivery of computing and E-Safety is planned in line with 'Purple Mash' as a scheme to support the progression and delivery for all pupils. The curriculum is designed to balance acquiring a broad and deep knowledge alongside opportunities to apply skills in various digital contexts. Beyond teaching computing discreetly, we will give pupils the opportunity to apply and develop what they have learnt across wider learning in the curriculum. We encourage staff to try and embed computing across the whole curriculum to make learning creative and accessible. We want our pupils to be fluent with a range of tools to best express their understanding.

History

In History lessons, pupils develop an awareness of the past and use common words and phrases relating to the passing of time. They learn where the people and events they focus on fit within a chronological framework and identify the similarities and differences between life in different periods. Pupils will use a range of vocabulary of everyday historical terms; asking and answering questions and understanding some of the ways in which we find out about the past.

Geography

In Geography lessons, pupils develop knowledge about our own locality, the United Kingdom and the wider world. They use basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. They use maps, globes and atlases to support their learning. The outdoor environment is used as a learning tool when possible.

Art and Design

Our aim is for the children to become visually literate and communicate this using their ideas and feelings. In Art sessions, they use their creativity and imagination, develop aesthetic awareness and are introduced to the work of a variety of artists. Their art skills and techniques will be developed through observation and imagination using a variety of media to create both 2-d and 3-d finished pieces.

Music

Children listen carefully and respond to wide range of music. They play tuned and un-tuned musical instruments and sing a variety of songs, adding accompaniments and creating short compositions.

PE

Through PE we aim to make sure that all children develop physical fitness and skills, the social values of sportsmanship and an awareness of health and safety. These are taught through gymnastics, dance and team sports. Each of the core sports is taught across the year, with an emphasis on both fitness and sport-specific skills. These sports are repeated across year groups, allowing for progression in skills as children move up the school.

Children are greatly encouraged to take part in physical activity and have access to a variety of lunchtime and after-school clubs in addition to their twice-weekly PE lessons. We aim to give all children the opportunity to succeed in sport, by encouraging them to participate in a range of alternative sports, as well as competitive sporting fixtures against other local schools. We want to develop a love of physical activity in all pupils, and try to encourage active learning across the curriculum.

Religious Education

Our aim is to learn about and from religion to enable children to develop individually within a global community. Children will learn about people, cultures, faiths and relationships, tolerance, understanding and appreciation of others' beliefs and values. We use an enquiry-based learning approach. Religious education conducted through enquiry can help young people develop their own sense of identity, belonging and personal world view. Children are progressively introduced to new concepts each term, starting with concepts common to all human experience, for example celebration, remembering and specialness. By the end of KS1 they move on to concepts shared by many different religions, e.g. God, worship and symbolism. During KS2 they continue to look at these concepts as well as concepts specific to particular religions, e.g. Trinity, Torah and Kahlsa. The concepts are explored in the following ways:

- ENQUIRE – What do we know about the concept? Response at individual / group and class level.
- CONTEXTUALISE – teaching about the concept. Teaching the key ideas pupils need to understand the 'big' idea?
- EVALUATE – what is the significance of the concept within the context and without?
- APPLY – Apply the concept in different situations. What could be difficult about this? E.g. Celebration
- COMMUNICATE – What are the children's own responses to the concept? How can they communicate this?

Personal, Social and Health Education

Personal, social and health education (PSHE) and citizenship enables children to become healthy, independent and responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing we help develop their sense of self-worth and they learn to appreciate what it means to be a positive member of a diverse multicultural society.

Work in this area occurs both incidentally during daily routines and also in the course of specific topics. Children are helped to understand their own feelings and attitudes both as individuals and members of society. This includes learning how to form healthy relationships with others. Our approach to PSHE actively promotes the British values of democracy, rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs.

Modern Foreign Languages

"A different language is a different vision of life." Federico Fellini

At Parsons Down Children have weekly lessons in French throughout Key Stage 2, using the resources and units of work from The Rising Stars scheme in addition to other resources. In Lower KS2, children acquire basic skills and understanding of French with a strong emphasis placed on developing their Speaking and Listening skills. These will be embedded and further developed in Upper KS2, alongside Reading and Writing,

gradually progressing onto more complex language concepts and greater learner autonomy.

It is our intention to ensure that when children leave Parsons Down, they have acquired an understanding of both spoken and written French and be confident to speak French with others.

Curriculum Impact

Having experienced a broad and rich curriculum at Parsons Down, the children's learning will build towards an end point where they make good progress and achieve strong results. Therefore, the pupils know more, remember more and are able to do more. With the school's high ambition for all, regardless of need or background, the children acquire the knowledge and cultural capital they need to succeed in life. We believe our pupils leave us recognising and valuing the unique qualities in themselves and others. They are ready for the next stage in their educational journey and strive to be the best they can be.

Reviewed: February 2024

Next Review: February 2025