



Curriculum Policy

Bicker Preparatory School and Early Years

Approved by: Anne Daynes Headteacher

Last reviewed on: 01/09/21

Next review due by: July 2022



INTENT

The intention for our curriculum is:

- For the curriculum to be broad, rich and deep
- To ensure the progression of knowledge and skills
- To address fluency gaps and stretch for greater depth
- To ensure a child - centered approach to enable individual development
- To develop social skills and encourage children to become active citizens within school, the local community and beyond
- To provide enrichment through Forest School/local community links/ experiential learning with a focus on spiritual, intellectual and cultural opportunities

Our curriculum is built upon the Reggio Emilia principles:

- Children construct their own learning by Teacher's including children's interests in the curriculum planning
- Children are collaborators and learn through interaction with their Teachers, Peers and Communities
- Children are natural communicators using a variety of mediums
- Teachers are partners, nurturers and guides who help facilitate the exploration of children's interests
- Parents are partners in education

Key Golden Threads run through our curriculum

- Active Investigator and Explorer
- Child of the Earth
- Imaginative Creator
- Healthy Me
- Resilient Relationships
- Capable Communicator
- Reasoner and Problem Solver

We hope to open the children's eyes to the opportunities the world has to offer – encouraging them to be aspirational, ambitious and successful.



IMPLEMENTATION

- We use clear Concepts and Milestones to deliver our knowledge-based curriculum. We focus on fluency – addressing identified gaps identified and providing stretch for greater depth. Lessons plan for progression and depth.
- We use challenge questions.
- Children's progress is tracked x3 times per year. Pupil Progress meetings identify interventions, support and stretch to be delivered.
- Displays are a mix of a celebration of children's work, supportive resources and information.
- Indoor and outdoor learning environments are equally valued. We value the use of our Forest School and Nature Reserve.
- We enhance our curriculum with enrichment opportunities using trips, visits and visitors to enhance the learning experience.
- The non- core curriculum is vital in developing our children holistically. A wide range of experiences, and exposure to a wide vocabulary are valued alongside the knowledge focus.
- We use mind maps at the beginning and end of units to show retention of information and low stake quizzes for long term memory.
- We aim to develop expertise in subject areas through subject leaders.

IMPACT:

- Children will leave Bicker Preparatory School and Early Years with a sense of belonging. They will have developed the confidence and skills to be lifelong learners.
- Our children will know more, remember more and develop more socially and emotionally
- Progression for everyone
- A targeted approach to fluency gaps
- A targeted approach to stretch and greater depth learning



What our curriculum looks like:

EYFS Curriculum

Our Curriculum supports the principles of the Reggio Emilia philosophy. These are:

- Children construct their own learning
- Children are collaborators and learn through interaction with their Teachers, Peers and Communities
- Children are natural communicators using a variety of mediums
- Teachers are partners, nurturers and guides who help facilitate the exploration of children's interests
- Parents are partners in education

We also follow the Early Years Statutory Framework for the Early Years Foundation Stage.

The key areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



English

Our English lessons are delivered through a Book Hook. We develop pupils' spoken language, reading, writing, grammar and vocabulary. English 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. We believe passionately in exposing children to a wide range of vocabulary.

Reading

Our pupils are encouraged to read for pleasure and to read widely. As a starting point and introduction to reading we use a systematic phonics programme. Children are taught at a stage appropriate level. In EYFS (Reception) and Key Stage One, all pupils take part in a daily phonics session, building on and extending their knowledge. They are taught to blend words together and read/ spell tricky words.

All children are asked to continue their reading at home. Both children and parents are invited to record reading in the home/school communication books.

During the afternoons, Guided Reading sessions will cover both fiction, non-fiction books, real books and poetry. Guided Reading ensures children are exposed to high level reading texts and receive effective questioning and accompanying resources.

Writing

We develop writing skills so that our pupils have the stamina and ability to write independently at the age expected standard. To support children in moving towards independent writing we provide a wide range of activities. Teachers primarily use a novel linked to the topic the children are covering. However, in addition to novels, staff will also use film and imagery as a stimulus for writing.

We use the process: plan/draft/edit/improve/publish



We provide opportunities for writing for purpose and we encourage pupils to see themselves as authors. A range of extra activities are used to promote English within the school including World Book Day, Roald Dahl Day and contact with authors.

Spelling

In Key Stage One spelling reflects the systematic phonics scheme and in Key Stage Two, spelling reflects the National Curriculum. We use a multi-sensory spelling approach as recommended by the Dyslexia Support Team.

Mathematics

We embrace the Mastery approach to teaching mathematics. Our Teachers will ensure that mathematical skills and arithmetic are taught every day. Teachers use White Rose Maths. In addition to this, staff ensure children receive access to concrete, pictorial and abstract representations to aide with the children's understanding of Mathematical concepts.

Our pupils understand the importance of mathematics and are encouraged to be confident in the subject and to apply the skills that they learn to reasoning and problem solving tasks. In each lesson we build on skills and understanding in a step by step and progressive way. During independent tasks all children will start with fluency questions and once this has been mastered they will move onto reasoning and then problem solving. Children receive instant feedback and intervention is given to those who need it.

Science

Science teaches an understanding of natural phenomena. It aims to stimulate a child's curiosity in finding out why things happen in the way that they do. It teaches methods of enquiry and investigation to stimulate creative thought. Children learn to ask scientific questions and begin to appreciate the way in which science will affect the future on a personal, national and global level. Our objectives in the teaching of science, are broken down in three domains: Chemistry, Physics and Biology.

Key scientific terminology will be introduced each lesson and knowledge will be built upon throughout the school. Pupils will be encouraged to work scientifically and will be able to carry out simple tests and experiments using equipment and gather and record data.

Children will use the Forest School and the Nature reserve, visits by specialists as well as taking advantage of the facilities of local secondary schools in order to enhance the delivery of our science curriculum. We also take part in STEM activities and competitions.



Art and Design

**“Every child is an artist. The problem is how to remain an artist once we grow up”
Pablo Picasso**

“Creativity is contagious pass it on” Albert Einstein

Art and Design is an important part of developing children’s ability to develop their individual creativity, express their ideas and understanding and to work individually and collaboratively with others. The skills they acquire are applied to their cross curricular topics allowing children to use their art skills, to reflect and explore topics in greater depth.

We will ensure that our intention is met through:

- Using experiences, ideas and other subjects across the curriculum as inspiration for artwork
- We will develop and share ideas using drawing, painting and sculpture
- We will explore a variety of techniques
- We will learn about a range of artists, architects and designers
- We will use our local community as inspiration for our work
- We will have a clear progression through the years and key stages



Design Technology

Design and Technology is an inspiring, rigorous and practical subject, taught through our enriched curriculum. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.

Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation. Our design and technology lessons encourage the designing, making of products to solve real and relevant problems and evaluating the effectiveness of them. 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

Computing

The aims of Computing and ICT curriculum is to prepare our children for the life beyond our school, to create digital producers and the digital pioneers of the future. Children will be taught how to use technology in a world that is vastly developing around them but to understand how technology works and why we use them in countless areas of life.

This curriculum runs through the curriculum therefore allowing children to use apply skills that they are taught during their Computing and ICT lessons. Children will use Computing and ICT equipment in imaginative and stimulating lessons, as a school we will create a love of using and understanding technology. Pupils will use technology safely and identify where to go for help and support when they have concerns.

Modern Foreign Language

From Year 3 to Year 6 we teach French to all children. We block teach this subject to achieve an enriched experience.



Music

Our key concepts for Music include:

- Listen and Appraise
- Games
- Singing
- Playing
- Improvisation

We offer piano, violin, flute, ukulele and guitar.

Physical Education (PE) PE is delivered by a Specialist Teacher all children receive two hours a week. Our PE sessions are both indoor and outdoor. The curriculum offers a broad range of opportunities for the children across the age range. We visit Nocton Hall for swimming opportunities and through links with other schools we are developing a Sports Festival approach.

PSHE (Personal, Social, Health Education)

PSHE, or personal, social, health and education, is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives.

British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs underpin everything the children learn. 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 time but we also encourage a cross-curricular approach to the development of PSHE skills and understanding. Time to Talk is used to listen to others and to be heard with the help of class friends. Pupils learn about similarities and differences between people and cultures. They participate in a variety of cultural events. In addition to PSHE lessons, assemblies are also used. One is delivered by our local vicar forming links with our local community. We use a second assembly to focus on Citizenship and to celebrate children's achievements.



Religious Education

We follow the Lincolnshire Agreed Syllabus for Religious Education. Our teaching promotes the spiritual, moral, social and cultural development of our pupils. It reflects the fact that the religious traditions in Great Britain are in the main Christian whilst taking account of the teaching and practices of other principal religions. Our teaching enables pupils to acquire knowledge and understanding of religious beliefs, attitudes, practices and rituals. They will also develop their own beliefs and values. We ensure that children meet and talk to people of different faiths in order for them to develop an understanding of the wider world. We celebrate the diversity in our school.

Geography

“The study of geography is about more than just memorising places on a map. It's about understanding the complexity of our world, appreciating the diversity of cultures that exists across continents. And in the end, it's about using all that knowledge to help bridge divides and bring people together.” Barack Obama

We cover these concepts:

- To investigate places
- To investigate patterns
- To communicate geographically using physical and human features

History

‘We are not the makers of history. We are made by history’ – Martin Luther King Jr.

Our concepts are:

- To investigate and interpret the past
- To build on overview of world history
- To understand chronology
- To communicate historically

History teaching focuses on enabling children to think as historians. We recognise the importance of examining historical artefacts and primary sources. In each key stage, we give children the opportunity to visit sites of historical significance, regarding this as an important way of stimulating interest in the past. We encourage visitors to come into



school to deliver workshops or share expertise of a particular area. We welcome workshops and links with local museums.

We believe the study of history should inspire children's curiosity and encourage them to ask critical questions.

History begins in EYFS within the environment. Most clearly, history is seen through the Understanding of the World. For this goal, children can talk about past and present events in their own lives and that of their families as well as knowing about similarities and differences between themselves and others.

Units of work are sequenced to build on prior knowledge and learning from previous units and previous year groups. In Key Stage One, the focus is on history which is the most relatable to children, recent history. The outline below shows the structure for Years One and Two:

Year 1/2 - Local history, Events within living memory

- Events and people of significance, beyond living memory

The rationale for this structure is to provide children with a firm foundation of what history is and how it fits in to their lives, branching out further into more abstract times as they gain a secure understanding.

In Key Stage Two, topics are sequenced in chronological order to reinforce the understanding of time order. This also allows children to see time periods, eras, events and people in the order in which they happened, with the intention of minimising misconceptions. The structure of Key Stage Two history units is:

Year 3/4 Stone Age to Iron Age, The Ancient Civilisations, Ancient Egypt

Ancient Greece, Local area study, Romans

Year 5/6 Anglo-Saxons and Vikings, Ancient Maya

History beyond 1066

Teachers select from these topics ensuring progression is achieved through the Concepts and Milestones.

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 with SEND
- Pupils with English as an additional language (EAL)

Enrichment

Will be achieved by:

- Themed days
- Links with the community
- Experiential lessons
- Trips and visits
- Visitors
- Residential for Class 5
- Forest School
- Visits to the Nature Reserve

The Role of the Curriculum Leader:

- Develop the curriculum
- Monitor pupil progress
- Monitor coverage
- Resource management

Role of Subject Leaders:

- Keep up to date with developments in the subject area
- Review learning
- Monitor delivery
- Lead improvement
- Book scrutiny
- Audit, order and manage resources



Role of the Headteacher: working with the Curriculum Leader

- Review the curriculum
- Oversee subject action plans
- Link budget spend to priorities
- Conduct learning walks
- Provide CPD opportunities
- Moderate pupil work
- Ensure provision meets the needs of the pupils

Written by: Jo Hubbert and Anne Daynes July 2021



