

Wharton Church of England Primary School Curriculum statement

Train up a child in the way they should go and when they are old they will not depart from it. Proverbs 22 v 6

At Wharton Church of England primary School, we are committed to providing first class learning for all our children through a creative curriculum. Children in our school need to be safe and happy in order to achieve their potential. Our mission statement captures our Christian vision as follows:

Our School is an inclusive Christian community, committed to building futures for all children. A safe environment where everyone is valued, we nurture strong relationships underpinned by our Christian values and we champion children to be the best they can be, empowering all to aim high and achieve their potential.

Our church school strives to instill wisdom alongside knowledge and skill, to educate with real hope and aspiration for the future, and to promote a sense of community and living well together with dignity and respect.

Children at Wharton CE will be inspired and challenged through our curriculum. The Intent, Implementation and Impact of the curriculum you can expect from us in-line with the EYFS, National Curriculum and Statutory requirements for your child are as follows:

<p>Intent</p>	<ul style="list-style-type: none"> • Inspire children to be inquisitive lifelong learners. • Engage children in an exciting curriculum that considers local, global and community links. • Challenge children to be aspirational. • Promote a love of learning through carefully planned lessons which allows children to use their knowledge with increasing fluency and independence.
<p>Implementation</p>	<ul style="list-style-type: none"> • Champion children whatever their need. • Include all children through a variety of learning styles including bespoke interventions and differentiated expectations. • Empower all to aim high through clear expectations for knowledge and progression, thus enabling all children to reach their potential, from their starting points and flourish. • Teach well planned termly topics supported by additional schemes and initiatives, with explicit links to all National Curriculum subjects. • Monitor provision ensuring the highest of standards by leadership at all levels.
<p>Impact</p>	<ul style="list-style-type: none"> • Measure curriculum success regularly through scrutiny of work, formal and informal lesson observations, pupil voice and class teacher data meetings where progress is monitored and challenged where necessary. • Assess knowledge and understanding daily to inform planning allowing for continued progress and opportunities to work at greater depth. • Track progress through our school data tracking system and end of year assessments in KS1 and KS2, the EYFS, Phonics in year 1 and multiplications tables' tests in year 4 form judgements about whole school attainment. • Report Progress and attainment termly through parent teacher consultation and an end of year written report.
<p>All of the above ensures a rich curriculum that provides children with an engaging and inspiring education ensuring inclusion for all that is underpinned by our Christian values. This comprehensive curriculum with rigorous assessment for attainment and progress ensures for successful transition at all phases.</p>	

Curriculum Policy



WHARTON C.E. (CONTROLLED) PRIMARY SCHOOL

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CURRICULUM POLICY

Introduction

At Wharton C of E Primary School we deliver a thematic curriculum which is built on a progression model. This embraces an enquiry-based approach to learning that allows children to ask questions. Each term teachers plan a variety of cross-curricular activities around a key question or key focus; this could be a book, a picture, a poem, an artefact, a question or a period from History. As a church school we adopt a "What If" approach to learning which helps to develop the Christian distinctiveness of our school by encouraging children to question how their learning can be linked to Christian values, teachings and principles.

Aims

- Cultural Capital – to provide a curriculum that builds on an accumulation of knowledge, behaviours and skills to prepare our children to thrive with competence in society.
- Stimulate and develop pupils' interest and enthusiasm for learning.
- Promote a positive attitude towards learning, so that children enjoy coming to school and acquire a solid basis for lifelong learning, underpinned by the Christian character of the school.
- Planning that takes account of previous achievement, knowledge and skills.
- Appropriate use of technology in modern day society.
- Our multi-sensory inclusive approach provides an exciting and engaging curriculum that builds on knowledge and experiences for all children.

Inclusion for All

Teachers plan to meet the needs of all children by ensuring learning is focused on individual children's needs and abilities. Outcomes from assessment for learning enable teachers to set targets which reflect individual children's skills, abilities and potential.

The school has developed a model of intervention for children experiencing difficulties based on three waves:

Wave One: The effective inclusion of all children in a high-quality teaching environment (Quality First Teaching).

Wave Two: Small group, low-cost intervention e.g. Booster classes, Intervention programmes, Early Literacy support and S&L support

Wave Three: Specific targeted intervention for children identified as requiring special educational needs support and curriculum extension for the Gifted and Talented.

EYFS Curriculum

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage which specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum. A vital aspect in the development of essential knowledge and skills is the use of continuous provision. This means that children are using and developing certain skills throughout the year on a daily/weekly basis. Continuous Provision practice and principles begin in Early Years Foundation Stage and support children to develop key life skills such as independence; innovation; creativity, enquiry; analysis and problem solving. Every child is unique. We make it our priority for each child joining our school to feel welcome, to settle confidently, to make the best possible start and to thrive as part of our school team. We aim to foster a sense of enquiry and a real thirst for learning new skills and knowledge, so that they flourish.

English

English: Writing

Our intent is for all pupils to be capable writers with the ability to transfer their English skills to other subjects using a wide range of purposeful vocabulary. We provide our children with rich and varied learning opportunities across the curriculum that help them to become proud and confident writers. We want our children to have a positive attitude towards writing and to be able to independently express their emotions and their ideas. Through our writing curriculum (Pathways to Write), we strive to teach the children how important their writing skills will be in the future. We can indeed 'train up a child in the way they should go: and when they are old, they will not depart from it'.

Pathways to Write is progressive English curriculum. Following a Mastery approach, the programme's units of work are delivered using high-quality texts - picture books, novels, poetry and non-fiction - enabling children in all year groups to be given varied opportunities for writing. Whenever possible, these texts are linked to learning across the wider curriculum. Skills are built up through repetition within the units, allowing children to apply these skills in their writing. Many opportunities for extending children's vocabulary are given through the Pathways to Write approach and this builds on the extensive work we do in school to provide our children with a rich and varied vocabulary across the curriculum.

Spelling, Punctuation and Grammar lessons are embedded throughout Pathways to Write planning and are implemented over the course of each unit of work. Each week, classes promote the learning of spelling, including national statutory words, common exception words and spelling rules using the 'No-nonsense Spelling' scheme as a guide. We believe that the teaching of spelling, grammar and punctuation enables children to be able to maximise their potential in reading and writing.

English: Speaking & Listening

We recognise the importance of developing oracy skills to enable our children to articulate their ideas, develop understanding and engage with others through spoken language. Right from their first days in EYFS, we ensure our curriculum is balanced and broad, promoting language and vocabulary through staff interaction and allowing for children to engage in purposeful play. Further initiatives such as 'Drawing Club' and our half-termly 'Super Six' texts encourage reception children to listen to repeated stories and rhymes, eventually joining in with them, and ultimately choosing those books from their class book area to read aloud.

Opportunities for children to develop their oracy skills are embedded throughout our progressive English curriculum. We understand the important skill of orally rehearsing writing before putting pencil to paper. Exciting hooks into learning are present in every unit of work which actively engage children in talk. Furthermore, opportunities are planned for in terms of **listening and responding, asking relevant questions, building vocabulary**, participation in **discussions, presentations, performances, role play, improvisations and debates**.

With an enquiry-based approach to learning across a number of subjects, and initiatives such as Picture News and classroom reflection time, we enable children to articulate their thoughts and ideas through talk, engage with peers with greater focus and to gain a wider understanding of their learning. Events such as English open-the-door afternoons, class assemblies and drama performances reinforce spoken language and give the chance for pupils to

demonstrate their oracy skills in context. Also, many children enjoy being members of our school groups, such as reading ambassadors, worship workers, ethos, school council, anti-bullying.

English: Reading

Our intent is for all pupils to be capable readers with the ability to transfer their English skills to other subjects using a wide range of purposeful vocabulary. We encourage the children as readers, who select texts for purpose and pleasure. We know and understand our children and have been listening to their voices, creating a curriculum that encourages them to become confident readers and that nurtures a love of reading; books and reading are at the heart of everything we do. Through our phonics and reading curriculum (Little Wandle for Letters & Sounds and Pathways to Read), we strive to teach the children how important their reading skills will be in the future.

Phonics is high priority, and it is essential that our approach to teaching phonics and reading is accessible to all learners, regardless of background, and that it promotes and fosters a life-long love of reading from the very beginning of their school journey.

We teach phonics from the beginning of Reception and through Year 1, and to those in Year 2 and Key Stage 2 who have not yet passed the phonics screening check in Year 1. Children are taught to phonically decode and blend through a daily discrete phonics lesson. We follow the **Little Wandle Letters and Sounds Revised** programme. The children are taught phonics in within their year group and as children progress and become fluent and confident at identifying, decoding and blending phonemes, phonics lessons focus more on grammar, spelling and spelling rules. Continual assessment informs teachers of next steps and ensures progression.

Our early readers use **Big Cat Collins** phonically decodable books to practise their reading skills in school and at home. We use a Mastery approach to reading through the **Pathways to Read** progressive scheme of work. The units of work are delivered using high-quality texts and children in all year groups are given varied opportunities for reading. Skills are built up through repetition within the units, and our children apply these skills in their reading.

From years 2 to 6, we teach weekly whole class shared and guided reading lessons with related activities and questioning, as well as individual reading opportunities. There is a clear teaching focus with the opportunity to master key reading skills in each session – prediction, retrieval, clarifying vocabulary, comprehension and inference. Follow-up tasks enable pupils to evidence the skills they have mastered. For pupils still needing support with phonics from years 2-6, we provide individual reading support that uses phonically decodable texts.

Mathematics

Our mathematics curriculum, using Maths No Problem, enables all pupils to become fluent with mathematical processes and operations. There are 5 core competencies that the children will develop as they learn, these are: metacognition, visualisation, generalisation. number sense and communication. Children will have the opportunity to understand, apply and deepen their ability to recall facts and complete appropriate age-related knowledge and skills through concrete, pictorial and abstract questioning, including practical enquiries, over practice and applying knowledge in a wide range of scenarios.

Children will be able to reason by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical skills and language.

We want pupils to solve problems by applying their knowledge to a variety of one-step and two-step problems. Pupils will reason problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering to find solutions.

Maths No Problem ensures everything in the scheme has intent, is purposeful and is organised clearly with no clutter to ensure pupils aren't exposed to confusing and unclear jargon. It is designed with a spiral approach ensuring all content is revisited with greater depth and further challenge as the children progress through school. All the activities are age appropriate and are designed for whole class teaching. This means it is accessible to all learners, including those that are struggling and for the pupils that need challenging.

Science

Our children are entitled to be taught the key knowledge and skills in the scientific disciplines of biology, chemistry and physics and to develop an understanding of the world around them at an age-appropriate level and in line with the National Curriculum. We aim to harness children's natural excitement and curiosity and inspire them to pursue scientific enquiry, develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them. We aim to ensure the children are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future. Pupils will also learn about the practices of science so that they know how scientific knowledge becomes established through scientific enquiry. Science has been carefully sequenced across units and years because we know that, 'when knowledge is well structured, it becomes meaningful, flexible and easier to access. Within our science curriculum the sequential component knowledge is clearly broken down into steps and composite tasks outlined through which pupils will embed that knowledge. Although they are taught together, there is clarity about which knowledge is disciplinary and which is substantive. Revisiting prior learning and carrying out retrieval practice is an important aspect of learning and will support pupils to commit their knowledge to their long-term memory.

The distinction between substantive and disciplinary knowledge ensures that pupils use these side by side to develop expertise, apply and make sense of the knowledge learnt and understand how the knowledge developed and became accepted:

- Substantive knowledge (knowledge of the products of science, such as concepts, laws, theories and models): this is referred to as scientific knowledge and conceptual understanding in the national curriculum
- Disciplinary knowledge (knowledge of how scientific knowledge is generated and grows).

Art

Our art curriculum engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We do this through Access Art where children will study the 3 main strands of Art: Drawing, Painting and 3D Work. Within these strands, children are exposed to a variety of mediums and have opportunity to develop their skills year on year. These areas will often overlap and work together through the development of a theme.

Design and Technology

In design and technology, we promote 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. Through Projects on a Page, 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 their daily life and the wider world.

Geography

Through a high-quality geography curriculum, children will be inspired to develop a curiosity and fascination about the world and its people, promoting a deep understanding of people and place. The study of geography empowers children to both explore and understand the world around them at a global, national and local level. Children will develop the skills to read their environment, enabling them to interpret the physical landscape, observe climatic events and discuss world events in a manner appropriate to their age. As children progress, their learning in geography will support them in making valuable contributions to the economic, social, and cultural life of their communities. Children will have the opportunity to discuss, challenge and learn from enquiry questions, and then using 'Memory Joggers', revisit their knowledge of the world to consolidate their knowledge and understanding of People and Place

History

At Wharton C of E Primary School, pupils gain a coherent knowledge and understanding of Britain's past and the history of the wider world. Our curriculum aims to develop curiosity to learn about the past and we encourage our children to think critically, weigh evidence and develop their own ideas and judgements. History lessons help 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. Through a carefully chosen and planned out curriculum, and the delivery of sticky knowledge in every unit covered, we ensure that pupils are able to layer and apply prior and current learning therefore building knowledge and an understanding of chronology.

Music

By using Charanga, our music curriculum engages and inspires pupils to develop a love of music and their talent as musicians and so increase their self-confidence, creativity and sense of achievement. Music is an integral part of the Christian distinctiveness of our school and is embedded through Collective Worship, Singing Assemblies as well as across curriculum opportunities. Music supports children's self-confidence, creativity, sense of achievement and emotional well-being.

PE

Our curriculum offers high-quality Physical Education that inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It provides opportunities for pupils to become physically confident in a way that supports their health and fitness and encourages them to lead healthy active lives. We offer opportunities to compete in sport and other activities that build character and help to embed values such as fairness and respect. All children receive at least 2 hours of physical education. Pupils begin swimming tuition in year 5 with the aim to swim competently, confidently and proficiently by the end of year 6.

Spanish

Through a carefully chosen curriculum and resources from Language Angels, Spanish at Wharton C of E Primary School fosters pupils' curiosity and deepens their knowledge and understanding of the world. Our curriculum enables pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It provides children with a foundation for learning further languages, equipping pupils to be able to study and work in other countries later in life.

RE

The aim of Religious Education is for our children to acquire and develop knowledge and understanding of Christianity and other world religions; to appreciate the way that religious beliefs shape our lives and behaviour, and to develop the ability to make reasoned and informed judgements about religious and moral issues. We want our children to know how Religious Education promotes discernment and enables pupils to combat prejudice, preparing them for adult life, employment and life-long learning.

Our values, morals and philosophy are deeply rooted in all that we do. Both staff and children are encouraged to apply our vision in their daily lives by working individually and together to create our school community.

Pupils and their families can expect a high-quality religious education curriculum that is rich and varied, enabling learners to acquire a thorough knowledge and understanding of a range of faiths and world views using key enquiry questions. We follow the Cheshire West and Chester (CWAC) agreed syllabus to deliver a progressive curriculum that provides the opportunities to explore other religions as well as Christianity. Using the Questful RE Syllabus alongside CWAC, we deepen understanding about Christianity, other religions and world views, fostering respect for them. We provide a wide range of opportunities for pupils to understand and make links between the beliefs, practices and value systems of the range of faiths and world views studied.

Religious Education plays an important role, along with other curriculum areas, particularly PSHE and Heartsmart, in promoting the spiritual, moral, social and cultural development of our children.

PSHE including SRE

We follow the PSHE programme 1 Decision for all our PSHE and SRE lessons in Years 1 -6.

The EYFS programme varies slightly fulfilling our commitments to completing the EYFS programme of study.

At Wharton CE Primary School, Heartsmart and reflection are an integral part of our school life. They enable our children to become healthy, independent and responsible members of society. We aim to help them understand how they are developing personally and socially, and tackle many of the moral, social and cultural issues that are part of growing up. We provide our children with opportunities for them to learn about rights and responsibilities and appreciate what it means to be a member of a diverse society, allowing them to engage with views, beliefs and opinions different from their own. We want our children to be responsible, respectful citizens who understand the importance of our British and Christian Values. We will provide children with opportunities to debate and listen so that they can explain their reasons for their own views and respect those of others.

Our children are encouraged to develop their sense of self-worth by playing a positive role in contributing to school life and the wider community.

As a school we have adopted the following 12 Christian values:

Forgiveness	Truthfulness	Friendship	Service	Courage	Perseverance	Respect	Trust	Generosity
			Justice	Compassion	Thankfulness			

The children take part in a values day every half term, members of the clergy team from Christchurch support the children with the Christ like understanding of these values through regular worship and class reflection time.

There are five Heartsmart principles:

Don't forget to let love in!

Too much selfie isn't healthy!

Don't hold on to what's wrong!

Fake is a mistake!

'No way through' isn't true!

SRE – Sex and Relationships Education

School has adopted the 1decision scheme to support the delivery of the statutory requirements for Sex and Relationships Education (SRE).

The key areas of learning area as follows and cover the statutory requirements:

Relationships Education

Families and people who care for me

Caring friendships

Respectful relationships

Online relationships

Being safe

Physical health and mental Wellbeing

Mental wellbeing

Internet safety and harms

Physical health and fitness
Healthy eating
Drugs, alcohol, and tobacco
Health and prevention
Basic first aid
Changing adolescent body

Our children are supported to understand the impact that Domestic abuse can have on their mental health and wellbeing and the Nurture and ELSA provision in school provides opportunities to speak to trusted adults if they are feeling vulnerable.

The curriculum supports children in understanding the dangers of going missing from home and who to speak to if they are worried at home.

We are an Operation Encompass school.

The Police and Fire Service visit school to talk to the children and cover the following topics:

Fire Safety
The impact of Knife Crime
Safety online
The impact of Domestic Abuse
The dangers of going missing from home.

Computing

A big part of our Computing curriculum is ensuring that children know how to stay safe and be responsible and respectful online.

Our Aims:

Through our computing curriculum, we will show children how to utilise their computing skills to become confident, creative and independent learners whilst also instilling in them respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth. The use of computing across the curriculum will enable our children to participate in an evolving world, where our work and leisure activities are increasingly transformed by, and reliant upon technology. We will guide children in how to use technology safely, and respectfully, to enable them to play, explore, enjoy, analyse, and present information using their progressively developing computing skills.

How we achieve our aims:

There are 3 strands to our computing curriculum:

1. **Digital Literacy** (learning how to use technology safely and responsibly)
2. **Computer Science** (Learning how computers and computer systems work including coding to create their own mazes, quizzes and games)
3. **Information Technology** (Applying computer systems to solve real-life problems)

At Wharton C of E Primary school, we teach all three strands by following the Purple Mash scheme of work.

Extracurricular activities

At Wharton C of E Primary School, we offer a breadth of extra-curricular opportunities that seeks to develop potential in all children that goes beyond the statutory requirements of the curriculum thus enabling children to become proficient and excel in activities individually or as part of a team. The type of extra-curricular activities we offer are:

- Choir
- Sports clubs (for example: running, rounders, multi-skills, football, netball)
- Art
- Craft
- Cooking
- Board games
- Yoga & Wellbeing
- Story-telling and drama
- Lego
- Science
- The Ethos group and School Council

Where appropriate in enhancing the curriculum children may access a residential opportunity. Children also access town wide initiatives with the Winsford Education Partnership (WEP) including the year 5 Christmas Cantata, work with the Poverty Truth Commission, Wellbeing workers within the town, Road Safety Officers, Pupil Forum with a focus on equality and diversity and raising aspirations.

Assessment Opportunities

All subjects within the curriculum will be reported on in the annual report to parents in July including the reporting of KS 2 SAT's, The Year 1 phonics screening check and the Year 4 Times Tables check. Parents of Reception children will be informed of their child's progress against the standards for a good level of development (GLD). Attainment and progress will be shared with parents and carers, and a judgement given about whether a child is working below, in line with, or above age-related expectation for their year group.

Skill progression will be monitored by middle leaders in school. This is to ensure breadth, depth and adequate teaching of skills that deepens learning and builds knowledge. This means that the curriculum we provide allows children to become proficient with skills and aptitudes in all aspects of the curriculum and will also ensure provision for those children with gifts and talents.