

## Introduction and aims

Staplehurst School strives to be an effective learning organisation in which everyone is improving and extending their learning skills.

Our aim is to ensure that all learners receive a consistent and inclusive entitlement, taking into account the child's individual protected characteristics, and that effective learning takes place as a result of:

- . Planning which maximises learning
- . Good teaching and learning practice which is monitored and shared
- . High quality of pupil experiences which maximises individual potential
- . Sound behavioural procedures
- . Reward and praise in a learner centred environment
- . Focused marking and assessment which indicates successes and next steps

## The Curriculum

Our curriculum is balanced and broad.

- It promotes the spiritual, cultural, mental and physical development of pupils at the school and of society.
- It prepares pupils for the opportunities, responsibilities and experiences of later life.

## Early Years Foundation Stage

At Staplehurst Primary School we believe that every child deserves the best possible start in life and the support that enables them to fulfil their potential.

There are 4 principles that shape the EYFS.

- Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured;
- children learn to be strong and independent through **positive relationships**;
- children learn and develop well in **enabling environments**, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and/or carers; and
- **children develop and learn in different ways and at different rates**. The framework covers the education and care of all children in early years provision, including children with special educational needs and disabilities.

In the EYFS children are taught through **seven areas of learning and development**, the focus of learning is based around play. All areas of learning and development are important and inter-connected. Three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three areas, the **prime areas**, are:

- communication and language;
- physical development; and
- personal, social and emotional development.

We also provide opportunities for children to learn in four **specific areas**, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy;
- mathematics;
- understanding the world; and
- expressive arts and design.

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.
- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children are given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.
- **Expressive arts and design** involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

**The National Curriculum for Key Stage One and Two** comprises of the following subjects

### **Core subjects**

#### **English**

At Staplehurst we use **Read Write Inc.**; a whole-school literacy programme for 4-11-year-olds designed to create fluent readers, confident speakers and willing writers.

Teachers develop pupils' spoken language, reading, writing and vocabulary as integral aspects of the teaching of every subject. English is a subject in its own right and the medium for teaching all other subjects.

- **Spoken Language** – Spoken language underpins the development of reading and writing. The quality and variety of language that the pupils hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing. Teachers will develop opportunities for pupils to develop their confidence and competence in spoken language and listening through storytelling, discussion, debate, presentations and drama.
- **Reading** – It is essential that pupils learn to read fluently, and with confidence, in any subject. Children are taught to read independently using a variety of methods and schemes. They are introduced to a wide range of attractive and stimulating books in class book corners and the school libraries. We aim to develop a real enjoyment of reading.
- **Phonics and Spelling** – are taught using the **Read Write Inc.** scheme as a structure
- **Writing** – This is broken down into two skills
  - Transcription (spelling and handwriting)
  - Composition (expressing and structuring their ideas in writing)
- Children will be taught how to plan, revise and evaluate their writing. They will write for a variety of audiences and purposes and include different content. Often writing will be based on shared texts which help to inspire the children to write. The aim is to build an increasingly wide knowledge of vocabulary, grammar techniques and punctuation and develop fluent, legible and, eventually, speedy handwriting.

## Mathematics

Staplehurst School aims to develop confident mathematicians. Maths is essential everyday life and a high quality education in maths will ensure all pupils:-

- become **fluent** in the basics of calculation.
- **reason mathematically** offering explanations and spotting connections.
- can **solve problems** by applying their knowledge to a variety of increasingly complex problems; breaking them down into a series of simpler steps.

Maths is taught as a discrete subject but has many connections with other subjects. Children will be given a variety of opportunities to apply their mathematical knowledge to science and other subjects. Pupils will also be taught to read and spell mathematical vocabulary.

The different areas of Maths covered are :-

- Number
- Measurement
- Geometry
- Statistics
- Algebra\*
- Ratio and Proportion\*

\* In year 6.

## Science

The key aims for our Science curriculum are to ensure that all pupils

- develop **scientific knowledge and conceptual understanding**.
- develop understanding of the **nature, processes and methods of science** through scientific enquiries that help them to answer questions about the world around them.
- are equipped with the scientific knowledge required to understand the **uses and implications** of science, today and for the future.

The key areas of Science covered during their time at Staplehurst School are:-

- Working scientifically
- Plants
- Animals, including humans
- Materials
- Seasonal changes
- Living things and their habitats
- Rocks
- Light
- Forces and Magnets
- States of matter
- Sound
- Electricity
- Earth and Space
- Evolution

## Computing

The aim is to develop computational thinking and creativity to help the pupils understand and change the world. The Computing curriculum has deep links with mathematics, science, and design and technology and the core skills will be taught both discretely and across the curriculum.

Key aims are to ensure all pupils:

- understand and apply the principles of computer science
- can analyse and solve problems
- can evaluate and apply information technology
- are responsible, competent, confident and creative users of information and communication technology

## **Foundation subjects**

### **Art**

Staplehurst School aims to draw children's attention to the purpose, challenge and enjoyment of art, craft and design, whilst fostering an appreciation and awareness of art history and art from other cultures. We provide a broad learning environment in which art can be explored in a personal creative and expressive way to develop individual potential.

In line with the National Curriculum, art is to be interpreted as art, craft and design. Pupils will be taught to use materials, tools and techniques in accordance with health and safety requirements.

Pupils are encouraged to develop their creative, imaginative and practical skills through a range of media, including ICT and will experience a variety of artists and styles during art appreciation lessons.

Work from both key stages is displayed in classrooms, halls and corridors because we are proud of our children's artistic achievements and want to share them with a wide audience.

### **Design Technology**

Staplehurst School aims to develop the process of designing and making a model for a particular function within a topic. Design Technology is a part of everyday life, and children are taught to recognise this fact by looking at designs in the home and in the world around them.

In Early Years and Key Stage 1 children will be planning, designing and making models using recycled materials and construction toys. All children will be taught skills of cutting, joining materials in variety of ways and will form an understanding of the properties of materials. They will begin to evaluate their models and suggest changes.

Later in KS1 and throughout Key Stage 2 children will begin to draw out and think about their designs in more detail before making their models. They will be taught how to use a variety of tools correctly and with safety. They will focus on how improvements could be made and revise their models in the light of experiences learned.

### **Geography**

Staplehurst School aims to provide pupils with the knowledge and understanding of geographical processes, structures, places and peoples whilst developing the skills required for geographical investigations.

Children will develop and acquire a variety of skills to investigate places and themes including map reading, the use of simple instruments, observation and identification. At Staplehurst School our resources include our extensive school grounds.

### **History**

Staplehurst School aims to develop the children's knowledge and understanding of the past. Pupils are encouraged to be aware of varying interpretations of history. Through the use of a range of resources and experiences the children are given the opportunity to compile evidence, question reliability and make deductions.

### **Music**

Staplehurst School aims to extend and deepen children's responses to music through the related activities of listening, performing and composing. All children are encouraged to compose their own music according to their age and ability. From Year 1 the children are encouraged to represent graphically the sounds they are making.

Performance is an important part of the music curriculum and singing is fundamental to class music making. All children are encouraged to perform their compositions, and opportunities are given for school and public performance through membership of the choir and the recorder group.

Listening skills are consistently developed throughout the key stages; children are encouraged to listen attentively to all musical contributions.

### **Physical Education**

Physical education develops pupils' physical competence and confidence, and their ability to use these to perform in a range of activities. It promotes physical skills, physical development and knowledge of the body in action.

Physical education provides opportunities for pupils to be creative, competitive and to face up to different challenges as individuals, in groups and teams. It promotes positive attitudes towards active and healthy lifestyles. Pupils learn how to think in different ways to suit a wide variety of creative, competitive and challenging activities. They learn how to plan, perform any ideas and performances to improve their quality and effectiveness. Through this process pupils discover their aptitudes, abilities and preferences, and make choices about how to get involved in lifelong physical activity. PE happens twice a week – one lesson delivered by Professional Sports coaches from Premier Sport and the other from the class teacher will deliver a second lesson.

### **Religious Education**

Our school follows the Kent Standing Advisory Council for Religious Education (SACRE) agreed syllabus and guidance on religious education and promotes Christian values, whilst recognising the contribution other religions make to our society. Daily religious assemblies are held and parents are occasionally invited to attend. The school has strong links with the churches in its local community and local ministers are regularly invited to lead assemblies. By the end of Key Stage 2, all children will have studied Christianity, Hinduism, Islam, Judaism and Sikhism.

All parents have the right to withdraw their child from either assembly or religious education and any parent wishing to do so, should contact the Headteacher. Pupils who are withdrawn from assembly or religious education will be provided with appropriate alternative activities.

### **Other Curriculum Areas**

#### **French**

We belong to the European Community and Kent is the nearest county to France. Many of our school families travel regularly to France on holiday, or for day trips. All children in Key Stage 2 will learn French through oracy, literacy and cultural understanding.

We endeavour to make it fun and not a chore. Wherever possible, we link activities with other subject work. Children learn and practice simple words, phrases and numbers and study ways of French living, to compare with their own.

We aim to develop their curiosity in different languages and cultures.

#### **Personal Social and Health Education (PSHE)**

We aim to promote the personal and social development of children in all aspects of school life. We aim to develop an understanding of how to look after ourselves, of basic life skills and interpersonal skills. We help children to understand and come to terms with growing up and the Governing Body has decided that sex and relationship education should form part of our curriculum. Sex and relationship education is taught in school as an aspect of the PSHE curriculum and is taught in a way appropriate to the age of the children, which leads on naturally to issues on conception, birth, growth, puberty and human relationships. Copies of the Governors' Sex Education Policy are available for parents to read. We also incorporate an appropriate programme on drug education and anti-bullying.