



Silverhill Primary School
Policy for Curriculum

Policy No. C3

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Term 3 2007

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Term 2 2009

Curriculum Statement

There are at present 21hrs 25mins available for teaching in Key Stage 1 and 23hrs 30mins in Key Stage 2. This excludes registration, collective worship, break and lunch times.

The Education reform Act 1988 entitles every pupil to a curriculum which is balanced and broadly based and which "promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society ... prepares such pupils for the opportunities, responsibilities and experiences of adult life."

The key elements of the basic curriculum are:-

- 1) Religious education for all pupils
- 2) The National Curriculum for those of compulsory school age

Rationale

At Silverhill Primary School, we believe that our curriculum should be challenging, exciting, enjoyable, and relevant. [We strive to meet the needs of all children across the spectrum of abilities.](#)

We have started to develop a curriculum that promotes a more creative approach to learning in our school. It is based on the key concepts and principles of the 'National Curriculum', 'Excellence and Enjoyment', 'The New Primary Strategy' and the five outcomes of the 'Every Child Matters' agenda

- 1 - be healthy
- 2 - stay safe
- 3 - enjoy and achieve
- 4 - make a positive contribution
- 5 - achieve economic well-being

This new approach to the curriculum is a skills based approach. The key concepts, principles and themes of the above documentation have been developed into more creative cross-curricular themes through which the children are helped to develop along a skills and attitudes continuum. The intention is to give children, teachers and teaching assistants more opportunity to explore their own creativity.

Organisation

The curriculum has been organised into 3 themes, over 1 year, for each year group from FSII to Year 6. (**Curriculum Overview Appendix 1**)

The themes have been chosen to allow cross curricular links to be developed. A 'Theme overview' showing these links is produced by each year group.(See example- **Appendix 2**)

The themes in each year do not cover everything that is expected to be covered across the whole curriculum during any particular year. Areas that do not fit into the theme are taught as discrete topics.

Cross curricular links to Numeracy and Literacy are made where possible.

Planning

Planning for Science and the non-core subjects is skills based. A series of lessons based on a year group's theme, are planned using the format shown in Appendix 3.

- Subject specific skills to be taught are outlined using the National Curriculum document and 'subject skills sheets' developed for assessment (see Assessment Policy), which identify the key skills and attitudes that children are expected to develop from Year 1 through to Year 6.
- Cross-curricular Learning skills to be taught are also identified in the planning.

communication working with others problem solving information technology

improving own learning and performance application of number enquiry reasoning creative thinking

evaluation information processing self-awareness managing feelings motivation empathy social skills

These skills are also known as 'Learning to Learn' skills. They are important learning skills that are crucial to becoming a lifelong and effective learner.

In term 6 there is an independent study focus where children from Year 2 to 6 are given the chance to apply and further develop some of these key skills.

- Short term planning is carried out in detail for English and maths using an agreed format.
- In Foundation Stage II planning is based on the Foundation Stage areas of learning.

Whole School Focus (see Curriculum overview Appendix 1)

- PSHE is integrated through the curriculum and is also focussed on over 2 afternoons each term by the whole school following the themes set out in the SEAL scheme (Social and Emotional Aspects of Learning). In addition to SEAL, the themes of 'Drug, Alcohol and Tobacco Education' and 'Sex and Relationship education', are also taught.
- Themed Days/ weeks - each term there will be a whole school focus for a day or over a week on a particular event for example Diwali, World Book Day, Healthy Eating week and Brain awareness week.
- Enrichment Afternoons- Throughout the year, a series of afternoons are focussed upon a theme such as the Environment, Drama and Media. Children can choose from a range of activities based upon these themes. It gives the children opportunity to work with children, teachers and teaching assistants in other classes and year groups, also across phase.

Specific Aims of the Curriculum

In addition to those aims for the curriculum set down in the Education Act and the legal framework of the National Curriculum and Every Child Matters document, and to extend and supplement them, the broad aims of the curriculum for each pupil at the school are:

1. To be able to use the many diverse forms of English to communicate fluently and appropriately and to extend their learning.
2. To be able to use mathematics as a tool for learning.
3. The creative appliance of ITC across the curriculum.
4. To have come to appreciate spirituality and the significance of religions.
5. To have begun to extend their understanding of the world through the study of history, geography and science.
6. The reciprocal learning opportunities through visits out and visitors into school.
7. To be able to participate in and enjoy sports and physical activities.
8. To be able to contribute to and enjoy music and the creative arts.

Such aims will be pursued in an atmosphere of happiness and hard work in which the qualities of every individual can begin to flourish and grow towards healthy maturity.

Effective Learning

In order for a creative curriculum framework to lead to creative teaching and learning the teaching and learning approaches in school need to be founded on the following principles of effective learning where;

- Children know what it is they are going to learn
- Children know what they need to do to be successful learners
- Children are helped to be able to assess their own learning and the learning of others
- Children receive positive feedback that helps them to identify what they need to do next
- Children have time to reflect and review their learning
- Children feel cared about and are happy, secure, motivated and stimulated.
- The learning environment is well organised, attractive, stimulating and positive.
- Learning tasks are organised in small steps.
- Children experience a variety of learning situations, both indoors and outdoors.
- Lessons are interesting, stimulating and fun and children have the opportunity to learn through first hand, multi-sensory experience.
- Expectations are high.
- Timetabling provides opportunities for flexibility
- Spontaneity is encouraged.

Curriculum Enrichment

The curriculum can also be positively enriched by

- Using the immediate environment for research, stimulus and inspiration.
- Encouraging visits from speakers, artists and performers to share their expertise and interests with the children.
- Taking children outside the immediate environment on field trips and residential visits to further enhance their learning in school.

Extra Curricular Activities

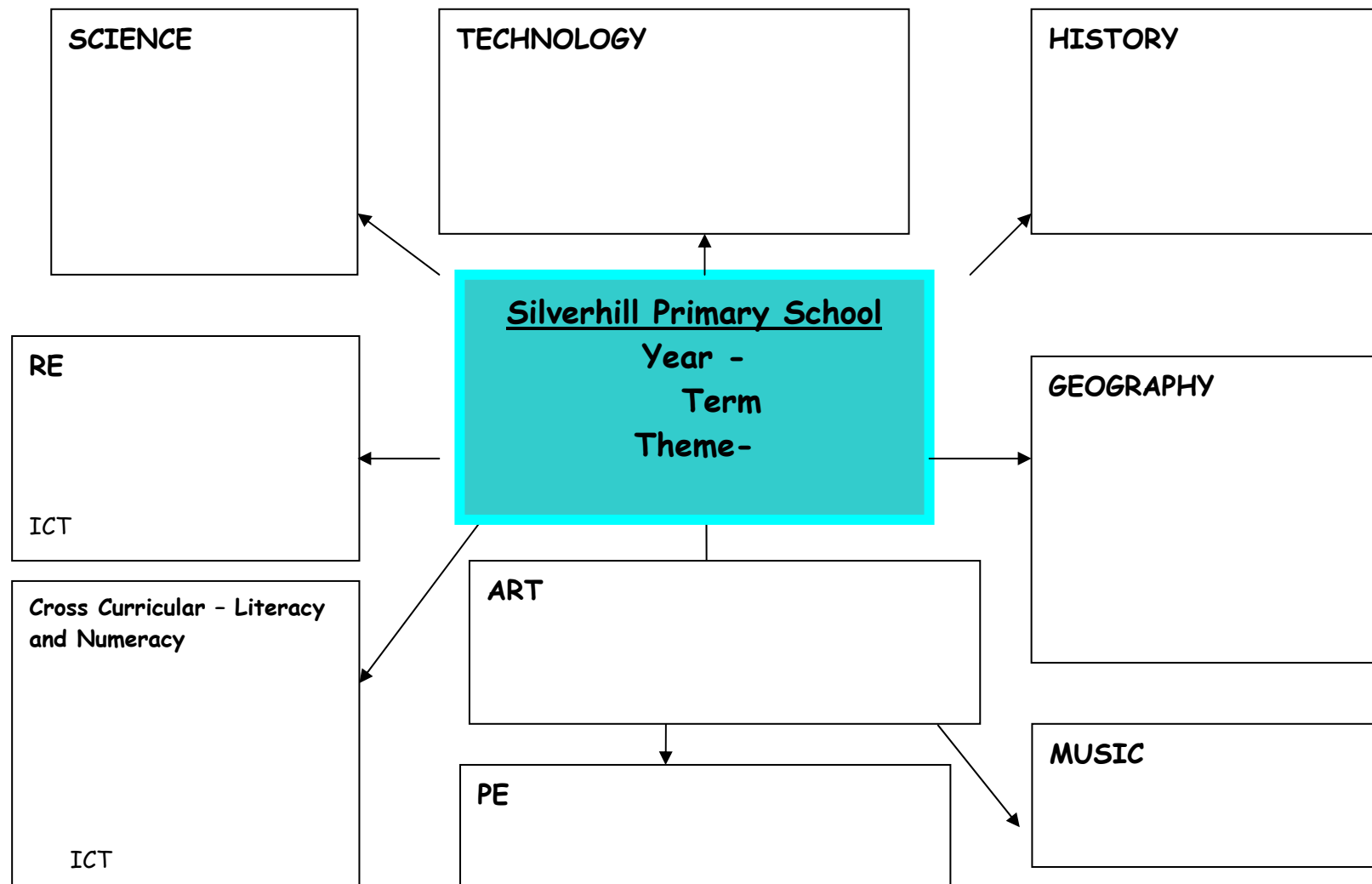
Voluntary activities are organised outside normal session times, giving pupils the chance to take part in a variety of different experiences. Pupils take part in regular visits connected to themes being studied, often as an extension of the school day.

Each year the school produces a Christmas event, Class Assemblies and a special leavers' assembly and Prize Giving in the summer. There are other occasions when the pupils contribute to the community such as the choir singing in different venues in Mickleover. Annual fundraising events take place for charity.

Many children are keen to join clubs at lunchtime, or after school and a variety of activities are offered throughout the year.

Whole School Focus Appendix 1

Term	1	2	3	4	5	6
FS	←— Ourselves —→		Weather	and Seasons	Around our	World
YR1	←— Toys —→		Houses	and Homes	Fantasy	Worlds
YR2	Fire and Light		Keep It Healthy		Buckets and	Spades <i>Group study</i>
YR3	←— India —→		'Age of Empires' <i>(Invaders and Settlers - Romans)</i>		Weather	Watch <i>Paired study</i>
YR4	<i>Drake Raleigh Tudor</i>	<i>Armada Discoveries</i>	<i>archaeologists 'Super Discover the</i>	<i>maps, orienteering Sleuths' local area</i>	<i>Reduce Reuse Environmental Sleep over</i>	<i>Recycle Issues Independent Study</i>
YR5	←— Victorians —→		<i>Water Air 'The Elements' Residential</i>	<i>Fire Earth</i>	Ancient and	Modern Greece <i>Independent Study</i>
YR6	<i>orienteering, Explore volcanoes survival</i>	<i>explorers and Discover Residential</i>	'Bed knobs and Broomsticks' <i>Britain since 1930s</i>		←— Aztecs —→ <i>S. America-R. Amazon</i>	<i>Independent Study</i>
Whole School Focus	Maths day PSHE- day →	Diwali Christmas	Chinese New Year PSHE- day →	World Book Day/Wk Easter	Outdoor SATs , PSHE day →	Sports /outdoor (Olympics)
	Environmental enrichment					



Appendix 2

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