



Oakley Cross Primary School

"We believe in respect and success for all"

Curriculum Policy

Date of policy: October 2020

Review date: October 2022

Our School Values

We want to instil in our children the core values of:

- Respect
- Resilience
- Confidence
- Kindness
- Tolerance

These values support the way in which all members of our school community can live and work together in a supportive way. They support our school aims.

School Aims (Written by staff)

Article 3: The best interests of the child must be top priority in all things that affect children.

At Oakley Cross we aim to provide a high quality curriculum, underpinned by strong teaching and learning and encourage every child to:

- **R**espect themselves, others and the environment
- **E**xpress their needs and feelings and recognise the needs of those around them
- **S**ucceed and reach their full potential by developing a positive work ethic and through high expectation and aspiration
- **P**ersevere when challenged, demonstrating resilience
- **E**nrich their lives through learning and seizing every opportunity to try new experiences
- **C**ontribute fully to school life and the wider community by developing confidence, self-esteem and independence
- **T**olerate others, embrace and celebrate difference and resolve problems appropriately

School Aims (Written by students)

Article 13: Every child must be free to say what they think.

The children of Oakley Cross expect the following aims to be supported by all Duty Bearers.

- **R**espect our right to be safe
- **E**veryone has the right to an education
- **S**pend time listening to children
- **P**rotect our environment so it is clean and safe
- **E**xercise is key for a healthy body and mind
- **C**are for us like a family
- **T**rain all new Duty Bearers

Oakley Cross Primary School and Nursery Unit

Curriculum Policy

Curriculum Intent

Our school curriculum has been carefully developed to meet the needs of the children in Oakley Cross. We recognise our duty to cover the statutory curriculum elements as defined in the National Curriculum and the Locally Agreed Syllabus for Religious Education. Alongside this, we have considered our local community, our school vision and core values to ensure we offer a curriculum which engages, excites and develops the whole child.

Our 'Curriculum' is all the planned activities that are organised in order to promote learning, personal growth and development. It includes not only the formal requirements of the National Curriculum, but also the range of additional opportunities that the school organises in order to enrich the experiences of our children. Our curriculum also includes the social aspects that are essential for life-long learning.

Our school curriculum is designed:

- to enable our children to become respectful and successful adults in terms of being able to find employment in the future, to maintain healthy lifestyles and to be moral citizens
- to provide a relevant, progressive and well-structured academic curriculum which enables children to develop and master a broad knowledge and wide range of skills

through our school curriculum, we want to instil in our children the core values of:

- Respect
- Resilience
- Confidence
- Kindness
- Tolerance

These values support the way in which all members of our school community can live and work together in a kind way. They support our school aims.

Curriculum Drivers

We have identified the following curriculum drivers which underpin our school curriculum and allow us to deliver our school aims and values:

- Literacy – to unlock the power of language both spoken and written
- Respect – to develop respect for self, others and the environment
- Aspiration – to unlock hopes and develop ambition
- Wellbeing – to equip each child with the tools to maintain physical and mental wellbeing, resilience and a positive 'can do' attitude

Our academic curriculum is underpinned by our school aims and values and curriculum drivers and our academic curriculum follows the statutory EYFS or the National Curriculum as the basis for content and expectations.

Curriculum Implementation

We have a statutory duty to follow the National Curriculum for EYFS, KS1 and KS2 therefore, our curriculum has been designed with this in mind whilst understanding the needs of our children and community. The order in which skills and knowledge are taught, within subjects, has been

carefully thought out to ensure we build on prior knowledge, skills and experiences and that we use the wealth of opportunities to enhance learning that our local area provides. We also strive to enhance our children's vocabulary throughout the curriculum.

We agree a long term plan for each key stage. This indicates which topics are to be taught in each term, and to which groups of children. We review our long term plan on an annual basis. Our medium term plans give clear guidance on the knowledge, skills and vocabulary that we are developing within each unit of work.

We plan for enquiry based learning, including school trips to a variety of different places to enhance the curriculum. We organise themed weeks and special events to bring the curriculum alive. We have strong links with other schools in the community and engage in shared projects on a regular basis.

We recognise that our children learn best through a 'little and often' approach. We have therefore decided to timetable our curriculum where possible to offer the full range of curriculum subjects on a weekly basis. By using this approach, learning can be revisited on a much more regular basis and knowledge and skills can become more embedded. Teachers link learning where this is appropriate and texts used in English lessons are often used to enhance and embed learning from other areas of the curriculum. For example, the text 'Stone Age Boy' is used to enhance the historical knowledge and skills children learn through History and this allows children to question and debate and understand the differences between facts and fiction.

The curriculum that we teach in the nursery and reception classes meet the requirements set out in the Early Years Foundation Stage Curriculum. Our planning focuses on developing children's knowledge, skills, experiences and vocabulary. Our school fully supports the principle that young children learn through play, and by engaging in well-planned structured play activities. Teaching in the nursery and reception classes build on the experiences of the children in their pre-school learning.

Throughout the school, our classes work co-operatively to ensure appropriate curriculum coverage within the context of both single and mixed age classes. Staff plan together and both teachers and teaching assistants are actively involved in the delivery of lessons and the assessment of children's progress.

We are well aware that all children need the support of parents and teachers to make good progress in school. We strive to build positive links with the parents by keeping them well informed about how their child has settled and how well he/she is progressing.

Impact

In order for our school curriculum to be effective we will assess the impact it has on our children and whether they have mastered the subject-specific knowledge defined within our curriculum plans. We understand that knowledge builds over time and children will only demonstrate effective learning as a result of an alteration to their long term memory.

The impact of the curriculum is evident in the outcomes of our children. They will be confident and able in a wide range of curriculum subjects, will be able to expand their knowledge, understanding and skills year on year and be able to take this with them on the next stage of their learning journey and beyond.

Teachers will use a variety of assessment techniques to allow children to demonstrate the depth of their learning in particular subject areas. Assessments may take a variety of forms including; presentations, thought showers, discussions, written tasks or a 'pub quiz' style assessment drawing out the knowledge gained.

The Role of the Subject Leader

The role of the subject leader is to:

- Provide a strategic lead and direction for their curriculum subject in school.
- Keep up to date with developments in their subject area at both national and local levels.
- Organise and devise curriculum plans within their subject area, review the way their subject is taught in the school and plan for improvement linked to whole school priorities.
- Support and offer advice to colleagues on issues related to their subject e.g. through joint planning activities, signposting to resources, teaching lessons in partnership with colleagues and professional discussion.
- Lead sustainable improvement when supporting colleagues through the development of subject knowledge of staff. This may be through the organisation of or delivery of highly effective CPD opportunities.
- Monitor how their subject is taught across school and the impact on pupil progress using a range of strategies including: work scrutiny, pupil interviews, direct observation of teaching and learning in action, teaching classes across school to more accurately judge progress, knowledge and achievement across school and monitoring of planning and assessment.
- Evaluate standards of progress and attainment, teaching, learning and assessment within their subjects.
- Be responsible for a curriculum budget and provide efficient resource management through the process of auditing, ordering and managing resources to enhance learning experiences and demonstrate this is used effectively to improve teaching and learning in their subject area.

Curriculum Subjects at Oakley Cross Primary School

English

English Writing

English has a prominent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Intent

Our school curriculum is designed to enable our children to become respectful and successful adults in terms of being able to find employment in the future, to maintain healthy lifestyles and to be moral citizens. It is also designed to provide a relevant, progressive and well-structured academic curriculum which enables children to develop and master a broad knowledge and wide range of skills. Literacy is a key driver of our curriculum, allowing children to unlock the power of language both spoken and written

- Our aim is to ensure that every child becomes a reader, a writer and confident speaker by the time they leave Oakley Cross Primary School.
- To promote and instil a love for reading, writing and high-quality literature into pupils at all ages.
- To derive an English curriculum, which develops the acquisition of knowledge and skills in line with the National Curriculum expectations.

Implementation

Our English curriculum is derived around high-quality age-appropriate stimuli. This could include; texts, videos, images or music. We use these to generate 'buzz and excitement' in lessons, creating opportunities to develop reading fluency and comprehension with a focus on key reading strategies and skills. We aim to develop grammar and punctuation knowledge, and understanding so children can use and apply a greater range of skills across the wider curriculum; explore the writing structure and features of different genres and identify the purpose and audience. Children plan and write an initial piece of writing with a clear context and purpose before evaluating the effectiveness of writing by editing and redrafting.

Writing Progression of Skills

Writing

As stated in the National Curriculum 2014; the writing process, which the children will be taught is;

- plan
- draft
- evaluate/ edit
- proof-read
- present

We aim to develop children's ability to produce well-structured, detailed writing in which the meaning is made. To engross children in the writing process, children are given opportunities to write for a range of purposes; they are encouraged to think about and engage the intended reader. Particular attention is paid throughout the school to the formal structures of English; grammatical detail, punctuation and spelling.

Throughout Early Years, Key Stage 1 and Key Stage 2, writing is based on the interests of each cohort. Stimuli is found from a range of sources such as videos, music, images, novels and extracts. Writing opportunities are sourced and developed based on the needs of each cohort. Our curriculum allows children to have the opportunity to explore rich, high-quality texts in depth, enhancing reading comprehension and providing meaningful contexts and purposes for writing. The teaching of this is flexible and class teachers are then, in turn, able to apply their own creativity to cover the objectives set out in the National Curriculum.

At Oakley Cross our curriculum very much focuses on the needs of individual child. Children access a personalised curriculum. A writing unit usually lasts 2-3 weeks. Within this time, children are taught the formal structures of English appropriate to their current ability. This may include covering the curriculum from previous year groups. We believe children should be secure in a year group before moving onto the next year groups' curriculum. This ensures children's skills are embedded before moving on.

If a child is confident within their year groups' curriculum, they will not move onto the next year but will master their current year group. This includes lots of opportunities to write from different perspectives and in older classes the opportunity to decide purpose and audience.

Throughout a unit children have opportunities to take part in 'mini-writes'. This is an opportunity for children to apply new learning. In all year groups children end a unit completing the full writing process.

Spelling

The teaching of Grammar and Spelling is in line with the requirements of The National Curriculum (2014). To be able to spell correctly is an essential life skill. When spelling becomes automatic, pupils can concentrate on the content of their writing and the making of meaning. Whilst we note that spelling is not the most important aspect of writing, confidence in spelling can have a profound effect on the writer's self-image. We aim to use explicit, interactive teaching, which draws children's attention to the origins, structure and meaning of words and their parts, the shape and sound of words, the letter patterns within them and the various ways they can learn these patterns.

In Reception and KS1, daily phonics is the key to the children's learning of spelling. From Year 2 and into KS2 the children move towards using their phonic knowledge to help them to understand spelling rules and patterns. We teach children to use their growing understanding of the morphology (word structure) and orthography (spelling structure) of words to support their spelling. Helping the children to understand how to use and apply known spelling patterns (and to develop strategies to tackle tricky words) is the key to helping them to become successful spellers. Spelling skills are taught daily in both KS1 and KS2.

When writing, children should be concentrating on higher order thinking skills and should simply 'have a go' at spelling. Where words are spelt incorrectly, they are highlighted in their books. Children are then given the correct spelling, copying it correctly at least 3 times. Staff also recognise common errors in class and these are added to weekly spellings.

We do not test spelling rules each week. This is to ensure children are learning the spelling rule and not a list of words. Each week we will test spellings from weeks gone by.

Handwriting

On entry, our Foundation Stage children are involved in varied activities to develop essential prewriting skills in line with the Early Learning Goals; there is much focus on developing gross and fine motor skills and strengthening muscles in the arms and fingers. We use 'Dough Disco' and many playdough activities to increase muscle strength. Children are also introduced to the individual letters and rigorously taught correct formation, from the very beginning of their time in school. From the time that children are ready, they are taught to sit with a good posture and are taught to hold a pencil with the correct grip.

At Oakley Cross Primary School, we teach handwriting twice a week from Year 1 to Year 6. Class teachers follow the Pen Pals scheme. As children progress through school, there is an increasing focus on fluency, consistency and speed. In years 1 – 4 every child starts with a pencil each September until they can demonstrate good handwriting skills. Pen licenses are only issued when the Headteacher has seen consistently good handwriting in line with year group expectations. All children in years 5 and 6 work in pen.

Impact

We strive to ensure that our children's attainment is in line, or exceeds, their potential when we consider the varied starting points of all our children. We measure this using a range of materials, whilst always considering the age-related expectations for each year group. Children will make at least good progress in Reading, Writing and Speaking and Listening from their last point of statutory assessment, or from their starting point in Nursery. We intend the impact of our English curriculum will ensure our pupils are academically prepared for life beyond primary school and throughout their educational journey.

Reading and Phonics

Reading

Reading is a high priority area at Oakley Cross Primary School. Reading is a fundamental skill, used to stimulate children's imaginations and ability to acquire a love for books.

At Oakley Cross we teach reading using the mnemonic VIPERS.

V – Vocabulary

I – Inference

P – Predict

E – Explain

R – Retrieve

S – Sequence (KS1) Summarise (KS2)

This covers the key comprehension skills in line with the content domains from the National Curriculum. Children are taught to use 1-2 reading skills a lesson. The mnemonic VIPERS is used to ensure children understand the purpose of questions when reading.

At Oakley Cross we want to ensure children have access to a wide range of texts. This may be through reading lessons, 1:1 reading, whole class novels or audio books. We want to immerse children in a language rich environment.

In EYFS, KS1 and some LKS2 classes children's reading books are carefully matched to their phonic ability through the Oxford Reading Tree Scheme. Children's books are sent home daily, as children are encouraged to read each evening at home. Each class runs their own incentive for this such as a 'reading rocket' or 'bookworm'.

We use the Oxford Reading Tree Scheme to support our children in developing their reading skills, once they are confident with their phonic sounds and can accurately blend and read fluently. The books are banded according to their level of difficulty, providing children with a challenging reading experience which allows them to use their developing phonic knowledge and whole word reading, to read independently. The scheme is made up from a mixture of Fiction, Non-Fiction, Poetry and Traditional Tales, which allows children to experience a variety of text types. We also have a selection of Project X books for KS2 children. Once children can read accurately and fluently, they may select reading books from their class reading corner or library.

We have worked hard to ensure there is a progression of skills for each pupil as they move from Early Years to Upper Key Stage Two. We have developed a Progression of Skills document which shows the expectations for each year group in reading.

Reading for Pleasure

At Oakley Cross Primary School, we encourage reading for pleasure. Every classroom has an engaging reading area, including books matching both the ability and interests of the children. Children take part in weekly DEAR (Drop Everything And Read) sessions, where children have the opportunity to read a text of their choice; fiction, non-fiction, magazines, newspapers or kindles. Classes also have access to a well-stocked, school library.

Staff nurture a love for books through enthusiasm and enjoyment, promoting wonder and curiosity while exploring a new book. We plan for regular opportunities throughout the year focussing on books, for example World Book Day, Roald Dahl Day and World Poetry Day. Books are used to enhance our curriculum in all subjects. Classrooms are updated termly, ensuring children access a range of subject based books. For example: Science, Geography, History, RE. Additional to this, adults share stories daily within their classes. In Key Stage 2, classes enjoy reading a class novel.

We are fortunate enough to have a 'Reading Hub' in our playground. This cosy corner allows children to curl up with a book at breaks and lunch time. Older children will share stories with younger children and adults will lead story sessions. Children love this opportunity to dive into their favourite books.

Home Reading

Reading at home is an essential part of learning to read. Each child has an appropriately levelled reading book and a reading record. These are sent home daily. To ensure children are enthused about reading, they may choose which book they read from their allocated book band. Children are encouraged to read at home and rewarded through incentives developed within each class.

1:1 Reading

In EYFS and KS1 children will read to an adult, in school, at least three times a week. Children who need extra support will be listened to more frequently. In KS2 children are encouraged to read multiple times across the day to adults through a range of lessons, including; writing, geography, history, science and RE lessons.

Phonics

At Oakley Cross Primary School we follow a systematic synthetic phonics programme, 'Letters and Sounds' and also incorporate the multi-sensory 'Jolly Phonics'. The incorporation of both programmes allows the children to recognise the phonemes and graphemes, as well as the skills of blending and segmenting whereby the children are able to break up and blend words to read and spell.

Children begin Phase 1 of Letters and Sounds in nursery, this also recapped in reception for those who do not attend our nursery. Letters and Sounds is then continued throughout EYFS and KS1. Every child in reception and KS1 takes part in a daily phonics session. Some may access additional phonic interventions throughout the day.

Maths

Intent

At Oakley Cross Primary School our maths curriculum revolves around the aims of 2014 National Curriculum for Maths which aims to ensure that all children:

- Become fluent in the fundamentals of Mathematics
- Are able to reason mathematically
- Can solve problems by applying their Mathematics

These skills are embedded within Maths lessons and developed consistently over time. We are committed to ensuring that children are able to recognise the importance of Maths in the wider world and that they are also able to use their mathematical skills and knowledge confidently in their lives in a range of different contexts. We want all children to enjoy Mathematics and to experience success in the subject, with the ability to reason mathematically. It is our intent that children develop their strong number sense so that as their confidence grows, they will be able to look for patterns, manipulate numbers to make calculations easier, work out calculations mentally, use logical reasoning, suggest solutions and enjoy playing with and exploring numbers. We intend to expose children to a wide range of concrete resources to support their mathematical understanding before modelling the use of pictorial representations. By having this strong foundation, it is our intent that children are then confident in using abstract representations.

Implementation

The content and principles underpinning the Maths curriculum at Oakley Cross Primary School will encourage and model resilience and determination.

- Teachers will reinforce an expectation that all children are capable of achieving high standards in Maths
- The large majority of children progress through the curriculum content at the same pace.
- Differentiation is achieved by emphasising deep knowledge and through individual support and intervention.
- Teaching is underpinned by methodical curriculum design and supported by carefully crafted lessons and resources to foster deep conceptual and procedural knowledge.
- Practice and consolidation play a central role. Carefully designed variation within this builds fluency and understanding of underlying mathematical concepts.

Teachers use precise questioning in class to test conceptual and procedural knowledge and assess children regularly to identify those requiring intervention, so that all children keep up. The teaching sequence will begin by introducing new concepts through problems, real life examples and fluency questions. Children will gain the knowledge and skills through a variety of activities,

both practical and written which systematically build upon prior knowledge. The class teacher then leads children through strategies for solving the problem, including those already discussed. Independent work provides the means for all children to develop their fluency further, before progressing to more complex related problems.

Maths is taught daily through the main lesson and a morning maths skills session on arrival to enable the achievement of 'mastery' over time. Each lesson phase provides the means to achieve greater depth, with more able children being offered rich and sophisticated problems, as well as exploratory, investigative tasks, within the lesson as appropriate.

Impact

Our Maths curriculum gives all children the opportunity to develop a love of maths by ensuring that all children experience challenge and success. Children's skills will have progressed to enable them to not only have met the requirements of the National Curriculum but to also have developed a good number sense where they enjoy exploring numbers and solving problems. We will see that a mathematical concept or skill has been mastered when a child can show it in multiple ways, using the mathematical language to explain their ideas, and can independently apply the concept to new problems in unfamiliar situations.

Regular and ongoing assessment informs teaching, as well as intervention, to support and enable the success of each child. These factors ensure that we are able to maintain high standards, with achievement at the end of KS2 above the national average and a high proportion of children demonstrating greater depth, at the end of each phase. Regular arithmetic tests, times table tracking and end of term summative tests will enable teachers to track cohort progress and inform future planning.

Science

Intent

At Oakley Cross Primary School, we recognise the importance of Science in every aspect of daily life. As one of the core subjects taught in Primary Schools, we give the teaching and learning of Science the prominence it requires. The Scientific area of learning is concerned with increasing pupils' knowledge and understanding of our world, and with developing skills associated with Science as a process of enquiry. It will develop the natural curiosity of the child, encourage respect for living organisms and the physical environment and provide opportunities for critical evaluation of evidence.

Implementation

Science in the Early Years

In the Early years, science is taught through the children learning about the world around them in their learning through play. The focus in EYFS is about developing scientific language from an early age with an aim that children can use this scientific language confidently and accurately. They will also have lots of opportunities to investigate independently and as part of adult focussed activities. These investigations will be designed to develop enquiry skills and spark children's interests.

Key Stage 1 and 2

The National Curriculum will provide a structure and skill development for the science curriculum being taught throughout the school. Children have weekly lessons in Science throughout Key Stage 1 and 2 and are taught in topic blocks.

Working Scientifically skills are embedded into lessons to ensure these skills are being developed throughout the children's school career and new vocabulary and challenging concepts are introduced through direct teaching.

Skills and Techniques

Children will:

- Use scientific vocabulary with confidence
- Work scientifically
- Observe patterns over time
- Identify, classify and group
- Research
- Collect and analyse data
- Apply mathematical skills when analysing data

At Oakley Cross the different types of enquiry skills are introduced to the children through our Science Superheroes.

Through our planning, we involve problem solving opportunities that allow children to find out for themselves. Children are given opportunities to use their scientific skills and research to discover the answers to a range of enquiry questions. We build upon the learning and skill development of the previous years.

Learning & Local Links

Throughout KS1 and KS2 children will have the opportunity to make links with other topics like using electricity within a design and technology project or extend their knowledge such as using their knowledge of rocks and soils when learning about mining. As much of the learning, where possible, will be practical. We will use our school grounds to teach some of our studies.

Additional opportunities are provided in Science, such as celebrating Science Week, whole school science workshop afternoons and educational visits linked to the science curriculum, such as visits to the Centre for Life.

Impact

As a result of learning Science at Oakley Cross Primary School, pupils will have a sound understanding of how Science works in the world around them and will have the skills to investigate scientific questions, answering them in an accurate and systematic way.

Religious Education

Intent

At Oakley Cross Primary and Nursery School, we teach Religious Education in blocks and link it to our rights within school, so children can fully immerse themselves in their religion and understand the importance of equality and respecting everyone's rights.

In addition to teaching the main six religions (Christianity, Islam, Hinduism, Buddhism, Sikhism and Judaism) we will also use religious festivals throughout the year for special days within school such as Harvest festivals, Christmas, Easter, Diwali and Ramadan. We will also invite visitors to

the school and link with other Primary Schools to provide opportunities for some of our children to work closely with people who belong to and practice a variety of faiths. The children will then get the chance to present this back to the whole school. We recognise that children in our context are not regularly exposed to different faiths on a regular basis. With being a rights respecting school we see it as our duty to ensure the children are educated about all faiths around the world and how we all have the same rights no matter our race or religion.

Implementation

We follow the RE curriculum guidance given by Durham County Council Local Authority, who have designed a carefully sequenced curriculum that builds upon previous knowledge progressively.

RE in the Early Years

RE is non-statutory for Nursery children, however our Nursery/Reception Teacher plans RE lessons when appropriate to enhance the children's learning and experiences, for example, celebrations such as weddings or Christenings or religious festivals such as Diwali.

Within RE lessons KS1 children will:

- Recall and name different beliefs and practices, including festivals, forms of worship, rituals and ways of life, in order to find out about the meanings behind them.
- Retell and explore the meanings of some religious and moral stories, explore and discuss sacred writings and sources of wisdom, and recognise the traditions behind them.
- Recognise some of the symbols and actions that express a religious community's way of life, looking at similarities between them.
- Ask and respond to questions about what individuals and communities do, and why, so they can identify what it means to be a part of a community.
- Observe and recount different ways of expressing identity and belonging.
- Notice and respond to some of the similarities between different religions and worldviews.
- Explore questions about belonging, meaning and truth so that they can express their own opinions and ideas in response, using words, music, art or poetry.
- Find out about and respond to examples of cooperation between people who are different.
- Find out about questions of right and wrong and begin to develop and express their own opinions.

Within RE lessons KS2 children will:

- Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect on their significance.
- Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.
- Discuss and present thoughtfully their own and others' views on challenging questions about belonging, meaning, purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.
- Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to a range of sources of wisdom and to beliefs and teachings that arise from them in different communities.
- Understand the challenges of commitment to a community of faith or belief, suggesting why belonging to a community may be valuable, both in the diverse communities being studied and in their own lives.
- Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all, responding thoughtfully to ideas about community, values and respect.

- Explore and describe a range of beliefs, symbols and actions so that they can understand different ways of life and ways of expressing meaning.
- Observe and consider different dimensions of religion, so that they can explore and show understanding of similarities and differences within and between different religions and worldviews.
- Discuss and apply their own and others' ideas about ethical questions, including ideas about what is right and wrong and what is just and fair, and express their own ideas clearly in response.

Curriculum enrichment

Children will have many opportunities throughout the year to visit St Helen's Church and other places of worship in line with their learning. They will participate in many assemblies delivered by the local Priest, as well as visits from those of other faiths, which will enhance their cultural knowledge.

Impact

As a result of this RE curriculum, our pupils will have a wider understanding of the world's religions and will have developed their views on world issues. They will be able to speak confidently and be able to debate their own opinions when discussing religion with others.

Computing

Intent

At Oakley Cross Primary School all of our children are encouraged to be successful in an ever changing world. Computing and technology are central to this. It is our intent that our school continues to evolve and keep up to date with changes in technology. Our computing curriculum is sequenced in a way that builds upon prior knowledge and acknowledges that children are exposed to modern computing every day in the home environment.

In computing, we teach a progressive curriculum using a range of technology, apps and software. We also encourage discussion and activities that enable the children to think about how they use technology safely and respectfully in everyday life outside of the school environment. Furthermore, we encourage technology to be used as a tool across the curriculum enabling children to develop skills, knowledge and confidence ensuring that computing is a subject which is really cross curricular.

Implementation

Early Years

Children begin to learn about computing right from the beginning of their education at Oakley Cross. In Nursery and Reception, children are encouraged to safely use a range of technology including computers, tablets, cameras and remote control vehicles to help them develop their speaking and listening; fine and gross motor skills and number. We recognise that even our youngest pupils start school with an understanding of some of the technology around them.

Key Stage 1

In Years 1 and 2, the Computing curriculum encompasses the following categories:

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions,

- Create and debug simple programs,
- Use logical reasoning to predict the behaviour of simple programs,
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Key Stage 2

Throughout Years 3, 4,5 and 6, children will also learn to:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts,
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Learning Links

In modern society computing impacts upon every area of our daily lives. A high-quality computing education will enable pupils to use computational thinking and creativity to understand and make changes to the world. Computing has deep links with mathematics, science, and design and technology. Furthermore, computing skills can be used in every subject to research and present information.

Impact

Physical Education

Intent

At Oakley Cross we are passionate about raising sporting achievement and improving the health and well-being of our all our pupils. Our aim is to deliver a high-quality PE curriculum, as well as offer a wide range of extra-curricular activities. We believe that a rich and varied PE curriculum can improve attainment, attendance and behaviour. In addition, we want to inspire a love of sport in order to raise the level of physical activity of our pupils outside of school. Through our PE provision we aim to develop the skills and attitudes needed for every child to have a lifelong participation in physical activity and healthy living.

Implementation

PE in the Early Years

The EYFS provision offers play opportunities and experiences which support the development of children's Fundamental movement skills (FMS). These are the skills which support children's co-ordination and movement and the building blocks for movement. Our EYFS environment enables the children to develop all aspects of the Physical Development Prime Area of the Early Years Profile, and there are also planned opportunities which focus on the Expressive Arts and Design.

Our provision at Oakley Cross includes daily morning dough disco sessions, access to indoor soft play and weekly yoga sessions. The children also have access to an outdoor area which is well equipped to develop their gross motor skills and gives them space for energetic activity. They have timetabled hall sessions which are used to access large space for running safely, adjusting speed, basic gym and dance and movement sessions.

Key Stage 1 and 2

PE Curriculum

Pupils receive two hours of PE timetabled per week as set out in the National Curriculum. Children are given the opportunity to swim during KS2 and we aim for all pupils leaving the school to be able to swim at least 25m. Staff plan and deliver lessons focusing on one of these key areas:

- Athletics
- Dance
- Games – net/wall, striking and fielding, invasion games
- Gymnastics
- OAA
- Swimming

Staff use the Durham Core Tasks & QCA units of work to assess and plan learning in PE. These tasks are used at the beginning and end of a unit of work to support this process and evidence progression throughout KS2.

Athletics – All pupils take part in an athletics unit each year, focusing on the three key areas: running, jumping and throwing. Correct techniques for all areas are taught and a focus is placed on both team and personal competition within lessons.

Dance – Within dance, focus is placed on composition, performance and appreciation. Children respond to a range of stimuli to explore different movement patterns, performing with increasing confidence and developing their choreography skills.

Games – Pupils regularly focus on games units within PE lessons. Games encompass net, wall and court games; striking and fielding games; and invasion games. Within these units, we focus on a progression of key skills required such as throwing, catching, hand-eye coordination, batting and developing an understanding of tactics in game situations. Ball control, spatial awareness, shooting, marking and team work are also developed. A key focus within games is also on developing the cooperation and leadership skills needed to be part of a team.

Gymnastics – All children take part in regular gymnastics lessons. Focus is placed on flexibility, strength, technique, control, balance and sequencing. They work as individuals and pairs in lower school, progressing to group work by year 6.

Outdoor Adventurous Activities (OAA) – children work both individually and as a team within OAA lessons. They cover three areas of physical activity: orientation, communication and problem

solving. Pupils have to use logical thinking skills to complete tasks. Our Y4, 5, 6 residential also contributes to the OAA curriculum.

Swimming – Pupils in Y3, 4, 5 & 6 swim at Woodhouse Close Leisure Centre. Pupils in Y5 and Y6 then receive top up lessons at the end of the academic year.

In addition, the school is keen to provide a wide range of extra-curricular clubs for children throughout the year. The children enjoy the opportunity to work with coaches and have the chance to try new sports.

Impact

PSHCE and RSE

Intent

Our PSHCE curriculum has been designed with our key curriculum drivers of Literacy, aspiration, respect and wellbeing in mind.

Literacy – We aim for our children to acquire basic language skills from EYFS to KS2 in order to express their needs. We encourage children to develop their speaking and listening skills through regular class discussions.

Aspiration – We aim to broaden the horizons for our children and equip them with the tools to go far. Our children will further develop their knowledge of the wider area. Through our curriculum we encourage children to think about short term and long term aspirations, and then work together to help them achieve them.

Respect – We aim to develop a caring, respectful children, who understand the world around them. Our curriculum aims to develop children into critical thinkers, who understand their own rights and the rights of others. Children are given opportunities to reflect on the impact they have on others.

Wellbeing – We aim to develop in our children a strong sense of resilience and a ‘can do’ attitude. In order to do this, we ensure our children know it is ok to fail. Many children in our school will tell their peers “you’re not learning, if you’re not making mistakes.”

Implementation

PSHCE

We use the [PSHE Association](#) scheme of work to support our curriculum overview. Children also access TALKABOUT by [Alex Kelly](#) during PSHCE/RSE lessons. All children have a weekly PSHE/RSE lesson. We follow 3 key themes over the school year;

- Health and Wellbeing
- Relationships
- Living in the Wider World

Our PSHCE curriculum is underpinned by our Rights Respecting ethos. We are currently a Gold Rights Respecting School. More recently, we began our journey as Stonewall Champion School. This is also taken into consideration when teaching PSHCE and RSE.

RSE

From 2021, all schools must teach Relationships Education

As a school we are not introducing compulsory sex education. We are introducing Relationships Education to put in place the building blocks needed for positive and safe relationships of all kinds. Relationships Education is where we want to support the children within our school to be happy, healthy and safe. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

This is repeated over the years so that the children can build upon and refine their skills in each area.

Impact

Through the use of the TALKABOUT intervention, children are encouraged to recognise and discuss how they are feeling in a safe space. This will develop children's ability to recognise their feelings and regulate their emotions at times throughout the day. We want our children to know how to keep themselves safe both online and offline. They will understand the importance of a respectful relationship and know how to ask for help. Our children will be confident in making the right decisions and keep themselves physically and mentally well. We want children to consider the question '*What impact do my decisions have?*'

Art and Design

Intent

At Oakley Cross Primary we want children to develop a love of Art and Design. Our curriculum intends to equip our children with a variety of skills and knowledge of different artists, designers and craftspeople. Our main goal is to create confident children who are inspired to create their own individual pieces knowing, 'How can I express myself through art?'

Implementation

Children will learn a range of skills and techniques, using a range of mediums, more than once throughout their time here at Oakley Cross Primary. As a spiral curriculum every time they revisit a skill or technique, the study will be at a greater depth, allowing them to develop.

Skills and Techniques

EYFS

Throughout EYFS children have continued provision in their Creative and Malleable Areas. Here opportunities arise for self-expression using a variety of media both indoor and outdoor. For further information please see the EYFS curriculum

During Key Stage 1 and Key Stage 2 at Oakley Cross Primary School, children will learn and practice a range of artistic techniques:

- Drawing
- Painting
- Collage
- Textiles
- Sculpture
- Printing

Throughout all projects, drawing and sketching will be a common thread and will be continuously developed.

Pupils will explore; line, tone, shape and shade, throughout their school career.

Media

In Art and Design lessons, children will use a range of media to create their art;

- Pencils – drawing and coloured
- Felt pens
- Charcoal and pastels
- Clay
- Paint; eg. watercolours, acrylic, powder
- Ink
- Modelling
- Digital
- Wire
- Mod roc

Learning Links

Throughout KS1 and KS2 children will often make cross curricular links with their art projects by learning from artists, designers and craftspeople who live/lived locally as well as those who live internationally. Children will learn about what inspires the artists and what techniques they use to create their artwork.

Local Links

In addition, at Oakley Cross Primary we make use of local resources such as Art Galleries and Museums and being involved with the Auckland Project. During their time here at Oakley Cross, children will meet real artists and see real art in order to inspire them .

Curriculum enrichment

Pupils are able to further their experiences in Art by attending an Art and Craft after-school club or choosing to create art during their Golden Time reward.

Impact

Our Art and Design curriculum will help our pupils become competent and confident artists, who can use a range of materials, skills and techniques. They will have a sound knowledge about a rich variety of artists, designers and craftspeople inspiring them to express themselves.

Design and Technology

Intent

At Oakley Cross Primary we want children to develop a love of Design and Technology. Our curriculum intends to equip our children with a variety of skills and knowledge of different inventors, designers and craftspeople. Our main aim is to create confident and competent children who are excited to explore their own ideas and exploring Design and Technology asking, 'How does Design and Technology enrich my life and how it might change?'

The Design and Technology curriculum is sequenced in such a way that allows pupils to build

upon previous skills and knowledge across their primary years. Pupils will revisit design techniques, each time developing them further to deepen their knowledge and develop their skills.

Implementation

Early Years

On entry in Nursery our children begin to explore Design and Technology through most areas of continuous provision areas in the classroom. Including; malleable, loose parts, construction, role play and junk modelling. Children learn how to cut, stick and join materials, exploring and reviewing their designs each time. Children have opportunities to cook and find out more about their food.

Key Stage 1 and Key Stage 2

During Key Stage 1 and Key Stage 2 at Oakley Cross Primary School, children will learn and cover a range of topics:

- Cooking
- Healthy Eating
- Where Food Comes From
- Commodities
- Structures
- Mechanisms
- Computer Program
- Electrics
- Textiles

Throughout all projects, designing, making and evaluating will be a common process and will be continuously developed. Alongside this approach the necessary practical skills required for different topics will be continuously developed as expected with a spiral curriculum. For further information on specific skills coverage please [click here](#).

Learning Links

Our Design and Technology curriculum is often covered cross curricular to make it more meaningful to our children.

Local Links

It is important that we maximise the expertise of local industries to support children in their learning and to engage them in the subject. Our studies are selected carefully so that we can local resources such as, the bridges in Durham city, the Locomotion Railway museum, local bakeries and Fire Brigade.

Curriculum Enrichment

Pupils are able to further their experiences in DT by attending after-school clubs such as STEM club.

Impact

Geography

Intent

The Geography Curriculum in our school aims to inspire pupil curiosity about their world and to engage them in outdoor learning and geographical inquiry. By the end of Year 6, we intend our pupils to be confident geographers who have a good level of place and locational knowledge and a good understanding of the processes, physical and human that have shaped their world. We are also developing the children's ability to apply geographical skills to enable them to confidently communicate their findings and geographical understanding to a range of audiences. We are committed to providing children with opportunities to investigate and make enquiries about their local area of West Auckland and the wider county of Durham so that they can develop a real sense of who they are, their heritage and what makes our local area unique and special.

Implementation

The curriculum has been sequenced to enable pupils to gradually widen their sense of scale from their immediate geography to the global world.

- In EYFS the children will know similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another.
- In KS1 the children focus on their immediate surroundings at the school and close locality whilst gaining a brief overview of the world around them including the UK, continents and oceans, and the hot and cold regions of the earth.
- In KS2, the children's place knowledge extends from investigating West Auckland through to learning about other regions of the UK, Europe, the Americas and then the world. These studies provide opportunities for in-depth comparisons of physical and human features.

Threaded through the curriculum are opportunities to explore aspects of physical geography with an opportunity to revisit these in Year 6. Throughout KS1 and KS2, map and fieldwork knowledge is developed through a series of field based inquiries.

Impact

Our children will become confident geographers with:

- An enthusiasm for their local area and a curiosity for the world around them and the people who live there.
- An excellent knowledge of where places are and what they are like, both in Britain and the wider world.
- A comprehensive understanding of the ways in which places are interdependent and interconnected.
- The ability to reach clear conclusions and explain their findings.
- A growing understanding of how humans affect the planet and ways in which we can help.

We want children to question the impact of their learning and have posed the question 'How does the world around us shape and enrich our lives?'

History

At Oakley Cross our History curriculum has been designed to engage and enthuse our children with the people and events of the past and to develop meaningful skills as historians, enabling them to understand how the past has helped to shape the world they live in today.

Intent

Across EYFS, KS1 and KS2, we aim to:

- Develop chronological understanding and nurture the children's interest in the past.
- Develop also their skills in enquiry, analysis, evaluation, and argument whilst enabling them to interpret and understand the past, and communicate historically.
- Overall, develop their interest in the past, arousing their curiosity and motivation to learn.

Implementation

Our planning for History has a deliberate approach to sequencing the curriculum and the choice of content focus. At all stages, the curriculum links to previous content and concepts and identifies later links with opportunities to revisit key periods of time. At its heart is how the events of the past have shaped the region and country we live in today.

In EYFS, the focus is on the child's immediate living memory and developing an understanding of old and new, past and present and identifying change

In KS1, the sequence of learning moves from history within the child's living memory to looking at familiar features in the recent past and then gradually beyond living memory. The achievements of significant individuals including those in the North East add a further dimension. Pupil's prior knowledge is built upon and helps lay the foundations for future learning.

In KS2, our curriculum extends the children's knowledge and understanding of British and world history in line with the National Curriculum. Alongside this, a thread of local history builds year upon year to allow the children to uncover how their home became the place it is today. In our long-term overview:

- British history is sequenced chronologically across KS2 from the Stone Age through to the Romans, Anglo Saxons and Vikings.
- The impact and legacy of our mining and railway heritage and the changing face of West Auckland and County Durham is explored.
- In Y3/4 ancient civilisations are also explored through a study of Ancient Egyptians and the Shang Dynasty.
- In Y4/5 the history of Britain around 1000AD is also contrasted with that of a faraway place including studies of the Mayans and Benin.
- In Y5/6 the chronology is extended beyond 1066 with studies of the Victorians and the Second World War and the impact these had both locally and nationally.
- Thematic studies of aspects of life since 1066 have been placed at the end of Y6 to allow reconnection to prior learning and to fill gaps in learning.

For a copy of our Long-Term Plan for History and the key skills we aim for children to acquire over time please follow the link below.

Impact

Our children will become confident historians with an enthusiasm for the past and a clearer understanding of how this has moulded their lives today. They will become more confident using their enquiry and literacy skills whilst becoming more respectful of other nations, cultures and traditions. We also want children to question the impact of their learning and have posed the question 'How did people in the past shape our world?'

Modern Foreign Language – French

Intent

Our French curriculum has been designed with our key curriculum drivers of Literacy, aspiration, respect and wellbeing in mind.

Literacy – We aim for our children to acquire basic French language skills across KS2 focused on the three curriculum areas of reading, writing and speaking and listening. Our children will be able to use simple sentences including everyday nouns, verbs and adjectives when conversing, reading and writing.

Aspiration – We aim to broaden the horizons for our children and equip them with the tools to go far. Our children will further develop their knowledge of France and its cultures, developing a sense of wonder.

Respect – We aim to develop a respect for other languages, cultures, people and places through our curriculum work. Children have opportunities to question and consider and identify similarities and differences between languages, cultures, people and places.

Wellbeing – We aim to develop in our children a strong sense of resilience and a 'can do' attitude. Learning French will provide them with the tools to excel in MFL learning during their secondary years.

Implementation

Throughout KS2, our children have weekly French lessons. To support teaching and learning in French, we use a program called 'Language Angels'. This is an interactive program which engages our children, allows them to hear the correct pronunciation of French words and phrases and use these words across a range of games and activities.

Impact

By learning French in this way, our children will become confident when speaking and listening, reading and writing. They will develop the knowledge and skills to converse in another language. We also want children to question the impact of learning a modern foreign language and have posed the question '*How can learning French broaden my horizons?*' as our learning theme.

Music

Intent

Our aim at Oakley Cross Primary School is to enrich children's lives through music. We aim to develop their appreciation of a range of music across different time periods and genres. We encourage all children, no matter ability, to participate in a variety of musical experiences.

Teaching will focus on developing children's ability to understand rhythm and follow a beat, learning about the structure and organisation of music, as well as technical vocabulary. Children

will have the opportunity to listen to and appreciate different forms of music as well as the works of great composers and musicians.

Our music curriculum will also give the children at Oakley Cross Primary School opportunity to express themselves through singing and composing music on their own and with others. We will also provide opportunities for children to learn how to play a musical instrument and begin to read and follow simple musical notation.

Implementation

Each class at Oakley Cross Primary school uses a Durham Music service approved program called Charanga to deliver the music curriculum. This allows a broad range of styles, instruments and songs to be covered throughout the school.

We use specialist support and teaching from Durham Music service to deliver some music in our school which includes free instrumental learning. Our younger learners experience the Little Fingers programme which develops fundamental musical skills as well as building confidence in staffs understanding of using music as a learning tool.

At Oakley Cross Primary we are working to develop the implementation of our Music curriculum. We want to ensure all children have access to effective music teaching as well as ensuring they have opportunity to gain the knowledge and skills to become confident musicians. This development will be completed alongside CPD from Durham Music Service to upskill staff and further develop our curriculum.

Key stage 1

Pupils will be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

Pupils will be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils will be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Impact

Music assessment is ongoing to inform teachers with their planning, lesson activities and differentiation. The subject leader will ensure music knowledge and skills are being taught rigorously and will develop a portfolio of monitoring. This will include pupil voice through interviews, and lesson observations to ensure our curriculum is having an impact on children's knowledge and skills.