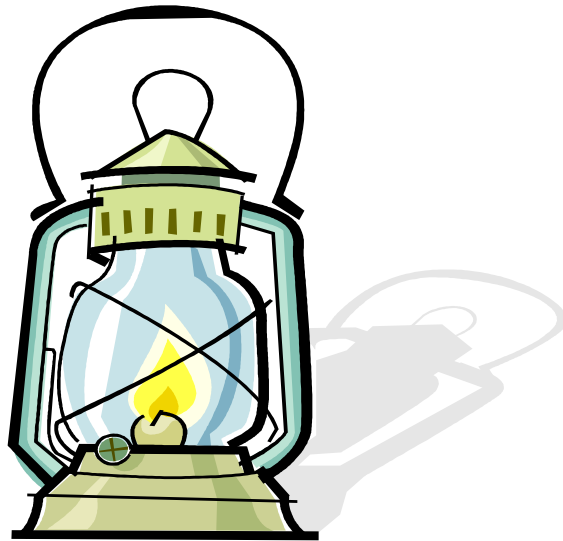




CURRICULUM POLICY



Autumn 2014



"Shine like a lantern in the presence of the Lord."

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CURRICULUM

Keystage 1 (KS1) and Keystage 2 (LKS2 and UKS2)

From September 2014 we will be following the new National Curriculum Framework 2014, a copy of which is available in the Policies section on the School website.

Every school must provide a curriculum which is balanced and broadly based and which:

1. promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and
2. prepares pupils for the opportunities, responsibilities and experiences of later life

The school curriculum comprises all learning and other experiences that each school plans for its pupils. Every school must follow the National Curriculum but the National Curriculum forms only one part of the school curriculum for the education of every child; it is organised on the basis of twelve subjects, classified as core and other foundation subjects.

There is time and space in the school day and in each week, term and year to go beyond the national curriculum specifications. The National Curriculum provides an outline of core knowledge around which exciting and stimulating lessons can develop pupils' knowledge, understanding and skills as part of the wider school curriculum.

All schools should make provision for personal, social, health and economic education (PSHE) drawing on good practice. Schools are also free to include other subjects or topics of their choice in planning and designing their own broad and balanced programme of education. The school curriculum by subject and academic year is published online.

Religious Education

Under the National Curriculum all schools are required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage.

At St Bede's, pupils are given the opportunity to develop their knowledge and understanding of our Catholic beliefs, practices, traditions and values. The pupils are encouraged to develop their capacity to appreciate, respect and reflect on the Church as a community of believers, the sacraments, the worshipping aspects of the Christian community and the effects of belief in the way Christians live their lives. Pupils are also brought to an awareness of and respect for other faith traditions, in particular Judaism, Hinduism, Islam and Sikhism. We use the recommended Religious Education Scheme "Come and See" which combines doctrine, scripture, religious and moral practice. "Journey In Love" is taught alongside "Come and See".

English (Core)

We will develop pupils' spoken language, reading, writing, spelling, grammar, punctuation and vocabulary. Fluency in the English language is an essential foundation for success in all subjects. A high quality education in English will teach pupils to write and speak fluently so they can communicate their ideas and emotions and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. The main aim of the National Curriculum is to promote high standards of literacy by equipping pupils with a strong command of the written and spoken word and to develop their love of literature through reading for enjoyment.

Mathematics (Core)

The programme provides an opportunity for pupils to develop their numeracy and mathematical reasoning in all subjects so that they understand and appreciate the importance of mathematics. Pupils will be taught to apply arithmetic skills to problem solving; understand and use measures; apply geometry and algebra; understand statistics collecting; presenting and analysing data; make estimates and check their work.

Science

The National Curriculum for science aims to ensure that all pupils develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics; develop understanding of the nature, processes and methods of science through different types of scientific enquiries that help them to answer questions about the world around them and are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Art and Design

The aim is to ensure that all pupils produce creative work, exploring their ideas and recording their experiences; become proficient in drawing, painting, sculpture and other art, craft and design techniques; evaluate and analyse creative works using the language of art, craft and design, and know about great artists, craft makers and designers and understand the historical and cultural development of their art forms.

Computing (ICT)

The aim is to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation; can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems; can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems and are responsible, competent, confident and creative users of information and communication technology.

Design and Technology

The aim is to ensure that all pupils develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world; build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users; critique, evaluate and test their ideas and products and the work of others and understand and apply the principles of nutrition and learn how to cook.

Foreign Language

The aim is to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt, and
- discover and develop an appreciation of a range of writing in the language studied.

Geography

The aim is to ensure that all pupils:

- develop contextual knowledge of the location of places, seas and oceans, including their defining physical and human characteristics
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time and
- are competent in the geographical skills needed to collect, analyse and communicate with a range of data gathered through fieldwork experiences; interpret a range of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS) and communicate geographical information in a variety of ways, including through maps and writing at length.

History

The National Curriculum for history will ensure that pupils:

- know and understand the history of these islands from the earliest times to the present day; how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world; ancient civilisations; the expansion and dissolution of empires; features of past non-European societies and achievements and follies of mankind

- gain and deploy a historical understanding of terms such as ‘empire’, ‘civilisation’, ‘parliament’, ‘peasantry’
- understand historical concepts using them to make connections and draw contrasts, analyse trends, frame questions and create their own structured accounts, including written narratives and analyses
- understand methods of historical enquiry, and
- gain historical perspective putting their knowledge into different contexts, understanding connections between local, regional, national and international history; cultural, economic, military, political, religious and social history, and between short and long term timescales.

Music

The aim is to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence, and
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Physical Education

The aim is to ensure that all pupils develop competence to excel in a broad range of physical activities; are physically active for sustained periods of time; engage in competitive sports and activities and lead healthy active lives.

Reading

- Pupils have access to a wide range of books, including a range of multi-cultural readers, which give the pupils an opportunity to browse, select and develop personal taste in reading.
- Group reading sets are used to meet the specific interest of each class and provide selected information related to topic work and age groups.
- All pupils follow a reading scheme and are given books at their own reading level to read at home on a daily basis.
- We have visits from book fayres in which both parents and pupils can buy the latest publications and also a number of author visits each academic year.

THE EARLY YEARS FOUNDATION STAGE

The Early Year Foundation Stage (EYFS) have developed their curriculum so that it is thematic based. Learning objectives enable children to achieve the Early Learning Goals. The curriculum is creative with a balance between learning inside the classroom and in the outdoor area. There is emphasis on moulding the children into becoming independent learners. Children learn through play and the approach to learning is creative and fosters a love of learning. Early Years Foundation Stage curriculum has a range of topics and there are cross curricular links through all areas of learning.

PARENTAL INVOLVEMENT

At the beginning of a new topic a letter is sent home to parents explaining what their pupil will be learning about in that particular topic.

ASSESSMENT

The teacher levels the pupils, saying whether they have met national expectations; exceeded them; or is working towards meeting them. The curriculum provides opportunities for teachers to assess or judge the quality of pupil’s learning through a range of assessment or evaluative opportunities. Core subjects are formally assessed every term. . Writing is assessed every three weeks. Please refer

to the assessment policy.

INCLUSION

We aim to ensure that pupils attain their full potential regardless of race, gender or class. The materials we use reflect a multi-cultural society of women and men so that pupils see learning as relevant and interesting to everyone including themselves. Teachers ensure that no particular group or gender dominates the use of equipment or other aspects of teaching and learning situations.

The curriculum in our school is designed to provide access and opportunity for all pupils who attend the school. If we think it necessary to adapt the curriculum to meet the needs of individual pupils, then we do so.

If a pupil has special needs, our school does all that it can to meet those individual needs. The school provides an for each of the pupils who are on the special needs register. This sets out the nature of the special need, and outlines how the school will aim to address the need. It also sets out targets for improvement, so that we can review and monitor the progress of pupils at regular intervals.

If pupils are gifted or talented and shine in a particular area of the curriculum, as with all other groups of learners we ensure that they make appropriate progress and are stretched in order to reach their full potential.