

# Moor Nook Community Primary School



Curriculum Policy

September 2023

## **Moor Nook Primary School aims to provide quality teaching and learning outcomes for all its pupils.**

### **Overview**

We aspire for all our children to become confident individuals who achieve personal success and develop a love of learning.

At Moor Nook Community Primary School we C. A. R. E.

We:

encourage **creativity** and inventiveness

promote ambition, **aspiration** and self-improvement

foster and develop **resilience**, independence and confidence

establish a culture committed to **equality** of opportunity

In this school every child matters. The curriculum will be the means of providing all with good opportunities for enjoyment and achievement. It will foster economic well being, improve learners' health, keep them safe and help them make a positive contribution to the school and the community. The curriculum will enable all learners to enjoy their education and will ensure that wherever possible learning is fun.

### **Aims**

1. Provide a broad and balanced education for all pupils that's coherently planned and sequenced towards cumulatively sufficient knowledge for skills and future learning and employment
2. Enable pupils to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations
3. Support pupils' spiritual, moral, social and cultural development
4. Support pupils' physical development and responsibility for their own health, and enable them to be active
5. Promote a positive attitude towards learning
6. Ensure equal access to learning for all pupils, with high expectations for every pupil and appropriate levels of challenge and support
7. Have a high academic/vocational/technical ambition for all pupils
8. Equip pupils with the knowledge and cultural capital they need to succeed in life
9. Develop pupils' independent learning skills and resilience, to equip them for further/higher education and employment

### **Reception Curriculum**

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage, published in March 2021 by the DfES. This Framework specifies the requirement for learning and development in the Early Years and provides specific areas of learning we must cover in our curriculum.

These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

## The curriculum framework consists of:

### Yearly overview

Year 5 Curriculum Overview 2020 -2021						
Our school values of independence and confidence, creativity, equality of opportunity as well as aspirations and ambition underpin the whole curriculum.						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Maths</b>	Investigating number systems Pattern Spotting Solving Problems with Calculation	Generalising Arithmetic Exploring Shape Reasoning with Measures	Discovering Equivalence Reasoning with Fractions	Solving Number Problems Investigating Statistics	Visualising Shape Exploring Change Proportional Reasoning	Describing Position Measuring and Estimating
<b>English</b>	Based on the novel <i>The Lion, the Witch and the Wardrobe</i> by C.S. Lewis. They will write a non-chronological report on a mythological creature and develop an extended narrative based upon <i>The Lion, The Witch and The Wardrobe</i> .	Stories with a historical setting – Legend of <i>Goleat</i>	Sci-Fi Stories - ET Persuasive Advert – Blackpool Zoo	Novel as a Theme Magazine Information Text Hybrid	Stories for other Cultures Debate	Myths Reports Poems with Figurative Language
<b>Art</b>	Data and databases	Internet and computer safety	Selecting and combining software use	Programming and debugging - Scratch!	Animation	Programming and debugging - Scratch!
<b>Design Technology</b>		Mechanical systems – An orrery	Food for festivals	Ancient Greek Theatre		
<b>French</b>	Getting to know you	All about ourselves	That's tasty	Family and friends	School life	Time travelling

Geography	The UK Coasts	The UK Coasts	Natural Resources		Region in South America - Amazon Basin
<b>History</b>	The Anglos and the Scots come to Britain		Ancient Greece		The Maya Civilisation
<b>Music</b>	Viols	Viols	Viols	Viols	Viols
<b>PE</b>	Invasion Games Core task	Invasion Games Core task	Dance	OAA Orienteering	Net/wall Core task
	Swimming	Swimming	Swimming	Gymnastics Acrobatics core task	Gymnastics Acrobatics core task
<b>PSHE</b>	Health and Wellbeing		Living in the Wider World		Relationships
<b>RE</b>	Christianity (God) Why is it sometimes difficult to do the right thing?	Islam Why is the Qur'an so important to Muslims?	Hindu Dharma What might Hindus learn from stories about Krishna?	Christianity (Jesus) What do we mean by a miracle?	Christianity (Church) How do people decide what to believe?
<b>Science</b>	Living Things and their habitats Life cycles, reproduction in animals and plants	Earth and Space Light and Astronomy	Forces Friction and air resistance and mechanisms	Properties and changes of materials Testing material properties	Properties and changes of materials Reversible changes
<b>VSE</b>	Friendship	Determination	Love	Empathy	Co-operation
					Judaism Do people need laws to guide them?
					Properties and changes of materials Irreversible changes
					Fairness

### Half termly topic web

<p><b>English</b></p> <p>The children will be reading extracts from 'The Nowhere Emporium' by Rose Maclean which will lead them to write a narrative based on a plot in reading. They will explore the meaning of key vocabulary within the context of the text, infer characters' feelings, thoughts and motives from their actions and justify opinions and elaborate by referring to the text.</p> <p>They will create complex sentences by using relative clauses with relative pronouns who, which and that and also create, punctuate complex sentences using <i>who</i> opening clauses and use devices to build cohesion between paragraphs in narrative.</p> <p>They will learn how to blend action, dialogue and description within and across paragraphs and set create and punctuate sentences using simile starters.</p>	<p><b>Maths</b></p> <p>During the first half term the children will focus on the following areas:</p> <p><b>Place Value</b> – Reading, writing and understanding the place value of numbers to 10 million</p> <p>Rounding whole numbers to the nearest 10, 100 &amp; 1000</p> <p>Scaling and powers of 10.</p> <p><b>Number</b></p> <p>Rounding decimals to whole numbers, 1 decimal place, 2dp etc.</p> <p><b>Addition &amp; Subtraction</b> – Add/subtract whole numbers and decimals mentally and using a written formal method.</p> <p><b>Multiplication &amp; Division</b> – Multiplying and dividing whole and decimal numbers by 10, 100 and 1000. Multiplying four digit numbers by a single digit number.</p> <p>Multiplying three digit numbers by a 2 digit number.</p> <p>Multiplying decimal numbers by a single digit.</p>
<p><b>Science - Living things and their habitats (Classification)</b></p> <ul style="list-style-type: none"> <li>• To explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>• To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</li> <li>• To give reasons for classifying plants and animals based on specific characteristics.</li> </ul>	<p><b>MFL - French - Le week-end</b></p> <p>Asking and talking about regular activities.</p> <p>Sharing what they do and don't like to do.</p>
<p><b>Art - Pop Art</b></p> <p>The children will explore the history of Pop Art through the work of Roy Lichtenstein, Andy Warhol and Claes Oldenburg. They will create 2D &amp; 3D art.</p>	<p><b>Geography - What makes trade global and how has it developed over time?</b></p> <p>The purpose of this unit is for the children to have a clear definition of trade. They will consider whether they could live without exchanging goods and services. Pupils will gain a concept of scale when learning about trade and how this has increased over time from local to global. They will learn that trade links people in locations all over the world. It is important that they explore what developments</p>
<p><b>Computing - Online Safety &amp; Blogging</b></p> <ul style="list-style-type: none"> <li>• To consider the benefits and risks of sharing personal information and broadcasting the location of a device.</li> <li>• To understand how to locate secure websites.</li> <li>• To review the meaning of a digital footprint.</li> <li>• To have a clear idea of appropriate online behaviour.</li> <li>• To understand how information online can persist.</li> <li>• To understand the importance of balancing screen time for a healthy lifestyle.</li> </ul>	<p><b>Christianity - God</b></p> <p>How do Christians mark the 'turning points' on the journey of life?</p> <p>This unit enables pupils to explore the church as a community of believers and to examine how rites of passage reflect their commitment and relationship with God.</p>
<p><b>PE</b></p> <p>Invasion Games - Rugby Dance</p>	<p><b>PSHE - Relationships</b></p> <p>The children will explore puberty and healthy and safe relationships with their family friends.</p>
<p><b>Music - Music and Technology. How does music bring us together?</b></p> <p>Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, B, C.</p> <p>The focus for the unit is singing.</p>	<p><b>What can you do to help?</b></p> <p>Please support your child with the following:</p> <ul style="list-style-type: none"> <li>✓ Listening to them read regularly</li> <li>✓ Practising multiplication tables</li> </ul>

## Time Allocation

The original time allocations for subject areas given in the previous National Curriculum have been removed, and schools can organise the way they teach the foundation subjects much more flexibly. (Please see the separate curriculum policies for guidance on English and Maths)

### **Coverage over a school year**

Although teachers are able to organise their topic teaching to best suit the subject areas and activities taking place, a general sense of proportion over a school year is useful, to ensure coverage of the curriculum and to avoid focusing too much on one subject area.

Moor Nook Community Primary School has linked subjects where possible to deliver the National Curriculum 2014 and other aspects of the school curriculum, including PHSE and Religious Education.

### **Strategies**

1. The National Curriculum will be taught to all pupils. Programmes of Study for the subjects of the National Curriculum will be used as the basis for long-term and medium-term planning. Short-term planning will set out clear learning objectives, a strategy for differentiating the work, success criteria and Assessment for Learning opportunities.
2. Members of staff will be given responsibility for leading, managing, monitoring, evaluating and reviewing the curriculum. Teachers will be given good opportunities to use their subject expertise to enhance the curriculum.
3. The Agreed Syllabus (Lancashire SACRE Syllabus) will be used as the basis for the planning and teaching of R.E.
4. Opportunities will be taken to enliven the curriculum through educational visits out of school; involvement of parents, visitors, artists, crafts people, creative weeks, actors, and musicians, the use of the school grounds, the locality and the wider environment.
5. An extensive range of high-quality resources including ICT will be used to underpin the curriculum.

### **Subjects**

As core subjects, English and Maths will continue to be taught discretely.

### **English**

Where possible, links will be made with literacy genres, fiction and non-fiction books, guided reading books, and poetry, as this has been shown to develop the thematic approach and deepen learning and engagement.

### **Maths**

There is less opportunity to link Maths to topics, but where possible, areas of maths, like data handling and measures, will be linked where appropriate for pupils and to support Maths learning.

### **Science**

Science will be taught each half term as it is a core subject. Some units will be taught over a term.

## **Foundation Subjects: History, Geography, Design Technology and Art**

The Foundation subjects will be linked where possible, to enable cross-curricular links to be made.

### **Music**

Music is taught generally discretely using the Charanga programme. Other aspects of the music curriculum (Listening to different types of music, using ICT to create music etc) might be a part of topic work.

### **Modern Foreign Language**

From Years 3 to 6 we teach French to all children. Our approach is to make learning a new language fun! At Moor Nook we use the Rigolo scheme of work to base our French teaching.

### **PE**

PE is taught discretely, following the separate Lancashire PE scheme of work. Please see PE policy for details.

### **Religious Education**

RE is a statutory part of the curriculum. The school will follow the Lancashire Agreed Syllabus for RE.

### **PHSE**

PHSE is an important aspect of our curriculum, and will be taught discretely depending on the needs of the pupils in each key stage. Please see the separate PHSE Policy for more details.

### **Computing**

Computing will be generally taught as a separate subject area though links to other curriculum areas will be made where possible. Other elements of the wider ICT curriculum will be taught alongside other curriculum areas, as a part of topic work. This will include Digital Publication and Presentation, Digital Research, Data Handling and the use of Digital Media.

### **Subject Areas**

Pupils will be encouraged to make links between subject areas, and will sometimes be working on more than one subject at the same time. Staff will make the subject links clear at the start of each lesson.

### **Planning**

Please refer to Teaching and Learning policy for guidance about topic webs, medium and short term planning.

### **Learning Intentions**

Teachers will make learning intentions and success criteria clear during each session or lesson, and refer back to them as necessary.

### **Marking**

Please refer to the marking policy.

### **Assessment**

There is currently no information from the DfES regarding formal assessment of subjects in the new National Curriculum. At Moor Nook Primary School, we use a variety of approaches to assess pupils.

### **Enrichment**

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A very successful enrichment programme that draws upon a wide range of adult skills is offered through school trips, visiting specialists and themed days and weeks.

### **Complaints**

See the Complaints against the curriculum policy for guidance about complaints. Any complaints about the curriculum should be referred to the Headteacher or the Governing Body.

### **Equal Opportunities and the Single Equality Scheme**

We believe that all those who work in Moor Nook, children and adults, have the right to be treated fairly and with respect by everyone connected with the school. We aim for Moor Nook to be a safe, supportive place, where all children and adults feel valued as individuals, whatever their ability, age, disability, gender reassignment, marriage or civil partnership, pregnancy & maternity, race, religion or belief, sex and sexual orientation. The school aims to foster the social and personal skills of co-operation, sharing and mutual respect

### **Outcomes**

Children's work and achievement within the curriculum will be celebrated and displayed to enable it to make a significant impact on the visual appearance of the school and to contribute positively to its ethos. The exciting curriculum that we provide will help children to understand who they are and where they live. It will help them learn about their community, the nation and the world in which they live. It will deepen their cultural awareness and increase their understanding of history, time and place. They will develop a love and loyalty to their country and develop a respect for and an understanding of different cultures and beliefs. They will learn about issues facing the world and the importance of caring for their environment.

**Written by: S.Paterson**  
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