



## Rationale

Pupils of compulsory school age in community and foundation schools, including community special schools and foundation special schools, and in voluntary aided and voluntary controlled schools must follow the national curriculum. It is organised on the basis of four key stages and twelve subjects, classified in legal terms as 'core' and 'other foundation' subjects. (The national Curriculum in England Framework Document July 2013)

## At Harlow Green our curriculum:

1. is underpinned by aims, values and purpose
2. develops the whole person - knowledge, skills, understanding and attitudes
3. is broad, balanced and has clear progression in subject knowledge and skills
4. is filled with rich first-hand purposeful experiences
5. is flexible and responsive to individual needs and interests
6. embeds the principle of sustainability
7. has an eye on the future and the needs of future citizens
8. encourages the use of environments and expertise beyond the classroom
9. makes meaningful links between areas of knowledge across the curriculum and the major issues of our time
10. has a local, national and international dimension

## The curriculum is organised to:

- ensure breadth and balance relevant to the ages and maturity of learners
- meet the statutory needs of the National Curriculum and ensure access to these for all learners
- take considered advantage of the different emphases that can be provided within the basic curriculum in response to pupil abilities, talent and aspirations
- ensure progression appropriate to the maturity and needs of the individual, including those with special educational needs.



- to provide challenge and opportunities for learners to attain high levels of achievement in preparation for their adult lives

### Organisation of the curriculum

The curriculum is organised into themes or topics. Some of these topics may be planned across the whole school or key stage; others are planned within each year group. The whole school curriculum is planned on a yearly basis and is subject to change dependent upon the school foci for each academic year. The school plan shows curriculum coverage in each year group.

### Long term

A long term plan for the year is completed by each year group to show coverage in each subject and when it will be taught.

### Medium term

Medium term plans are produced for Science, Geography, History, RE, Art and Design, PE, Music, Computing, Modern Foreign language (KS2 only) and Design Technology. These show learning intentions, differentiated learning expectations and a planned sequence of lessons. The SEALs units are blocked termly.

### Short term

Weekly plans are produced for Maths and English to show learning intentions and differentiated tasks. These are working documents and should be amended as appropriate to meet the needs of all the children in each class.

### Topic based teaching

At Harlow Green Community Primary School we plan opportunities for children to make connections between subjects by applying their skills, knowledge and understanding in one subject to another. Links are made between some subjects and these are taught where possible within the same topic, however subjects are still taught discretely by subject. For example during a topic on 'Castles', children should know that they are having a Geography lesson, where they are being taught Geography skills.



Through experience we believe that Literacy and Maths are best taught separately with opportunities for children to apply their English and Maths skills in other subjects.

### Distributing the curriculum

At Harlow Green we believe some subjects need to be taught regularly. For example Maths and English skills are best taught daily so that the children's progress is continuous and sustained across the key stage. PE and Computing are taught at set times within the week due to the need to timetables some areas of the school e.g. hall, ICT suite and resources such as I Pads. However, other subjects do not have to be taught every week, every half term or even every term.

### Teaching and Learning

At Harlow Green we plan to teach both within school and within the outdoors. The staff and children have access to a large playground, field and environmental area. There are also story tellers' chairs and two outdoor classrooms (gazebos) that can be used to plan for learning.

At Harlow Green we also promote the use of visits (both residential and local) and visitors to enhance the curriculum.

### SEN

Teachers should take account of their duties under equal opportunities legislation that covers disability, race, religion or belief, sex and sexual orientation.

For those pupils with special educational needs, lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. The SEN Code of Practice will include advice on approaches to identification of need which can support this. A minority of pupils will need access to specialist equipment and different approaches. The SEN Code of Practice will outline what needs to be done for them.

### English Aims

The overarching aim for English in 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 widespread



reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
  - develop the habit of reading widely and often, for both pleasure and information
  - acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
  - appreciate our rich and varied literary heritage
  - write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
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- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
  - are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

### Maths Aims

The national curriculum for mathematics aims to ensure that all pupils:

- become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems
- **reason mathematically** by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

### Science Aims

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

### Art and Design Aims

- The national curriculum for art and design aims 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
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### Computing Aims

The national curriculum for computing aims 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
- are responsible, competent, confident and creative users of information and communication technology.

### Design Technology Aims

The national curriculum for design and technology aims 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
- understand and apply the principles of nutrition and learn how to cook.

### **Geography Aims**

The national curriculum for geography aims 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
- are competent in the geographical skills needed to:
- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps and writing at length.

### **History Aims**

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, 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: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind



- gain and deploy a historically-grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

### **Modern Foreign Languages Aims**

The national curriculum for languages aims 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
- discover and develop an appreciation of a range of writing in the language studied.

### **Music Aims**

The national curriculum for music aims 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
- 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 Aims**

The national curriculum for physical education aims 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
- lead healthy, active lives.