

CURRICULUM POLICY

How the curriculum is organised

The school's curriculum is broad and balanced, with lots of opportunities for first-hand experience. Children participate in a wide range of activities, which take account of their interests and achievements, and developing physical, intellectual, emotional and social abilities. Underpinning all is an awareness of the importance both of promoting pupils' spiritual, moral, social and cultural development (see the separate SMSC Policy) and of preparing the children for the opportunities, responsibilities and experiences of later life.

Reception Year

Pupils in the Reception Class follow the **Statutory Framework for the Early Years Foundation Stage**. Children work towards 'Early Learning Goals' which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year.

There are seven areas of learning and development that must shape educational programmes in all Early Years settings. All areas of learning and development are important and inter-connected. However three areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive.

These three *prime* areas are:

- **Communication and language** development involves giving children opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.
- **Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food.
- **Personal, social and emotional development** involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Providers must also support children in four *specific* areas, through which the three prime areas are strengthened and applied. The specific areas are:

- **Literacy** development involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.
- **Mathematics** involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.
- **Understanding the world** involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive arts and design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play, and design and technology.

The Early Years Foundation Stage is for children from birth to 5 years and it leads naturally into the National Curriculum, which is organised in four Key Stages.

The National Curriculum for Pupils in Years 1 - 6

At Bledlow Ridge School we have the first two key stages of the National Curriculum. Key Stage 1 is for pupils in Years 1 and 2, and Key Stage 2 is for pupils in Years 3 - 6. We devote 22.5 hours at Key Stage 1, and 23.75 hours at Key Stage 2 to teaching the National Curriculum and RE.

The following subjects are taught at Key Stages 1 and 2:

Core Subjects

- English
- Mathematics
- Science

Foundation Subjects

- Art & Design
- Computing
- Design & Technology
- Geography
- History
- Music
- Physical Education
- Religious Education
- Personal, Health, and Social Education (PHSE)

In addition to this French is taught at Key Stage 2.

Teaching and Learning

The children are taught in various ways and grouped accordingly, depending on the teaching / learning planned for that session, see the separate Teaching and Learning Policy for further details. All pupils in a class are taught the same or a similar curriculum but teaching is differentiated, where appropriate, to meet the differing needs of the children. Ongoing assessments of pupil achievement are used to inform future planning and to check pupils' progress, as well as to identify those pupils whose abilities lie outside the normal range.

Health and Safety

Pupils are taught to have due regard to safety, throughout their time in school and where there are subject specific requirements, e.g. in PE, Computing, Science, Design & Technology, teachers specifically teach safe working practice.

The following link shows the National Curriculum in England:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335138/PRIMARY_national_curriculum_220714.doc

This document details the purpose of study and specific aims for each subject, along with the subject content (programmes of study) that all state schools are required to teach.