

Salhouse C of E Primary School – Our Curriculum

Pupils are taught across five classes.

Year R	Coots
Year 1	Bitterns
Year 2/3	Kingfishers
Year 3/4	Grebes
Year 5/6	Hérons

There is a pre-school nursery on site which is fully integrated with the school and its curriculum.

In Pre School Nursery and Reception, children follow the Early Years Foundation Stage curriculum.

In Years 1 and 2 children follow the KS1 National Curriculum

In Years 3/4/5/6 children follow the KS2 National Curriculum

Children are taught to stage not age.

The curriculum is covered through a four year rolling programme. Children across the whole school enjoy the same cross curricular themes this supports our aim to share a love of learning.

Cross Curricular Themes

	Autumn	Spring	Summer
Year A	Earth Wind and Fire	Robots	Rivers and Rainforests
Year B	Opposites	Dragons	Circle of Life
Year C	Space	Wonders of the World	Oceans and Boats
Year D	Funny Bones	Climate	Marooned! (Pirates)

Each cross curricular theme has a clear rationale and provides the following opportunities

1. acquire knowledge linked to the theme which inspires further learning	2. learn, develop and apply skills in line with progression matrix	3. link into literature and high quality text linked to the theme
4. to explore own views through big questions. What is this to do with me?	Each theme will provide opportunities to ...	5. explore the lives of key people who have/are shaped/shaping our world ensuring diverse representation
6. explore British and Christian Core values	7 discover how the theme has inspired the Arts /culture across the world	8. explore key events linked to the theme that have shaped/are shaping our world

In Reception, children follow the EYFS curriculum. They enjoy a mix of adult led, adult supported and child led activities which relate to the whole school themes.

Pupils have opportunities built in to revisit previously acquired skills and knowledge and then apply them to new contexts. They read and write for a variety of purposes across the curriculum.

Teaching provides a balance of both skills and knowledge acquisition. Whole class, rote, modelling and demonstration are blended with enquiry based learning, individual and group work and a thematic approach to the delivery of the curriculum. This mix reflects the skill of the teacher to identify and meet the individual learning needs of the children.

A wide range of resources are used to support the learning needs of all the children. Hands on experiences together with using the wider community to enrich the curriculum leads to an engaging and relevant curriculum.

Pupils are supported to access high quality literature in all subject areas.

Pupils are supported to identify the links between and within subject areas.

The school's progression matrices in each subject area inform planning and subjects are presented clearly and in sequence to support the acquisition of knowledge and skills and the deepening of understanding.

Subject specific vocabulary is introduced gradually, it is revisited and the expectation is that teachers and learners will use it consistently and confidently.

Pupils are given time to reflect on their learning, test their knowledge and celebrate their achievements.

Teachers are skillful at identifying gaps in learning. Interventions are put in place and the assess, plan, do, review cycle is used to support pupils to close those gaps, make stronger progress and enjoy fuller access to the curriculum.

The school's Christian core values underpin the teaching and learning of the curriculum.

Julie Church
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