

## Curriculum Policy

It is our belief that an appreciation of the nature and character of God is central to our understanding of all areas of the curriculum. All our units of work are prepared after much thought and prayer and many are delivered with specific themes or heart concepts relating to the character of God and his purposes for our lives. These themes and concepts are communicated to parents so that they too can be involved in the development of these areas of character and understanding in the lives of their children.

Literacy, Numeracy, Science, History, Geography, Biblical Studies DT, Music, Art, ICT, PHSE and PE are all part of our curriculum. We generally adhere to the main aims and objectives of the 2014 National Curriculum so that children's knowledge and understanding in these areas progresses in a comparable way to that of children in other schools.

The teaching of Numeracy and Literacy follows the framework of the Primary Strategy. We use the Abacus active learn to support this in our Maths teaching. Literacy is supported by our use of the resources provided by Hamilton Trust which includes phonic teaching based on the Letters and Sounds programme, this gives the children a solid grounding in phonetics. Science, History, Geography, Art and Music often form the basis of topic work. We encourage physical development and well-being through our varied PE and Games lessons. Children have the opportunity to use computers to develop their computing skills and to design and make objects using a variety of materials in Technology lessons.

### EYU

The EYU is run in accordance with the new guidelines (April 2017) of the EYFS as required by Central Government. The activities in the Early Years Unit are set within a Christian framework, into which we have incorporated the three prime areas of the EYFS and the four specific areas. The curriculum is themed around a topic which changes each half-term, for example 'People Who Help Us', 'Growth' and 'Light'.

Each day there are four short 'Gather Time' sessions in which the children come together to be taught concepts contained within the Early Learning Goals and the stages of development leading up to them. The concepts taught during Gather Times are explored further through the continuous provision activities available throughout the day in the Nursery and Reception classrooms and outside play areas. These Gather Times are in Literacy, Mathematics, Phonics, Topic, PSHE and Music.

Literacy Gather Times are based on poems or fiction and non-fiction texts related to the topic. Phonics is taught using a mixture of Jolly Phonics and the Department for Education's 'Letters and Sounds' publication. Reception children follow the Abacus mathematics curriculum, whilst the Nursery children follow mathematics planning devised by staff based on the stages of development which lead to the Early Learning Goals. Here, staff refer to the Early Education publication 'Development Matters' to inspire their planning. The Gather Times in Mathematics, Literacy and Phonics are carefully differentiated to meet the needs of the children. Children in Reception are taught P.E. with Key Stage 1 one lesson a week.

The children in EYFS are involved each day in a collective act of worship, either as part of the whole school, in Team Assembly, Infant Assembly or EYU Assembly. Each week, the children take home a short activity to complete with their parents based on their assembly themes.

### **Christian perspectives**

Where appropriate Christian perspectives and principles are brought out naturally within the context of the planned learning outcomes of a scheme of work as well as on an occasional informal basis where staff will respond to pupil questions concerning issues of a spiritual nature. We ensure that children have a range of learning experiences that stretch, challenge, stimulate and promote thinking and learning.

### **Curriculum Planning**

The curriculum is planned effectively through long term, medium term and short term planning. This provides continuity and progression. Through the provision of rich and varied activities, we aim to:

- Encourage the best possible progress and the highest achievement for all pupils
- Enable pupils to make connections across different areas of learning
- Help pupils to think creatively and solve problems
- Develop pupils' capacity to learn and work both independently and together
- Enable pupils to respond positively to opportunities, challenges and responsibilities
- Enable pupils to acquire and develop a broad range of knowledge, skills and understanding